

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

School Year

2026-27

Date of Board Approval

June 16, 2026

LEA Name

Romoland School District

CDS Code:

33 67231 0000000

Link to the LCAP:

(optional)

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

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Federal categorical funds are strategically integrated into the planning and implementation of all Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) goals and actions. These funds are aligned with identified needs based on an annual review of student performance data and input from educational partners. Federal resources are used to supplement—not replace—state and local efforts, enhancing goals and actions that support student achievement and school improvement.

Each year, the District LCAP Team analyzes performance metrics and educational partner feedback to revise LCAP and SPSA goals accordingly. The thoughtful allocation of federal funds ensures a strong return on investment, as reflected in improved student outcomes.

Title I funds focus on raising student achievement across five key areas: English language arts, mathematics, English learner (EL) performance, attendance, and safe, engaging learning environments. These funds support academic interventions, staff professional development, community engagement clerks, outreach services, private school student support, and assistance for homeless students.

Title II funds support new teacher induction and professional development in literacy, dyslexia intervention, and leadership development for school administrators.

Title III – English Learners funds are allocated to sites to support SPSA Goal 3, targeting language development through parent/community engagement, professional development for staff, supplemental materials, and extended learning opportunities.

Title III – Immigrant funds are used to provide direct outreach to immigrant families, delivering one-on-one support and access to family resources.

Title IV funds support student mental health services, expanded middle school college and career elective options, and instructional technology professional development for teachers.

Alignment

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

Alignment of federal, state, and local funds is achieved through the annual LCAP review process, which is an ongoing and comprehensive process, including approximately 36 separate meetings with a variety of education partners. During these meetings, data is analyzed and used to determine our next action steps. All School Plans for Student Achievement (SPSAs) are intentionally aligned with the district's LCAP goals to ensure a cohesive approach to resource allocation and program implementation.

The District LCAP Team—comprising a broad group of educational partners (students, staff, parents/guardians, and community members)—meets three times each year to review performance data and assess progress toward LCAP and SPSA goals. At the school level, site-based LCAP/SPSA teams also each meet three times to review local performance data and recommend strategic actions to strengthen support and services for students.

In addition, the District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) each meet three times annually to examine districtwide data and offer input on proposed actions. Throughout this process, federal categorical funds are carefully considered and aligned with identified needs to maximize their impact in advancing district and school goals.

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.

Student eligibility for Title I funding is determined using Free and Reduced-Price Meal data from the Romoland School District's CALPADS Fall 1 Reports 1.1 and 1.2 annually. Currently, all seven schools in the district meet the criteria to receive Title I funds. At this time, the district's newest school, which opened in the 2025-26 school year, qualifies for Targeted Assistance. We anticipate that they will move to a Schoolwide Program based on their 2026 CALPADS Fall 1 Reports 1.1 and 1.2 qualify for Title I.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

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

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

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

-All schools in the Romoland School District meet the poverty criteria to receive Title I funds.

-All schools maintain equally experienced teachers.

-All teachers in the district are certified to teach in the field in which they are teaching.

-Romoland School District is one of the few growing districts in Riverside County; Due to growth, we annually have open teaching positions. For open teaching positions, we get numerous applicants with multiple years of teaching experience. We have a rigorous interview process, and we are able to hire talented and experienced teachers to fill our open teaching positions.

-Minority and low-income students encompass the majority of students in our schools, and across all schools, they are taught by equally experienced, effective, and in-field teachers.

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

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

Parent and Family Engagement

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

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

Parent, Guardian, and Family Engagement Strategies

Romoland School District implements a comprehensive approach to parent, guardian, and family engagement to ensure inclusive, equitable, and meaningful participation across all school communities. Key strategies include:

