

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

School Year

2025-26

Date of Board Approval

November 17, 2025

LEA Name

Raisin City Elementary School District

CDS Code:

10-62380-6007074

Link to the LCAP:

(optional)

<https://www.raisincity.k12.ca.us/state-federal-programs/local-control-accountability-plan>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The Raisin City Elementary School District serves a rural population of 255 students, 98% of whom are classified as Socioeconomically Disadvantaged; 53% are classified as English Learners (2024-25).

Raisin City Elementary School District (RCESD) develops an annual plan, through our LCAP, to describe how District funds will be used from the California Local Control Funding Formula (LCFF), which is reviewed and revised annually. A broad range of community groups were engaged in the development of the RCESD LCAP, including parents, students, local bargaining units, classified and certificated staff, Parent Advisory Committee, District English Learner Advisory Committee, Governing Board, and the community. RCESD presented local and state assessment data and gathered suggestions and comments from educational partners to determine areas of need and to drive District initiatives for underperforming student groups. Those same data are used to identify evidence-based initiatives that will supplement the school activities that are funded by state and local resources. In identifying the strategies to supplement District initiatives, the specific focus is on those students who are struggling academically. In tandem with feedback from educational partners, the District reviews evidence-based learning strategies to create an action plan for increased services principally supporting English Learners, Low-Income students, Foster and Homeless youth, and other traditionally underserved student populations.

The RCESD Local Control Accountability Plan contains three goals:

- (1) Increase academic achievement for all students, including low-income, English learners, and foster youth, promoting greater student engagement and narrowing the achievement gap for all student groups.
- (2) Maintain safe and healthy, high-quality learning facilities and safe school environments while providing opportunities that develop positive character.
- (3) The District will promote parent engagement and communication.

The District has focused its use of federal funds to address learning gaps between high-risk student populations and our more successful student groups. The District also reviews learning gaps between our high-risk student populations and similar populations in other Fresno County districts in order to identify inequalities in academic outcomes. The needs of underperforming student groups are the primary drivers of actions and services funded by federal grant monies. A strong need to focus on the areas of mathematics, literacy, and English Language Development are evident in the analysis of both site and district data; Federal funds work in conjunction with state funds to enhance the core program and to provide appropriate intervention programs.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District's Local Control and Accountability Plan (LCAP) is developed with input from all of our Educational Partners in the community. Each goal of that plan has actions and services that focus on improving academic achievement for all students. The LCAP actions and services are also repeated as actions in the school's SPSA, as appropriate, to ensure ongoing implementation, monitoring, and evaluation of those actions and services.

Our School Site Council is also charged with identifying supplemental actions and services through a comprehensive needs assessment and data analysis. This needs assessment is utilized to determine instructional program needs, intervention program needs, and professional development that will extend, enhance, or enrich the activities funded by state and local funds, with a focus on key instructional practices and strategies. These activities may be provided as school-specific services, or through centralized services, and are included as part of the SPSA.

The federally-funded activities are aligned with the district's LCAP through this process that first identifies the LCAP actions implemented and schools, followed by the development of Title I, Title II, Title III, and Title IV activities that support those goals and actions

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.

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:

Raisin City Elementary School District is a single school District so this section does not apply.

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: <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.

N/A

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 (TAI), the LEA may write N/A. This provision will not be reviewed.

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

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Governing Board of Raisin City Elementary School District recognizes that parents/guardians and families play a crucial roll in each student's development. They are their child's first and most influential teachers and continued family involvement in education of children is a significant factor in student achievement and conduct. Families have the opportunity to directly affect student academic success by supporting their children's motivation and commitment to education.

The District's Parent Involvement policy is distributed to all parents and guardians at the beginning of each school year. RCESD seeks to provide multiple opportunities for parents and families to engage in their child's education and school and district governance. The parent engagement policy is revisited annually as part of the District/School planning process. The draft plan is presented to the SSC and the DELAC, with all parents invited to attend either or both meetings to discuss and explain the parent engagement component to parents. A Parent-School Compact is part of the discussion, to have a positive two-way communication between home and school. Expected responsibilities of both the school District and parents are established, and communication procedures, to clearly define expectations for improving the learning environment for students. The policy is translated and distributed for the convenience of our parents. The annual review and approval of the parent involvement policy is part of our Board Policies 6020 and 6171, and the associated ARs.

Parents are further encouraged to be proactive via their participation in the School Site Council (SSC), District English Language Advisory Committee (DELAC), and LCAP Community meetings. Raisin City Elementary School District provides bilingual office staff, instructional paraprofessionals, and teachers to increase positive communication.

