

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

School Year

2024-2025

Date of Board Approval

June 11, 2024

LEA Name

Redlands Unified School District

CDS Code:

36-67843-6108179

Link to the LCAP:

(optional)

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

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Strategy

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

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

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

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

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

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

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

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

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

Alignment

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

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

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------------|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 <i>(as applicable)</i> |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11) | 6 <i>(as applicable)</i> |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 <i>(as applicable)</i> |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|--------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 <i>(as applicable)</i> |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION(S) | STATE PRIORITY ALIGNMENT |
|-----------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Poverty criteria is addressed in the Redlands Unified School District Consolidated Application for Funding. The district considers the school's poverty percentage and grade-level span to determine an equitable distribution of funds using a per-pupil allocation.

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:

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

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

1.). Rates of ineffective, inexperienced, and out-of-field teachers in relation to low-income and minority students:

Elementary Schools:

- a. The schools with the highest percentages of low-income students (Victoria 92%, Lugonia 90%, Mentone 80%, Mission 80%, Franklin 85%) tend to have somewhat higher rates of inexperienced teachers compared to the district average of 15.24%. For example, Mentone is at 27.59%, Mission is at 23.53%, and Franklin is at 11.11%.
 - b. These same schools with the highest minority populations (Victoria 95%, Lugonia 95%, Mentone 78%, Mission 86%, Franklin 90%) show the same trend of having modestly higher rates of inexperienced teachers.
- The rates of ineffective and out-of-field teachers are very low (1-3%) across all elementary schools.

Middle Schools:

The data shows less disparity at the middle school level. Clement Middle School has the highest percentage of low-income (76%) and minority students (82%) but does not stand out for higher rates of ineffective, out-of-field, or inexperienced teachers compared to other middle schools.

2.) Existence of an educator equity gap:

- a. While the elementary data suggests some disparity in rates of inexperienced teachers at high minority/low-income schools, the differences do not appear extreme based on the data provided. The district acknowledged these are "Equity Support Program (ESP)" schools already receiving additional district support.
- b. To fully determine if a significant equity gap exists, the district should conduct a root cause analysis looking at factors like teacher retention, recruitment challenges, school funding levels, etc. This analysis should involve meaningful input from educational partners like parents, teachers, and community members, especially those at the impacted schools. In summary, the data indicates modest disparities in rates of inexperienced teachers worth analyzing further but does not definitively confirm the existence of an educator equity gap requiring a specific equity gap plan. Continued monitoring, community engagement, and analysis of root causes is recommended.

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, |

| | |
|-----------------------|--|
| | <ul style="list-style-type: none"> • 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.

For the 2024-2025 school year, Orangewood High School was identified as eligible for Comprehensive Support and Improvement due to low performance. The site and district initially involved parents, families, and community in the development of the plan through surveys that contribute to the Comprehensive Needs Assessment. Parent and family engagement continues throughout the process of creating and implementing the plan through school site council and English learners parent advisory committee participation.

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:

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

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

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

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

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

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

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

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

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Redlands Unified School District does not have any schools currently operating a Targeted Assistance 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 Redlands Unified School District strives to provide quality education, opportunities, and services to children and youth facing homelessness. Homeless students have the right to go to school, no matter where they live or how long they have lived there. They have the right to start school immediately, even if they are missing records and documents normally required for enrollment and/or attend the neighborhood school closest to where they currently live, or attend their school of origin. For families who qualify, the McKinney-Vento program can provide additional support for students who are experiencing barriers because of challenging financial circumstances. The Redlands Unified School District works in collaboration with local school districts to ensure that homeless students are enrolled in and attend school, have opportunities to receive needed assistance, and are given the opportunities to succeed in all areas of school life, including academics, athletics, clubs, and events.

Procedures for Identifying Homeless Students and Families

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

Student Transitions

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

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

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

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

- (A) 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:

Redlands Unified School District assists students and families in transition from early childhood programs, such as preschool programs to local elementary school programs. Additionally, the district supports student transitions to and from middle and high schools. Strategies to assist students in transition include:

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

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 district reviews students' academic and social-emotional needs and attempts to address these areas via a comprehensive professional development plan. Such training, within our program, includes subject matter areas to enhance content instruction (e.g. instructional strategies in mathematics, leveled literacy, science across the grade spans, CSTEM training, and physics). We also focus our training on student interventions within a Multi-Tiered System of Supports and Services (MTSS) framework and within a Positive Behavioral Interventions and Supports (PBIS) structure. Student data analysis led to a districtwide instructional improvement plan (e.g. a focus on math training across the grades). We trained administrators, new to the district, and site teacher leaders on student equity via a national consultant who is an expert in this area.

To meet teacher needs, we conduct training for new instructors during the summer. This pre-service session helps them to learn our curriculum, our intervention programs, and our district's technological instructional tools. We offer voluntary, paid training for teachers, during school breaks/intersessions on a broad range of topics that are aligned to critical areas of teaching and learning within Redlands Unified. These trainings are a response to a needs survey, data, and instructional conversations.

Examples of teacher training offered to staff during student vacation periods included Accelerating Learning, AVID, Introduction to the California English Learner Roadmap, Universal Design for Learning, Building Emotional Resilience, Benchmark Phonics, Engage NY Math Strategies, digital use of high school texts, and C-STEM Math training.

Our professional development delivery model included after-school training, training on minimum days, weekly collaboration, and during the school day when substitutes were available. We have continued to have substitute shortages since emerging from the COVID-19 pandemic which impacts the total number of teachers that can be trained in one day. Due to this inability to train teachers in a full day, multiple sessions are offered during summer, winter, and throughout the school year (e.g. Benchmark Phonics, Inclusive Practices, Grading, and tech training on tools such as CANVA, ArcGIS, Desmos, etc.) We hired a resident substitute for each school, which allowed for more consistency in our offering of training.