Access and Equity

The Romoland School District is committed to enhancing special education services across various levels, including mild, moderate, and extensive needs. To support this commitment, the district plans to increase the number of Special Education Instruction (SAI) teachers and corresponding instructional aides, ensuring more tailored support for students. Additionally, a Special Education Translator position will be added to facilitate effective communication with families. The district will also shift the responsibilities of the Coordinator of Special Education position to provide stronger leadership and coordination of services. A key component of the plan is to foster collaboration between SAI teachers, instructional

aides, and general education staff for instructional planning, which will be supported by a professional learning and mentoring program for instructional aides. Collaborative master schedule development will ensure resources are allocated effectively across all educational teams. The district is also focused on increasing inclusive practices within the P.E. program, ensuring that students with disabilities are fully integrated. All instructional staff will receive professional development on the continuum of program services to enhance their ability to meet diverse student needs. In alignment with the district's commitment to equitable access, increased translation services will be provided for all major communications, ensuring multilingual families receive key information in a language they can understand. Translation services will be available for parents/guardians with limited English proficiency for all important communications and reports, and reasonable accommodations, such as sign-language interpreters, will be offered to parents/guardians with disabilities. Special accommodations will also be made for families with unique accessibility needs. The district will provide targeted outreach and support to parents/guardians of migratory children before and after extended school absences to minimize educational disruption. To support these efforts, task force sub costs will be allocated to ensure the effective planning and implementation of special education services throughout the district.

Districtwide Leadership and Support

- A School Engagement/Foster Youth Liaison leads and facilitates districtwide family and community engagement events.
- The District Parent/Guardian Resource Center offers ongoing support, coordinated by the liaison.
- Community Engagement Clerks are based at each school site to provide direct outreach and maintain ongoing communication with families.
- A Communications Coordinator manages district platforms and messaging to ensure consistent, accessible information.
- A district special education task force comprised of staff representing a variety of job classifications and categories.

Educational Programs and Resources

- Parent Institute for Quality Education (PIQE) courses are offered.
- Early Childhood Education (ECE) parent engagement sessions.
- Parent-teacher-student conferences held each fall to strengthen home-school collaboration.

School-based family learning events are offered throughout the year on topics such as:

- State Standards
- Home-based literacy and math strategies

Technology skill-building

- Specialized Support
- Outreach sessions for immigrant families provide information about the K–12 and college systems in California and teach self-advocacy.
- Digital marquees at all school sites display timely information 24/7.

Advisory and Decision-Making Bodies

- School Site Councils (SSC) and English Learner Advisory Committees (ELAC) meet regularly with parent/guardian members at each school.
- District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) convene three times annually.
- District LCAP Team and school-level LCAP/SPSA Teams engage parents/guardians three times a year to review goals and metrics.
- The ECE LCAP/Program Team includes parent/guardian voices in early education planning.

Community Building and Events

- Events such as Pastries with the Principal, math and literacy nights, movie nights, band and choir concerts, dances, and festivals promote community connection and school pride.
- The Parent Ambassador Program provide ongoing leadership and learning opportunities for families.

Communication and Outreach

- Information is shared through multiple channels, including:
 - District and school websites
 - Social media (Facebook, Instagram, Twitter)
 - Robocalls, emails, text messages, and flyers via ParentSquare
 - Posters, banners, and digital marquees

Capacity Building for Staff

-Annual professional development is provided to all district staff on valuing and partnering with families. Training includes:

-Outreach strategies

-Communication techniques

-Building trust and collaboration between home and school

-The Director of Educational Services leads a “train-the-trainer” model with site and department administrators, who then deliver the training at their sites.

Policy Review and Accountability

-DAC and DELAC committees collaborate annually to review, revise, and adopt the District Parent/Guardian and Family Engagement Policy and Plan.

-This policy, developed and agreed upon with parents/guardians, is distributed each fall during Annual Notification and is also available on the district website.

-At all advisory meetings (ELAC, DELAC, SSC, DAC, LCAP Team, and Parent Ambassadors), parents/guardians review LCAP and SPSA accountability data and are invited to provide feedback and recommendations.

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

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

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

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

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

disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Romoland School District is committed to fostering strong partnerships with families and the community by offering a wide range of inclusive, accessible, and culturally responsive engagement strategies. These efforts aim to ensure that all families—regardless of language, ability, or background—are informed, empowered, and actively involved in their children’s education.

Access and Equity

- Provide translation services for all major communications and school reports to ensure accessibility for families with limited English proficiency.
- Enhance communication equity by expanding translation and interpretation services across all platforms.
- Offer reasonable accommodations, such as sign-language interpreters, to support participation by family members with disabilities.
- Make special accommodations for families with accessibility or communication challenges.
- Support the informed participation of migratory families by meeting with them before and after extended absences to reduce educational disruption.