Collaborative committees play an essential role in developing the Local Control and Accountability Plan (LCAP), which outlines the District's goals and actions to meet the needs of its students, with emphasis on low-income students, English Learners, Foster Youth, and struggling students. Presentations to parents and families include a review of the purpose of the LCAP, budget updates released by the state, an explanation of the state's eight priorities for student progress, the District's data in relation to the state's accountability instruments, and the resulting District goals and actions. Input from family educational partners is collected regarding proposed LCAP actions and expenditures. and the impact their suggestions have on the final plan are described as part of the plan's Community Engagement section. Families are surveyed annually using the state's self-reflection instrument to rate the District's efforts to engage them in

school and District activities, planning, and governance. Those survey results are publicly reported to the Governing Board and community in June of each year.

Climate and engagement data from 2025 surveys suggest that our efforts have been effective. 95% of parents agreed or strongly agreeing that the school facilities are clean and well-maintained. In addition to maintaining staff to provide necessary services, parent survey results that showed that we maintained 92% of parents agreeing that the school provides a welcoming environment, and 92% responding that school staff are interested in each family's strengths, cultures, languages, and goals for their children. Eighty-eight percent of respondents agreed that "The staff at my child's school build trusting and respectful relationships with families." "The best part of Raisin City Elementary School is the entire staff, from the administration to the teachers and support staff, who are world-class!" 85% of respondents agreed that the school engages in 2-way communication with families, and 87% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community. The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board maintained a rating of 4.4 in 2025. The rating has increased from the baseline (2019) rating of 3.7.

Soon after the District receives the CAASPP results, each parent/guardian is notified of the availability of their child's assessment results. The notification to parents includes an explanation of what the results mean, and how the student compares to state expectations. Instructional staff meet with each family to discuss students' strengths, areas for improvement, and needs based on state and local assessment results and teachers' observations. The District collaborates with families to implement a plan for each student's success, while assisting parents with strategies, materials, and available resources to use at home to assist their children, including access to resources through our iReady computerized program. These programs are available for parents to log in, to monitor student progress, and to access resources and extra curricular assignments for their children. Parents may contact District or school staff through email or phone if they have questions regarding the results or the assessment.

The standards, assessments, and academic programs are also an integral part of each school's Title I Informational meeting, and every SSC meeting. These provide additional opportunities for staff to explain how the standards and assessments contribute to students' success and demonstrate progress towards meeting the academic standards.

Parent involvement at the District's DELAC meetings and through the LCAP development process provides additional opportunities for parents to garner information, and for the District to provide information about the standards, assessments, and how they may be used to help their children. Presentations provide our audiences with an understanding of the State Priorities, District goals, actions and services, and assessment data. Further, to expand efforts to engage all educational partners and attain responses to the level of satisfaction about the District goals, actions and services and assessment data, an online survey is conducted with students, parents and staff.

RCESD includes parent and family involvement strategies as a component of instructional planning. By working together, teachers and families can better understand and meet student needs. Our schools have an obligation to communicate frequently with the home and to help parents/guardians develop skills and family management techniques, which support classroom learning. The principal, teachers, and support staff communicate frequently with families to keep them well-informed about school expectations and teach them when and how they can assist their children in support of classroom learning activities.

The District invites all parents, guardians, and families of eligible children to attend public meetings throughout the school year to discuss Title I, Title II, Title III and Title IV programs, outline family involvement activities, and solicit parents' input. These meetings are hosted by the District periodically throughout the year to inform parents of their right to consult in the planning, design, implementation and evaluation of Title I programs and family involvement. These meetings include, but are not limited to, School Site Council (SSC) meetings, Local Control and Accountability Plan Advisory meetings, and District English Learner Advisory Committee (D/ELAC) meetings, The Superintendent or Designee assures opportunities for parent/guardian and family involvement, which may include:

1. Notifying each child's parent/guardian that the child has been selected to participate in academic support programs and giving reasons for the selection.
2. Informing each child's parent/guardian of specific instructional objectives for the child.
3. Reporting to each child's parent/guardian on the child's progress.
4. Scheduling conferences between individual parents/guardians and teachers.
5. Providing materials and suggestions whereby parents/guardians may help promote their children's education at home.
6. Providing timely information about Title I, Title II, Title III and Title IV program plans and evaluations.
7. Soliciting parental suggestions in the planning, development, and operation of the program.
8. Consulting with parents/guardians about how the school can work with them to achieve the program's objectives.

9. Providing timely responses to parent's/guardian's recommendations.
10. Facilitating volunteer participation by parents/guardians in school activities.
11. Establishing parent/guardian advisory councils.
12. Provide opportunity for parents to participate in workshops/sessions where they can learn new tools and gain knowledge on how to effectively support their children's educational success.