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

Annually, the district conducts a needs assessment, reviews data, and evaluates our district's professional development offerings. This year many of our school leaders are new to administration. We recognized the need for site administrators (principal and assistant principals) to receive training on our district procedures and practices, and district administration collaborated to create monthly training. Site administrators could participate on one of the two days offered each month. Topics that were covered were PBIS/MTSS, School Compliance, Certificated, and Classified Contract Language Changes.

In summary, the goal of all of Redlands' Title II professional development offerings is to increase student academic achievement and learner engagement. Annually, we evaluate where we need to expand our District's professional development offerings. We use training evaluations, LCAP data, teacher surveys, principal feedback, and a variety of student data to annually shape a new cycle of professional development for the coming academic year. This past year, we focused on inclusive practices, UDL, and Tier 1 instruction as was determined by our 22/23 CAASPP data and a deep dive into the growth made by our student groups. We will continue in the next year to use data from multiple sources in order to plan and offer growth opportunities to staff.

Prioritizing Funding

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

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

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 District analyzes multiple data sources including California's state school accountability dashboard, as well as its Local Control Accountability Plan targets, to determine annual professional development activities that support its schools including those requiring comprehensive and targeted support. Analysis occurs during the District's LCAP cycle of renewal with the LCAP advisory group as well as during weekly Educational Services Division meetings, monthly principal meetings, and regular District English Learner Advisory Committee (DELAC) meetings. The District utilizes state and local data to monitor and evaluate student progress in relation to its LCAP goals and state targets. Professional growth goals are derived from the noted data sources. The District continues to implement training and support of our Multi-Tiered System of Support (MTSS) plan. This training for admin and staff is provided by our RCSS department administrators in collab with our school counselors.

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.

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

Districtwide programmatic needs and areas to target with professional development goals will be determined by CA dashboard data and local assessment data and annual needs assessments each academic year. This strategic goal setting and planning determine funding allocations from the appropriate budgeting sources for District initiatives in alignment with LCAP goals.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Redlands Unified School District (RUSD) has developed a professional development plan for staff, teachers, administrators, other school leaders, and community-based personnel to ensure that full and consistent standards-based ELD instruction is taking place at all grade levels. This plan includes a review of local and state EL data, ELPAC state assessments and task types, connections between the ELA/ELD Framework and the ELD standards, the principles of the EL Roadmap, Integrated and Designated ELD, support for Long-Term English Learners (LTELs) and the most effective evidence-based instructional strategies and programs. The design and structure of professional development are intended to positively impact EL achievement and will align with our LCAP goals, strategies, and programs. Professional development opportunities will be provided by district personnel and consultants with specialized backgrounds in supporting English learners. All site principals will have the opportunity to review the ELD standards, Integrated and Designated ELD, and the ELPAC state assessment before the teaching staff or along with their staff. All transitional kindergarten through twelfth-grade teachers, including Special Education teachers, will have the opportunity to receive ongoing EL training in the district throughout the school year, including compensation, if applicable. In addition, hourly school site EL intervention teachers, state preschool staff, EL paraprofessionals, and EL site representatives will be invited to attend training, including compensation if applicable. All training will focus on sustained learning and improved practices to support EL students daily.

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

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

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

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:

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

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

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

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:

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

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

English Proficiency and Academic Achievement

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

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

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

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:

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

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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:

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

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

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.

The Community and Student Advisory groups reviewed process, perception and outcome data related to well-rounded educational opportunities. This includes data related to school based- counseling, college and career, and STEM activities (ie. Action Plan/Scope and Sequence and lessons provided; student, staff, and family perception data through Kelvin surveys, and outcome data related to A-G completion, graduation rates, college application and acceptance, as well as academic outcomes for completed coursework.)

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

Title IV funds will primarily focus on increasing counselor related supports for College and Career, as other identified areas of need are heavily supported through LCAP funds. A program specialist will coordinate the training and support for school-based counselors, and provide regular training and coaching.

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?

Regular feedback will be collected following training and coaching opportunities. Additionally, the district will see an increase in School Based Counseling implementation, A-G completion, financial aid lesson completion and applications, and an improvement in Kelvin survey positive feedback.

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.

The Community and Student Advisory groups reviewed process, perception and outcome data related to safe and healthy students. This includes data related to PBIS implementation, school discipline and attendance, and Restorative Practices training and usage (ie. SWPBIS Tiered Fidelity Inventory; SWPBIS Self-Assessment Survey, student, staff, and family Kelvin surveys; CA School Dashboard Attendance and Discipline).

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

Title IV funds will primarily focus on increasing site-based coaching and support for PBIS, crisis response and Restorative Practices. A program specialist will coordinate the training, provide direct service to students (RP and drug/alcohol), and coach school staff in the use of these strategies.

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?

Regular feedback will be collected following training and coaching opportunities. Additionally, the district will see an increase in PBIS and RP implementation, an increase in student attendance and student connectedness (as monitored by 5Star Student data), and a decrease in student discipline.

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.

Private school needs assessment data will be utilized to determine areas of need.

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])

As identified individual private school needs assessments, as variety of software and hardware were purchased in aligned with Private School Improvement Plans.

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?

Progress monitoring is conducted by the Categorical Office, as site usage and growth data is reviewed each year to assist in development of the next year's Private School Improvement Plan.

- 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:

May 2024

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

California Department of Education
February 2022