Districtwide Communication and Support

- The School Engagement/Foster Youth Liaison leads and facilitates districtwide community engagement events.
- The District Parent/Guardian Resource Center is staffed and supported by the liaison to provide direct support and resources to families.
- Community Engagement Clerks at each school site provide outreach and maintain strong parent/guardian communication.
- A Communications Coordinator manages districtwide communication platforms and messaging to ensure timely and consistent outreach.
- Digital marquees at every school site display real-time information, keeping families informed 24/7.

Parent Education and Learning Opportunities

- Offer Parent Institute for Quality Education (PIQE) courses.
- Conduct monthly Early Childhood Education (ECE) parent engagement classes.
- Host parent-teacher-student conferences each fall to support student progress and build partnerships.
- Deliver school-based family learning events on topics such as state standards, home-based math and literacy strategies, and technology use.

Targeted Outreach and Support

- Conduct outreach sessions for parents/guardians of immigrant students to educate them on California's K–12 and college systems and support their advocacy efforts.
- Provide family engagement events at the site level, such as literacy and math nights, movie nights, concerts, dances, and seasonal festivals.

Advisory and Decision-Making Opportunities

- Operate advisory groups at both school and district levels to gather input and support decision-making:
- English Learner Advisory Committees (ELAC) at each school
- District English Learner Advisory Committee (DELAC) (meets three times annually)
- School Site Councils (SSC) at every school
- District Advisory Committee (DAC) (meets three times annually)
- District LCAP Team, School LCAP/SPSA Teams, and ECE LCAP/Grant Team, all with parent/guardian representation and input opportunities
- Participate with the Principal meetings, open to all parents/guardians throughout the school year

Leadership and Community Participation

- Continue a Parent Ambassador Program to foster leadership and increase parent advocacy.
- Distribute an Annual Community LCAP Survey to gather feedback on district goals, programs, and services.

- Host over 30 education partner engagement sessions for LCAP annually.
- Host 3 District LCAP Team meetings annually.

Communication Tools and Channels

- Communicate with families through a variety of accessible formats:
- District and school websites
- Social media (Facebook, Instagram, Twitter)
- Robocalls, emails, and text messages
- ParentSquare digital flyers
- Printed banners, posters, and marquee messaging

Capacity Building for Staff

- Provide annual professional development for all district staff on building effective partnerships with families.
- Topics include valuing parent contributions, communication skills, and coordinating effective engagement programs.
- Training is led by the Director of Educational Services, who provides a “train-the-trainer” model to site and department administrators. These leaders then deliver site-based training to all staff.

Policy Development and Review

- The DAC and DELAC committees, composed of parents/guardians and staff, meet annually to review, update, and adopt the District Parent/Guardian and Family Engagement Policy and Plan.
- The policy is jointly developed with families and shared each fall through the Annual Notification process. It is also available year-round on the district website.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Schoolwide Program (SWP) Implementation: All Romoland School District schools operate as Schoolwide Program (SWP) sites, except for our newest school. Please see the list below:

- Boulder Ridge Elementary School (BRES)
- Granite Hills School (GHS) --Targeted Assistance
- Harvest Valley Elementary School (HVES)
- Hillside Innovation Academy (HIA)
- Mesa View Elementary School (MVES)
- Romoland Elementary School (RES)
- Ethan A. Chase Middle School (EACMS)

Key elements of the Title I Program include:

- Multi-Tiered System of Support (MTSS): Teachers support all students through a comprehensive MTSS framework addressing academics, attendance, social-emotional learning (SEL), and behavior.

High-Quality Professional Development:

- All teachers participate in ongoing professional learning to improve instructional practices and support student achievement across content areas.

Parent and Guardian Engagement:

- Schools offer a range of family engagement opportunities, including the Parent Institute for Quality Education (PIQE), Math and Literacy Nights, and community-building events such as movie nights, dances, and Fall Festivals.

Equitable Student Access:

- All students have access to enriching experiences, including assemblies and field trips, to support academic and social development.