The District continues to provide learning opportunities as a means of assistance to parents. At periodic Family Nights, parents learn the importance and impact of understanding such topics as state academic standards, state and local academic assessments, how to monitor their child's progress, and working with educators to improve the achievement of their children. Parents who have taken advantage of these opportunities have become empowered. Various materials that focus on specific topics are provided at meetings/workshops and parents are encouraged to work with their children to improve their child's achievement. In 2025, the District offered classes for parents through the Parent Institute for Quality Education (PIQE). Those were successfully completed, with 17 parents graduating. Based on family partners' suggestions, the focus for PIQE was social-emotional learning. The activities organized by PIQE were praised by parents. Literacy Night had over 60 families attend. There was an enormous turnout for parent conferences, and the holiday concert was well-attended as well as the pre-school/early education workshop. During conferences, teachers reviewed how parents can use their phones to access their child's grades on AERIES. GED and ESL classes for families were again held, with attendance averaging from 5-8 participants.

Raisin City ESD uses various methods to reach out and connect with parents and community partners. Bilingual supports are found throughout school site/District mailings, publications, and verbal interactions. Translators are always available and are used for various meetings such as: parent conferences, Open House/Back to School Night, community events, and Special Education meetings. Through conversations with families, they have communicated their appreciation for the efforts school officials and staff have made to keep them informed of the educational progression of students. The District is committed to continuing numerous opportunities to connect with parents, families, and community partners.

The District has a collaborative partnership with Fresno County Superintendent of Schools through the SELPA and Migrant programs to augment the services available to our students with disabilities and to Migrant students, while providing educational and informative meetings, including parent workshops to equip parents with methodologies to best support their children's special and specific needs. RCESD continues to explore new ways to increase family involvement through surveys, committees, and face-to-face conversations. Parent and family feedback is vital to the success of the District, and the District seeks parents' and teachers' opinions on what professional development we can offer to enhance the skills of our staff to engage and involve parents and families.

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.

Raisin City Elementary School addresses the needs of its student population through a school-wide program and develops a SPSA in collaboration with the school staff, school community, and students. The SPSA is annually evaluated and the school's needs assessed by the SSC. Based on the needs assessment, the plan are revised as necessary to better address the needs of eligible students. In the SPSA development process, the SSC and broader school community examines evidence-based methods and instructional strategies that strengthen the academic program. Data are used to assess the needs of learners, then incorporate the research-based strategies with the greatest evidence of success in addressing that need. Locally successful strategies may also be identified. Based on the needs assessment, plans are revised as necessary to better address the needs of eligible students. In the SPSA development process, the SSC and broader school community examines the following:

- Providing preschool opportunities
- Transitioning into Transitional Kindergarten and on to regular Kindergarten to build a foundation for success in school
- Hiring highly qualified teachers

- Providing professional development in evidence-based instructional strategies to address the diverse needs of its student population, specifically at-risk students
- Providing curricular supports that structurally and sequentially addresses the State Academic Standards

Instructional practices are measured through teacher observations and quarterly benchmarks, providing structured time to address student deficiencies. Additionally, students are provided opportunities in Visual and Performing Arts. Students are also provided counseling services, augmented through Fresno County Superintendent of Schools on-site Mental Health Services.

The District provides summer school intervention, enrichment, and original credit classes, for students in grades K-8. The iReady program being implemented at all K-8 grade levels also allows capable students to accelerate their learning if they are successful in ELA and/or math. Each school has also invested in the technology that allows students to access appropriate enriched and accelerated curriculum online.

The District recognizes the importance of its investment in professional development for all its teachers, in order to provide great first instruction, effective interventions, and affective supports to learning. A comprehensive professional development program, including the following, will be provided for personnel who work with eligible children:

- Professional learning support and services to early education teachers, to help at-risk children be better prepared to enter school successfully;
- Behavior support training;
- Contract with curriculum and instruction experts to provide professional development in best practices for core content teachers and instructional aides;
- Provide newly hired teachers with professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement.

More recently, the District has made significant investments in students' wellness, including both physical and social-emotional health. Mental health services, behavior supports, and counselors have all increased to make sure that our students learn in safe, supportive spaces. Concomitantly, the District has provided training for staff on positive practices to promote social-emotional awareness and support at all of our schools. These efforts may be supplemented by actions included in the school's SPSA.

Activities to engage and inform parents are described in the "Parent and Family Engagement" section above. As noted, a variety of activities and events are offered to parents/guardians and families in a concerted effort to keep them informed of what their children are doing in school, how they can support their children away from school, and how they can engage in shaping the District's vision for all students.

The school plan is closely aligned with the District's LCAP and includes several avenues of intervention for struggling students. Teachers continually assess a student's progress and respond with appropriate interventions. The intervention and support staff at each school extends assistance in content areas and technology to support content acquisition. Also understanding that socio-emotional needs significantly impact learning, interventions are also provided to support improved behavior and to address social/emotional needs. The District is investing in student assessment and data collection, and in training staff to use those data most effectively to immediately identify and address students' needs. The District has invested in ELD intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading levels for English Learners. We are also addressing the need for assessment protocols, developed in consultation with the SELPA, that will use multiple assessments and reflect best practices for students with exceptional needs.