Schoolwide Reform Initiatives:

Each school implements a research-based schoolwide initiative:

- The Leader in Me at BRES, MVES, and RES
- AVID (Advancement Via Individual Determination) at HVES and EACMS

Universal Design for Learning (UDL):

All schools integrate UDL principles to proactively plan for diverse student needs and ensure inclusive access to learning.

Neglected or Delinquent Programs

Not Applicable (N/A) – No students in the district are currently identified as neglected or delinquent under Title I, Part D.

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:

Our newest school, Granite Hills (GHS), is currently operating under Targeted Assistance. We anticipate that they will qualify for a schoolwide program following a review of the CALPADS Fall Report 1 in October 2026. At this time, GHS has used data to identify 116 students who qualify for additional targeted supports to increase student achievement. With their Title I TAS allocation they have implemented some of the following evidence-based actions: professional learning opportunities for staff and parents and supplemental materials and resources to better meet the unique needs of the students they serve.

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:

District Title I funds are allocated to support homeless students across the district.

These funds are used to provide essential resources such as clothing, food, transportation, and school supplies to promote student success.

A District School Engagement/Foster Youth Liaison is available to support the enrollment and consistent attendance of homeless students, while also coordinating resources and events throughout the year.

Each school site has a Community Engagement Clerk who assists parents and guardians of homeless students by connecting them with resources and supporting them through the enrollment process.

Schools regularly monitor the attendance, behavior, and academic performance of homeless students. This data is reviewed monthly during Professional Learning Community (PLC) grade-level or department meetings to identify needs and plan targeted actions that support student achievement.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Annual spring vertical articulation and alignment meetings are held between the Romoland School District and the Early Childhood Education (Preschool) Director, in collaboration with elementary site principals and kindergarten teacher leaders, to ensure a smooth and supportive transition for preschool students entering elementary school.

Preschool assessment data is shared with all elementary schools to inform planning for incoming students.

Transition IEP meetings are conducted for all preschool students with Individualized Education Programs (IEPs) to support their move into elementary school.

State Preschool is available for children ages three to five whose families meet state income eligibility requirements.

All elementary schools offer full-day Transitional Kindergarten (TK) classes for eligible 4-year-olds. These classes are taught by fully credentialed teachers and provide a strong foundation for school success.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annual spring vertical articulation and alignment meetings are held between the Romoland School District Early Childhood Education (Preschool) Director, elementary site principals, and kindergarten teacher leaders to ensure a smooth and successful transition for preschool students entering elementary school.

Similar articulation meetings are held each spring between elementary principals and 5th grade teacher leaders, and middle school counselors and 6th grade teacher leaders, to support the transition of students from elementary to middle school.

Middle School administrators and counselors support students during key transition periods, including the entry of incoming 6th graders and the exit of outgoing 8th graders transitioning to the high school district.

A spring field trip is provided for 5th-grade students to visit the middle school and participate in welcome activities.

High school counselors deliver in-class presentations to 8th-grade students, helping them prepare for high school by reviewing course options, academic expectations, and extracurricular opportunities.

Transition IEP meetings are conducted for all students with IEPs during key transitions—from preschool to elementary school, 5th grade to middle school, and 8th grade to high school.

8th-grade students have the opportunity to enroll in Advanced Placement (AP) Spanish Language and take the corresponding AP exam. Success in this course can fulfill high school A-G foreign language requirements and potentially earn college credit.

8th grade students also have access to Algebra 1, a high school-level course that satisfies the A-G mathematics requirement for high school graduation and college eligibility.

EACMS implements AVID (Advancement Via Individual Determination) schoolwide strategies and offers the AVID elective to support students in developing college and career readiness skills. Students are also given the opportunity to continue with the AVID program in high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Gifted and Talented Education (GATE):

- The district has a designated Gifted and Talented Education (GATE) Coordinator to oversee program implementation.
- Each school site also has a site-based GATE Coordinator to support students and staff.
- GATE identification assessments are administered annually to all 2nd-grade students and referred students in grades 3–8.
- Funds are allocated to support the development of school-site GATE programs, including professional development opportunities for teachers.