Educational services outside SWP schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs do not apply.

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:

The District does not operate a targeted assistance school program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The goal in working with homeless students is to provide enrollment, sustain their attendance, and provide them with the support so they can be successful. Raisin City ESD provides services such as tutoring, mentoring, appropriate instruction, access to community resources, and other support services to ensure student success. Because homelessness can have a traumatic effect on the children experiencing it, the District provides counseling services to ensure that the academic and social-emotional needs of these youth are met. Counseling services are principally directed to ensuring all students have every opportunity for success at school. The District works with the Fresno County Superintendent of Schools and specifically with the Foster & Homeless Education Services office for continued guidance. Additional services are provided by the school counselor and include ensuring transportation to and from school, attendance monitoring to support being in school consistently and continuously, and academic progress monitoring. Other uses of homeless youth funds may be for necessary clothing, shoes, hygiene kits, and school supplies, or providing help with school activities such as class projects, field trips, cap/gowns, and PE materials. School registration staff receive annual training on enrollment procedures.

Foster Youth: RCESD supports the academic needs of Foster Youth residing in group homes and in foster care with foster family agencies and those in court-specified homes, by providing advocacy, connection to tutoring, mentoring, appropriate instruction and other support services.

For both groups of students, the District provides counseling services to ensure that the academic and social-emotional needs of these youth are met. Counseling services are principally directed to ensuring all students have every opportunity for success at school.

For additional information regarding services for foster and homeless youth, contact the school office at 559.233.0128.

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.

RCESD offers a pre-school program to serve as a transition for students entering school for the first time. The District's preschool is a California State Preschool Program (CSPP). Students in the program are provided a core class curriculum that is developmentally, culturally and linguistically appropriate for students. The program works with the kindergarten program by providing opportunities for parents and their children to preview their first public school educational placement.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The eighth grade teacher and school Principal coordinate with the Caruthers High School staff to ensure placement for our students. The eighth grade teacher also coordinates with Caruthers High school counselors to make sure students are assigned to the proper high school courses. A review of A-G and graduation requirements is also conducted. Eighth grade students participate in a trip to Caruthers High to become more familiar with the campus. During the summer, RCESD 8th graders are encouraged to participate in a Summer Bridge program offered at Caruthers High to 8th grade students transitioning to 9th grade. Field trips are also arranged with local universities to broaden the possibilities that are at the reach of students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District does not use Title I funds to identify and serve gifted and talented students or to develop a library program to develop digital literacy skills

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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 -- Applies only to County Offices of Education.

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.

Raisin City Elementary School District provides a system of professional growth that is integrated with our LCAP and SPSA for improving student outcomes and values professional growth, placing great emphasis on continuous improvement. Staff trainings are conducted annually to train instructional staff on how to effectively collect and interpret student data. These data are collected each week and reviewed by staff during professional collaboration periods. During this time, teachers discuss curriculum, assessments, instruction, and potential future professional learning activities that may assist them in better serving the students of our District. This time allows for data team trainings, teacher/grade level/department articulation, lesson design, and assessment evaluation. This professional growth model is evaluated annually and adjusted as needed to promote continuous improvement in professional growth. Feedback from staff members, combined with student data determine and frame the professional learning schedule and future topics. This, and teacher survey data on standards implementation, inform the professional development action in future plans. There is also a continuous cycle of improvement to ensure that data are continually examined and evaluated, and strategies selected to improve student outcomes.

The District understands that excellent first instruction benefits our students, so we plan a strong professional development program for all staff. Such a strong program is even greater benefit to our at-risk student populations. We first commit a significant amount of LCFF funding to support professional learning, particularly for new teachers, based on an individual needs assessment. These efforts are supplemented by Title I funds that are included in the school's SPSA, which is aligned to the District's LCAP. At a District level, Title II funds are also used to supplement the basic professional development provided to teachers, administrators, and paraprofessionals. The professional learning system is inherently aligned, as all the school's goals, actions, and services are all aligned with the District's LCAP. Any SPSA action taken to supplement LCAP actions is immediately aligned with the LCAP. The school's projected academic, behavior, and attendance outcomes are also aligned with those being measured by the District, including all appropriate outcomes from the California School Dashboard.

Teachers are engaged in relevant and timely learning opportunities, including workshops, demonstration lessons, and coaching, that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks.

Areas may include:

- Math
- ELA
- ELD
- Science
- Social Science
- Assessment Training/Conference
- Instructional Strategies

- Social-emotional learning (SEL) skills that support a positive climate for learning and work.

The school Principal also participates in these professional development opportunities in order to have a clear understanding of the strategies to help guide and support classroom implementation.

Additionally, the Principal and Leadership Team may participate in professional learning activities that maintain and build effective site leadership and an effective School Leadership Team. School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy.

New teachers participate in professional development activities designed to provide background knowledge, skills, and information in the areas of the standards, technology, special education, and student engagement. In the past few years, the District has contracted with curriculum and instruction experts to provide professional development in best practices for core content teachers and instructional aides. Every teacher with a preliminary credential participates in a two-year induction program that focuses on excellent first instruction. The District contracts with the Fresno County Superintendent of Schools (FCSS) and absorbs the program costs. Each new teacher develops an Individualized Learning Plan (ILP) and is assigned a mentor who receives a stipend for providing support toward reaching the plan goals. The ILP goals and activities are based on the California Standards for the Teaching Profession competencies. Mentors provide monthly logs of contact and activities, and may request additional support for the new teacher as necessary. All interactions between mentor and mentee are confidential, except as requested by the new teacher. The District also pays the substitute teacher time for participants.

All Classified paraprofessionals attend professional development as needed, and are encouraged to pursue post-secondary education to improve student instruction and move across the salary schedule to compensate them for their efforts to grow professionally.

The School Psychologist/Speech Therapist and Counselor attend specific training provided by Fresno County Superintendent of Schools Special Education Department.

A culture of continuous growth is evidenced by the amount of resources and time dedicated to facilitating staff members in their journeys to be at their professional best for the students in our community. The overarching goal of our professional growth and improvement efforts is to strengthen collective teacher efficacy and improve the overall educational environment for students. Goddard, Hoy, and Hoy (2000) define this as “the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students.” These shared beliefs affect the culture of the school and shape its system of beliefs. Raisin City Elementary promotes collaboration with the purpose of improving teaching, learning, and leadership. The process provides a structure for teachers and leaders to specifically identify areas of student need and collaboratively decide on the best instructional approaches to achieve success for our students as measured by assessments of State Standards, local benchmarks, and feedback from parents and students via surveys. The results of data collected in determining the effectiveness of the professional development determines the adjustments necessary to continue improving or modifying the professional development model, throughout the career of teachers, administration and classified employees. The system for professional development described in this section is all about getting better and getting results. This annual cycle of assessment, planning, implementation, and evaluation is to create a District culture of continuous improvement. As part of the school's planning process, educational partners engage in these steps in order to sharpen our efforts on behalf of our students.

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:

Not applicable, as RCESD is a single school district.

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.

On an annual basis, Raisin City Elementary School District conducts its internal inquiry to analyze strengths and weaknesses, in support of its goals of:

- increasing student achievement
- making sure its teachers, paraprofessionals, administration, and support staff are highly effective
- ensuring that professional development is provided to all staff, to promote student success, while they also continue to grow professionally.

Professional learning planning begins with a quarterly analysis of student data, an assessment of educator effectiveness and a review of certificated and classified observations, including the Principal, to determine needed professional support to enhance effectiveness. Equity is a critical component of our improvement efforts, and the District has established a data collection system to facilitate identifying inequities in educational outcomes. Data from the California School Dashboard is used in conjunction with local data, such as iReady, to identify areas in which our at-risk student groups are not meeting standard in ELA, math, English language development, behavior, or attendance. State and local data are also used to identify inequities in educational outcomes between student groups and their peers in similar districts. Teachers, parents, and students are surveyed for their improvement ideas. From these data, the District constructs an assessment of the needs of our students, teachers, leaders, and community. All teachers are surveyed annually and asked to indicate their professional learning needs. The District then use those data, along with other data described above, to determine a course of professional development for the coming year. It is this needs assessment that informs and undergirds the following year's professional learning plan.

Student data are used continuously to inform and improve staff development activities. For example, in examining data for student groups, "Distance from Standard" results showed that inequalities persist in the achievement of Low-Income students, Hispanic students and English Learners when compared to their peers in other districts.

The 2024 California School Dashboard, Distance from Standard showed that the Overall performance level, and those for Low-Income student, and Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow) Medium level. Those groups, along with English Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased or declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Learners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting or exceeding standard, with over two-thirds achieving that status in ELA, and half doing so in math, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.

The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our professional development activities and our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%. The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The professional learning program that includes ELA, ELD, mathematics, social-emotional learning skills, and building teacher efficacy are all intended to improve upon the 2024 results. The District has increased expenditures in professional development, coaching, and instructional specialists to provide staff with the best strategies to plan, deliver, and monitor classroom instruction and student support to improve student outcomes in those areas.

As part of the District's annual LCAP development process, Raisin City Elementary School District meaningfully consults with all educational partners, including teachers, principals, paraprofessionals, specialized support personnel, parents, including parents of English Learners and student with exceptional needs, and community partners are consulted on the plan. The professional learning activities on which they are asked to comment include Title II, Part A-funded activities. Additionally, educators, students, and parents are surveyed on how effective current professional development efforts have been, and what activities might be added or improved. Parents and teachers are also consulted as part of the SSC and DELAC meetings, where the school plan is reviewed for suggestions. Progress on professional development activities is also reported annually to the district Governing Board.