School Library Programs:

- Annual funding is provided to school sites to expand and enhance their library book collections.
- Additional funds support the development of maker-space activities within school libraries.
- Libraries are equipped with flexible furnishings to encourage collaboration, innovation, and hands-on learning through maker-space environments.
- Library technicians across the district participate in regular collaborative meetings throughout the school year, forming a professional learning network to exchange ideas and best practices.
- Technicians also have opportunities to attend regional (county-level) network events to further develop their professional skills.
- Student access to free-choice reading is expanded through digital resources, including access to books via MyOn and SORA.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

The Romoland School District is committed to fostering continuous professional growth for educators and staff through a robust, inclusive, and data-driven professional development system. The district's Professional Learning Plan ensures access to high-quality, evidence-based learning aligned with district, state, and federal priorities.

Professional Development for Teachers

District-wide Learning

- Comprehensive District Professional Learning Plan accessible to all staff.
- Six instructional coaches are available for coaching cycles and job-embedded support.
- Site-based professional learning is held twice monthly on Wednesdays, focused on UDL, AVID, PLCs, Leader in Me, and site-based topics.
- Monthly administrator classroom walkthrough feedback to support growth.
- Lesson study activities and Ro-Mo Classrooms learning walks to support job-embedded PD.

New Teacher Support

- Induction program in partnership with Riverside County Office of Education, including coaching and mentorship.
- Five full days of targeted PD for all new teachers.

Instructional Focus Areas

- Universal Design for Learning (UDL): District UDL Team and Google Site with PD modules, peer classroom observations, planning sessions with teams and instructional coaches, videos, and lesson planning tools.
- Literacy: Workshops, book studies, and Orton-Gillingham training for elementary, special education, and ELA teachers.
- Mathematics: UDL-aligned workshops and virtual book study groups.
- Comprehensive ELD Workshops.
- Digital Certifications (e.g., NewsELA, BrainPOP, Google) with completion incentives.
- Student-Centered Coaching Cycles PD for instructional coaches.
- ELPAC and CAASPP annual training for all teachers.

Collaborative Planning

- Grade-level and department planning days using data and UDL lesson planning organizers.
- Weekly elementary PLC meetings focused on student data and instructional strategies.
- Access to Riverside County Office of Education and state-level workshops and conferences.

Professional Development for Principals

- Monthly full-day leadership development sessions, including Hardwiring Excellence in Education (Studer Education) training.
- Four full-day Principal/Assistant Principal PLCs focused on student data, UDL, and district initiatives.

- Three administrative PD days with updates on data, initiatives, and policy.
- Weekly Instructional Leadership Memos with timely information and resources.
- Navigating Difference workshops for all new administrators.
- Participation on the District LCAP Team.
- Annual ELPAC and CAASPP training.

Professional Development for Counselors

- Participation in the California Association of School Counselors Annual Conference.
- Monthly district professional learning network sessions led by the Director of Pupil Services.
- Engagement in Riverside County Office of Education's College Kickoff and Counselor Conferences.

Data that Guides the Professional Learning System

- Student achievement, behavior, and attendance data.
- California Healthy Kids Survey data.
- LCAP Community Survey feedback.
- KickUp PD session survey feedback.
- School site staff surveys.
- Input from district teams (UDL, Literacy, Math, Science).

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will prioritize the allocation of funds to schools implementing Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) activities. A portion of Title II, Part A funds will be designated to support ongoing, relevant professional learning opportunities that have the greatest potential to positively impact instruction and services for all students.

1. Title II, Part A Equitable Services for Private Schools:

The LEA calculates the amount of Title II, Part A funds available for equitable services to private school teachers and educational personnel on a per-pupil basis. This calculation is based on the total enrollment of public and participating private school students in the LEA's service area, regardless of a student's residency. The needs of the students, their teachers, and other educational personnel are considered in the determination.

2. LEA Decision-Making Process for CSI and TSI Schools:

When addressing the needs of students attending CSI or TSI schools—or students served under Section 1124(c)—the LEA convenes a team of educational partners. This team engages in a comprehensive root cause analysis using a variety of tools to examine student performance data. Based on this analysis, the team selects evidence-based strategies that best address the identified student needs. The process includes consensus-building and collective decision-making. Ongoing monitoring of implementation and impact is conducted to ensure that the CSI or TSI plan is effectively improving student outcomes. All schools that had been eligible for CSI or TSI have exited these programs, based on their dashboard data, and no further funding will be received. However, the schools will continue to implement the plans and strategic actions they collectively agreed upon.

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.

Data-Driven Continuous Improvement at Romoland School District

Romoland School District actively utilizes data to guide continuous improvement through collaboration with multiple educational partner groups throughout the year. Key data points include student academic achievement, attendance, behavior, and various implementation metrics. The district ensures all stakeholders are engaged in the process and informed about the progress being made.

Monthly Performance Metrics

-Monthly performance data is collected at both the district and school site levels, focusing on key areas such as:
-Student academic achievement
-Student attendance
-Student behavior

Additional implementation data is gathered, including:

-Site administrator classroom walkthroughs
-iReady Reading student performance and usage
-iReady Math student performance and usage

This data is compiled and shared with site administrators each month to inform decision-making and continuous improvement efforts.

Collaboration with Educational Partner Groups

-School administrators use these metrics to guide discussions with various educational partner groups throughout the year. These groups include:
-School Site Council
-English Learner Advisory Council
-School Leadership Team
-Parent-Teacher Association/Organization (PTA/PTO)
-Parent Ambassadors

-Pastries with the Principal meetings

At each meeting, stakeholders learn about the district's goals, actions, and progress. Feedback is gathered to refine and improve both district-wide and site-specific programs.

Professional Learning Communities (PLCs) for Data Analysis

-School administrators facilitate regular PLC meetings for teachers to analyze school and grade-level data.

-At the elementary school level, these meetings are held by grade level; at the middle school, they occur by content area department.

-Administrators guide data analysis discussions using the four key PLC questions: What do we expect students to learn? How will we know they have learned it? How will we respond if they have not learned it? How will we extend their learning if they already know it?

In addition to academic performance data, PLC groups also review student attendance and behavior data to ensure a holistic approach to student success.

District LCAP Team Meetings

-The District's Local Control and Accountability Plan (LCAP) Team meets three times during the school year. This group, comprising teachers, administrators, classified staff, union leaders, and parents/guardians, deeply analyzes district and school site data.

-The team makes recommendations for annual adjustments to the goals and actions outlined in the School Plans for Student Achievement (SPSA) and the District's LCAP.

Annual LCAP Community Survey

-An annual survey is conducted for staff and parents/guardians as part of the LCAP Community Survey to gather feedback on the effectiveness of the district's programs and initiatives, guiding future planning.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Romoland School District's Commitment to Professional Development for English Learner Achievement

Romoland School District invests in a variety of methods, personnel, and resources for professional development to enhance the achievement of English learner (EL) students. The district employs the following strategies:

-Instructional Coaching

-Six full-time instructional coaches are dedicated to developing instructional practices across all content areas through student-centered coaching cycles and Universal Design for Learning (UDL).

-These coaches place a specific emphasis on addressing the academic and learning needs of English learner students.

-Coaches provide support through whole group, small group, and one-on-one coaching sessions, while also assisting site administrators in developing evidence-based strategic actions for School Plans for Student Achievement (SPSA) goals 1-5, grounded in student performance data.

Annual Professional Development on English Learner Assessments

-All teachers receive annual professional development focused on state English learner assessments to ensure they are equipped to support EL students effectively.

Conferences and Collaboration

-School administrators, district administrators, parents, and EL teacher leaders are encouraged to attend the California Association of Bilingual Educators (CABE) annual and regional conferences for updates on policy and best practices in serving EL students.

-The administrator overseeing the district's EL program attends monthly Project and English Learner Directors meetings to stay informed on policy changes and engage in cross-county collaboration regarding EL best practices.

Professional Learning Communities (PLCs) for English Learner Support

-School sites schedule grade-level, full-day PLC sessions focused on the development of EL programs, including data analysis of academic performance and the creation of personalized plans to support students in their path to reclassification.

Parent and Community Engagement

-The district offers the Parent Institute for Quality Education (PIQE) at all school sites, providing valuable resources and support to families in the community.

Title III Fund Allocation

-Title III funds are allocated to each school site based on the number of EL students they serve, enabling schools to tailor professional learning opportunities and resources to meet the specific needs of their EL population.