The evaluation activities described in the preceding paragraphs are inherently aligned, as all evaluation activities are targeted toward the District's LCAP goals, outcomes, actions, and services, since we are a single school district. Our school's projected academic, behavior, and attendance outcomes form the basis for the evaluation of Title II activities.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Fifty-three percent of the students in Raisin City Elementary School District are English Learners, and improving the instruction and assessment practices of English Learners has been a primary focus for RCESD. Our LCAP Goal 1, Actions 3, 4, and 13 are specific to that purpose, and the underlying principle is to provide our English Learners with full and complete access to the curriculum.

English language development in the core courses is supported with supplemental materials to increase English proficiency for all English Learners. Additionally, the District provides support for integrated and designated instructional time to increase student access to academic content. This will continue on an annual basis with an emphasis on integrated and designated ELD time and instruction. Administrators, school leaders, and educators participate in professional development trainings focused on instructional strategies, use of technology and curriculum development as it relates to the ELD standards. Training for increasing English Learners' access to rigorous content and standards is also provided by contracted trainers who engage teachers in professional development activities that build the skills and knowledge of staff to use data to plan interventions, and the evidence-based strategies to conduct those in supporting English Learners.

Administrators, counselors, teachers, and others are provided on-going training opportunities that include the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding and teaching methodology
- English Language Development (ELD) teaching methodology
- Developing Positive Student/Teacher Relationships
- Developing Quick Write Strategies (Write to Learn)
- Developing Reading Strategies (Reading for Meaning)
- Student engagement strategies

These activities are on-going throughout the year, involving initial training, follow-up support from trainers and the school principal.

As part of professional development and collaboration activities, teachers regularly review the academic progress of their individual English Learners and share findings, collaborate on next steps, and plan additional interventions and supports with other staff. The District's work with teacher collaboration has had a significant two-fold impact on the quality of instruction received by English Learners, as evidenced by the assessment results noted in the "English Proficiency and Academic Achievement" section below. The first is based on research that shows that, when teachers are convinced of their collective efficacy, learning outcomes increase for all students. We believe that enhancing the belief that all of our students can learn can have an even more powerful impact for our English Learners. The collaborative teams will also be more capable of using assessments and data to target instruction to the specific needs of learners, as we know that one size does NOT fit all, and our students come to us with very different needs.

The District is committed to providing our English Learners complete access to the full curriculum. Within that goal, more than \$560,000 has been budgeted in the District's LCAP to help reach the expected, improved student outcomes. Title III funds supplement the District's commitment by providing professional development in strengthening instruction for English Learners, and to provide high-interest and culturally relevant supplemental reading materials to address individual learners' needs.

Throughout the school year, teacher teams are provided with opportunities to plan units incorporating ELA/ELD standards and framework. Computer and media literacy for English Learners is supported by instructional staff who take part in professional learning opportunities in those areas. Educational partners involved in planning these activities included parents, SSC, ELAC, DELAC, Teachers, Administrators, Consultants, and Fresno County Superintendent of Schools' Consultants. The District also understands that, moving forward, it will be in the best interests of our English Learners to continually review our current Title III-funded practices and make whatever revisions or changes are necessary to align those practices with the English Learner Roadmap.

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:

Identified immigrant students, previously in the District and new to the District, are provided services through the Fresno County Superintendent of Schools Migrant Education program. The District receives less than \$1,000 of funding to provide enhanced instructional opportunities for immigrant children and youth. Those funds are used to provide supplemental materials.

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:

English Learner students receive integrated ELD instruction in all academic classes, and also receive designated ELD instruction. Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. Integrated ELD refers to teachers providing language clarification and language

acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson. ELD instruction appropriate to the English proficiency level of each English Learner is scheduled during the regular school day and is provided by an authorized teacher. Teachers also provide activities that will promote cross-cultural understanding and the development of a positive self-image. English Only students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed. The District offers an after-school Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency.

Teachers design lessons or use ELD curriculum based on the California English Language Development Standards, taking into consideration the student's ELPAC level. English Learners who have less than reasonable fluency must continue to receive ELD instruction until ELD standards have been met and the child has been reclassified Fluent English proficient (RFEP). Curriculum, materials, and approaches are designed to promote the English Learner's second language acquisition of listening, speaking, reading and writing skills; and to learn their grade level content, achieving parity with their native English-speaking peers. EL students who have "less than reasonable fluency" receive daily language development lessons through the pacing of ELD standards, teacher created units and state adopted ELD core curriculum. Various supplemental materials are also used to support mastery with the English language for our EL students. The school provides sheltered instruction (SDAIE) in academic areas and the core content classes have additional support services provided by utilizing bilingual instructional aides. The support services are designed to accelerate ELL students to master core curriculum in English. Teachers are familiar with SDAIE methodology to support EL's in core classes. Students are grouped by their proficiency level and the language objective that addresses their learning goals. Teachers use the ELD standards to guide their instruction and to make sure students are receiving the appropriate support and instruction for their EL proficiency level.