Classroom Observations and Feedback

-Site administrators consistently observe classroom instruction and provide timely, constructive feedback to ensure a comprehensive English Language Development (ELD) program is effectively implemented.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Support for Immigrant Students

Romoland School District offers individualized support for immigrant students through targeted outreach efforts. A dedicated staff member contacts the parent or guardian of each immigrant student to arrange a one-on-one support conference, where they are provided with a range of resources.

During the conference, the student and their parent/guardian receive:

- Information about the public education system in California, from Preschool through the college level
- An overview of the Romoland School District, including key contact information and available resources
- Advocacy and local community resource information
- Essential school supplies, including books, paper, pencils, and art materials

Additionally, immigrant students, including refugees, may receive support for their basic needs, such as clothing, food, shelter, and transportation, ensuring they have the resources necessary for success in school.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Romoland School District invests in a variety of methods, personnel, and resources to support the achievement of English learner (EL) students:

Instructional Coaching: Full-time instructional coaches are dedicated to enhancing the English learner program, focusing on improving instruction and outcomes for EL students. These coaches provide teachers with whole-group, small-group, and one-on-one coaching on how to effectively teach Designated English Language Development (dELD) and Integrated English Language Development (iELD).

Professional Development: All teachers receive annual professional development on the state English learner assessment, the English Language Proficiency Assessments for California (ELPAC), to ensure they are equipped with the knowledge to prepare EL students for academic success and support their growth on the assessment.

Reclassification Monitoring: Teachers are informed about the criteria for reclassification to Fluent English Proficient (FEP) status and monitor student progress through a quarterly tool. School administrators and the district English learner administrator review this data to ensure EL students are progressing toward reclassification.

Professional Learning Communities (PLCs): Throughout the school year, PLC meetings are scheduled for each grade level or department to analyze achievement data for English learner students. These meetings focus on adjusting instructional practices to better meet the needs of EL students.

Personalized Goal-Setting: Each English language development (ELD) teacher conducts one-on-one personalized goal-setting conferences with their EL students, helping them understand their strengths and areas for growth, as well as the criteria for reclassification. These conferences empower students to take ownership of their academic journey.

Daily Instruction: All English learner students receive daily dELD and iELD instruction tailored to their language development needs.

Middle School Enrichment: At the middle school level, all English learner students have access to enrichment elective courses.

Dual Language Immersion (DLI): EL students at GHS have the opportunity to be in the DLI (English/Spanish) program starting in grade K or 1.

Standardized Testing: Grades K-8 EL students take the iReady Diagnostic assessment three times a year to progress monitor their academic achievement and growth in ELA and math.

Spanish Language Courses: In grades 6-8 at EACMS, English learner and Reclassified Fluent English Proficient (RFEP) students have access to courses like Spanish for Native Speakers and Advanced Placement Spanish Language, including the opportunity to take the AP exam.

Parent Engagement: Parents/guardians of middle school English learner students can access the Parent Institute for Quality Education (PIQE) courses, which provide guidance on supporting students through high school graduation requirements and college admissions.

Educational Partner Engagement: English Learner Advisory Committees: School site ELAC (English Learner Advisory Committees) meet 4-8 times per year to analyze LCAP metrics data and services, offering recommendations for continuous improvement. The District English Learner Advisory Committee (DELAC) meets three times per year with the same goal.

School Plan for Student Achievement (SPSA): Each School Plan for Student Achievement includes a dedicated goal for English learner student achievement, along with specific actions and services designed to meet their needs.

Annual Parent Survey: Parents/guardians provide feedback on the EL program through the annual LCAP Community Survey, which is used to inform future program improvements.

Expanded Family Engagement: Educational partners have identified the need to expand family engagement offerings, and this feedback has led to new actions and services being documented in the LCAP.

Metrics for Monitoring Progress

-Reclassification Rates: Annual reclassification rates for EL students, both district-wide and by school site.

-State Assessment Data: Annual ELPAC data and CAASPP performance data for EL students, analyzed at the district and school site levels.

-Local Assessments: Performance on local assessments such as iReady Reading, iReady Math, and ESGI for EL students.

-Attendance & Behavior: Attendance rates and chronic absenteeism data, as well as behavior data (including suspensions and expulsions) for EL students.

-California School Dashboard: Analysis of indicators such as English Learner Progress, Chronic Absenteeism, and Suspension rates, as well as achievement gaps for EL students.