Additionally, the District has Reading Corp tutors to provide struggling readers the support to move from decoding levels to learning to read. This program is research-based and has proven to show results. English Learner students are provided intervention support from certificated staff, with paraprofessional support, including supplemental services offered after school. These services are based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives and hands-on- instruction to increase the academic outcomes. Teachers use supplemental supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. Enrichment and physical activities for English Learner students are integrated into the After School Program. In addition to providing on-going monitoring of English Learners redesignated as Fluent English Proficient (RFEP), the District provides additional supports, including supplemental services after school, rich, culturally-responsive literature, and tutoring so that they can continue to make progress.

ELPAC scores, along with ELA/ELD grades, writing samples, teacher recommendation, and iReady growth data all contribute to the accurate assessment and placement of all students. Benchmark data and all other EL progress monitoring data are regularly shared with students, staff, and parents to ensure that student data and placement is both accurate and appropriate. Raisin City Elementary reaches out to all family educational partners in this process through SSC meetings, DELAC meetings, and all regularly scheduled parent meetings. Other partners involved include the principal, teachers, Fresno County Superintendent of Schools, and consultants. All recommended materials are piloted and evaluated by teacher and administrators alike to find the most effective materials for student success. All instructional materials, implemented programs, and off-campus activities must be approved by the RCESD Governing Board beforehand. Any materials purchased with Title III fund are used to supplement and enhance the basic curriculum.

We will continue to build upon the actions in the LCAP and SPSA to provide extra support for English Learners, using Title III funds to provide supplementary services that sustain the increases in reclassification through 2025-26 and beyond. Based on these outcomes, the District will use the 2025-26 Title III funds allocation, plus any carryover, for the following services:

- Imagine Learning supplemental materials
- English 3D supplemental materials
- Contracted training through Fresno County Superintendent of Schools

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:

The school principal, instructional staff members, with support from Raisin City ESD staff review student progress through data analysis, monitoring, and observation of EL students and programs. The District will implement the use of an observation tool (OPTEL) utilized to evaluate ELD programs. Information will be shared and discussed during instructional team meetings and professional development meetings. The District will collaborate with our educational partners to identify core and supplemental materials, and associated benchmarks, that reflect state-adopted ELD standards. The principal will collaborate with the teacher leadership team and contracted consultants to guide improved and faster-paced English language acquisition. Utilizing tools such as iReady and Imagine Learning, the District will identify curriculum and instructional needs to determine additional supports and interventions necessary for students. District staff will oversee and ensure implementation of the components of the ELD observation tool. The principal and instructional staff will collaborate gather data from the observation tool for review and evaluation. This review will determine best practices to improve student outcomes. The District will provide additional instructional services to English Learner students, including support services in specialized programs during school, and in after school programs. Participating partners include Parents, the District English Learner Advisory Committee (DELAC), School Leadership Team, Site Administrator, and Consultants.

English Learner Program evaluation seeks to answer three critical questions related to the design, implementation, and evaluation of the District's various programs for English Learners:

1. Is every EL in the district moving up one level on the ELPAC?
2. What is the progress of Long-Term English Learners (LTEL)?
3. How many ELS' are being RFEP each year? How many ELS' that are Special Ed are RFEP?

School teams collaborate during professional development team meetings. During collaboration, teachers review data from common formative assessments in order to identify trends, patterns, and growth of their English Learner students. Teachers reflect on instructional practices, design intervention plans, and continue to progress monitor in order to review and share data the following week with their team members. During designated ELD, students will focus on reading, comprehension, and fluency. Listening, speaking, reading, and writing ELD standards will be implemented, along with EL strategies in each designated small group lesson, and the teacher will scaffold to the EL level of the students within the groups. Additionally, students will take formative assessments multiple times throughout the school year in order to monitor instructional practices and growth. English Learner progress is monitored in a variety of ways:

- ELPAC Testing
- EL Folders
- Smarter Balanced formative assessments (IAB, FIAB, ICA)
- Classroom performance based assessments
- Grades
- Teacher observation
- i-Ready
 - Reading Corps
 - AR

Continual academic monitoring is done by the classroom teacher. Teachers regularly check assessment data for growth or intervention needs. Teachers continually do informal or quick formative assessments on students during designated ELD instruction. Academic progress is reviewed and completed annually by teachers. Additional supports, ELPAC, teacher evaluation, and assessment data will be reported. District and Site level plans are designed to be responsive to evaluation results that may show that a particular program needs to be modified, enhanced or eliminated.

When a student is RFEP, they will be monitored for four years. These students need to Meet or Exceed Standard for three cumulative years on CAASPP in ELA to prove proficiency as an RFEP student in our District. Students will be monitored twice yearly at the end of each semester grading period. The school will collect data on whether students are passing core content courses, attending school regularly, and the percentage transitioning to high school successfully as criteria for success as a RFEP classified student. Site staff may make any necessary program or course adjustments for the RFEP students according to how criteria are met. RFEP students are monitored by the following:

- CAASPP (meet or exceed for three years)
- Attendance
- i-Ready
- Grades

The District has recognized the need for a thoughtful, rigorous, overarching plan that provides clear expectations for English language development, integration of ELD standards, progress to reclassification, and follow-up for RFEP students. To this end, the District has consulted with staff, stakeholders, COE and CDE experts to develop a high-quality English Learner Master Plan. The Plan has undergone several revisions with input from the aforementioned groups. Implementation of the Plan is regularly reviewed in order to determine what parts might be effective and which might need revision. As the District continues implementation, progress will be regularly reviewed, and staff feedback solicited in order to determine specific components that may be ineffective and may need adjustments and elimination.

The 2024 California School Dashboard, Distance from Standard showed that the District's efforts to provide support for English Learners are reaping success. The ELA results for English Learners improved from the Red (Very Low) performance level to the (Orange) Medium level; ELA for Long-Term English Learners (LTEL) improved from the Red (Very Low) performance level to the (Yellow) Medium level. Those groups, and Hispanic students, all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners decreased from the prior year.

The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, English Learners and LTEL showed increases in percentages. RFEP students showed double-digit increases in percentages meeting or exceeding standard, with over two-thirds achieving that status in ELA, and half doing so in math, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.

The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our professional development activities and our instructional staff's commitment to improving results for English Learners. In 2024, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%. The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The professional learning program that includes ELA, ELD, mathematics, social-emotional learning skills, and building teacher efficacy are all intended to improve upon the 2024 results.

We were pleased that 2025 iReady data indicate that our current efforts are continuing to show positive results in improving academic performance in ELA and in math. Overall English Learners saw 2% increases in both areas from the prior year's iReady scores.

ELPAC scores, along with ELA/ELD grades, writing samples, teacher recommendation, and Imagine Learning growth all contribute to the accurate assessment and placement of all students. Benchmark data and all other EL progress monitoring data are regularly shared with students, staff, and parents to ensure that student data and placement is both accurate and appropriate.

While the 2024 state assessment and Dashboard data for ELA, ELD, and math data indicate that the District's English Learner students are making strides in closing inequalities in academic assessment results, inequalities remain. These inequalities, and the progress in addressing them, demonstrate the need for intervention support from certificated staff, including supplemental services offered during and outside of the regular school day, including before school extended learning sessions, tutoring, and summer school.

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:

The Raisin City Elementary School Administration met with all educational partners, which included teachers, parents, and students, to determine the District's most pressing needs. After prioritizing several needs, the stakeholders decided that activities to support students' mental health, and a plan was developed as part of the LCAP to contract with Fresno County Superintendent of Schools to provide additional mental health staff services.

The funds provide by Title IV, Part A, which are less than \$30,000, and are transferred to Title I, which are then used to pay for the supplemental services.

The effectiveness of the program is measured by the number of students involved, the number of declining discipline referrals, and a decline in chronic absenteeism rates. The school staff compile and provide reports to educational partners, relating to the improvement of school climate, via activities and incentives implemented.

In more closely examining the 2024 California School Dashboard data, we found that for both the Low-Income student group and English Learners, the number of suspensions for defiance increased from one to nine and from one to eight, respectively. These data highlighted the need to continue to address Suspension Rates by providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including significant expenditures for those services and social-emotional learning (SEL). These services will include retaining staff to provide behavior intervention and support, focused on providing services to Low- Income students, English Learners, and Foster Youth in grades TK-8, their parents, and the staff who work with them; increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning; continued implementation of PBIS structures; and providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, English Learners, LTELs, Low-Income students, and Hispanic students all achieved the Green(High) performance level. The White students group and Students with Disabilities also improved. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance continue to be very effective in lowering chronic absenteeism rates.

We believe that current survey data (March, 2025) is a strong indicator that Action 2.3 has had a positive effect that has manifested itself in lower Chronic Absenteeism and increased attendance. As noted above, Overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and LTEL reached the Green performance level. The percentages of surveyed students who responded they feel safe at school increased from 74% to 83%. Those responding that they feel connected to school rose from 73% to 80%.

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.

Since the District receives less than \$30,000 in Title IV funds, this area was not required to be addressed and the Needs Assessment is not required.

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

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?

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.

Since the District receives less than \$30,000 in Title IV funds, this area was not required to be addressed.

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

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.

Since the District receives less than \$30,000 in Title IV funds, this area was not required to be addressed and the Needs Assessment is not required.

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])

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?

- 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:

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