Use of Data for Continuous Improvement

-Monthly Data Collection: Performance metrics, including student academic achievement, attendance, and behavior, are collected monthly for both the district and each school site. Additional metrics, such as classroom walkthrough data, iReady usage, and site-level implementation data, are also tracked.

Educational Partner Engagement: Data is shared and discussed with various educational partner groups, including School Site Councils, ELAC, School Leadership Teams, and Parent-Teacher Associations. Feedback from these groups is used to refine district and school programs.

-PLC Data Analysis: School administrators lead PLC meetings by grade level at elementary schools and by content area at middle schools. Teachers analyze academic performance, attendance, and behavior data using four essential PLC questions: What do we expect students to learn?

How will we know they have learned it? How will we respond if they haven't learned it? How will we extend their learning if they already know it?

LCAP Team Meetings: The District LCAP Team, consisting of teachers, administrators, classified staff, union leaders, and parents/guardians, meets three times per year to analyze district and school site data. This group makes recommendations to adjust the goals and actions of the School Plans for Student Achievement and Local Control and Accountability Plan.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

Monthly Performance Metrics: Monthly interim performance metrics are collected for both the district and each school site, focusing on student academic achievement, attendance, and behavior. Additional metrics include implementation data such as site administrator classroom walkthroughs, as well as student performance and usage on iReady Reading and iReady Math. This data is collected and shared with site administrators on a monthly basis.

Data Use by Educational Partners: School administrators engage with various educational partner groups throughout the year, using the aforementioned data. These groups and meeting types include: School Site Council, English Learner Advisory Council, School Leadership Team, Parent-Teacher Association/Organization, School LCAP/SPSA Team, and Pastries with the Principal meetings. During these meetings, groups review the metrics, school and district goals, and actions, and provide feedback for continuous refinement and improvement of district and school programs.

Professional Learning Community (PLC) Meetings: School administrators lead data analysis sessions during scheduled PLC meetings. These meetings are organized by grade level in elementary schools and by content area department at middle schools. Administrators facilitate discussions around the following four PLC questions: What do we expect students to learn? How will we know they have learned it? How will we respond if they haven't learned it? How will we

extend their learning if they already know it? In addition to academic data, PLC groups also analyze student attendance and behavior.

District LCAP Team: The District LCAP Team, consisting of teachers, administrators, classified staff, union leaders, and parents/guardians, meets three times per year. The team analyzes district and school site data in depth and makes recommendations for adjusting the goals and actions in the School Plans for Student Achievement and the Local Control and Accountability Plan (LCAP) on an annual basis.

Site Activities with Title III Funds

- Parent and Family Engagement: Title III funds support parent and family engagement activities for the families of English learner students, ensuring they are involved in their child's academic journey.
- Professional Learning for Educators: Title III funds are used to provide professional learning opportunities for teachers and instructional aides working with English learners. The focus is on instructional strategies that meet the specific needs of EL students to improve their academic achievement.
- Extended Learning Time: Title III funds are allocated to extend learning time for English learners, providing additional support to help them reach their academic potential.
- Supplemental Instructional Materials: Title III funds are used to purchase supplemental instructional materials and resources specifically designed to support the needs of English learners, further enhancing their educational experience.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

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

Well-rounded education--A portion of the funds (twenty percent) will be used to ensure HIA students receive guidance and mentorship through school counseling.

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

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

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

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

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

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

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

Safe and Healthy Students (ESSA Section 4108)

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

Alignment of federal funds with activities funded by state and local funds occurs through the LCAP annual review process. All School Plans for Student Achievement are aligned with the goals of the LCAP. The District LCAP Team

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

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

Safe and healthy students--A majority of the funds (sixty-eight percent) will be used for providing mental health services to elementary students as part of the district's Social-Emotional Learning and Behavior Multi-tiered System of Support.

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

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

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

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

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

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

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

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

Effective Use of Technology (ESSA Section 4109)

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

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

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

Technology--A portion (twelve percent) will be used to provide staff access to attend the Computer Using Educators (CUE) annual conference to stay current with Ed Tech research, practices, and resources/tools.

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

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

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

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

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

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

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

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

Date of LEA's last conducted needs assessment:

Spring 2026

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

California Department of Education
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