

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Romoland Elementary:

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. Federal funds are used to supplement and enhance local goals and actions. Annually, performance data for all LCAP and SPSA goals are analyzed along with stakeholder input about district and site improvement needs. The LCAP Steering Committee analyzes all data and stakeholder input to then revise LCAP and SPSA goals and actions for the following

year. Federal funds are considered a part of the development process for LCAP and SPSAs. There is always a strategic focus on federal funds resulting in a return on the investment with student performance increasing. Title I is strategically focused on improving student achievement, and the majority of funds are provided to all schools in the district to make strategic SPSA goals for student achievement in five areas: English language arts, math, English language development, attendance, and behavior. District Title I funds are primarily used for offering district-wide summer academic intervention for high needs students, staff professional development, community engagement clerks and outreach activities, private school student supports, and homeless student needs. Title II funds are strategically used to support new teacher induction professional development, as well as literacy and dyslexia treatment professional development for teachers. Title III English Learner funds are primarily provided to school sites for strategic SPSA planning to meet their SPSA goal 3 for English language development; the funds are used in the following four ways: EL parent/guardian and community engagement, EL program professional development for staff, supplemental instructional materials for ELs, and extended learning time interventions and enrichment activities for ELs. Title III Immigrant funds are used for district-wide direct service one-on-one outreach to immigrant students and their families. Title IV is used for supporting district-wide mental health therapy supports for students, as well as STEM elective access and STEM elective technology devices for middle school students.

APPROVED BY CDE

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.

Response from Romoland Elementary:

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 LCAP Steering Committee of stakeholders meets four times per school year to analyze performance data for all LCAP goals and SPSA goals. The Steering Committee works in school site-based teams 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.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Michelle Wise

**Contact Phone
and Optional Extension**

951-926-9244

1227

Contact Email

mwise@romoland.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Romoland Elementary:

N/A

APPROVED BY CDE

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

Response from Romoland Elementary:

- There is a District Parent/Guardian Resource Center managed by the district's Student Engagement Liaison
- School site-based Community Engagement Clerks for outreach and communication with parents/guardians of English learners
- Communications Coordinator to plan and facilitate district-wide community engagement events and communications
- Middle school offering of Parent Institute for Quality Education (PIQE) courses for parents/guardians of English learners to learn information about their student's path to college

- Latino Family Literacy Project courses offered at elementary school for parent/guardians of English learners to learn home-based literacy methods
- Childcare offered for parent/guardian course sessions
- Parent-teacher-student fall conferences
- RomoCares Parent/Guardian Workshops offered throughout the year, topics include: State Standards, home-based math instructional methods, home-based literacy instructional methods, technology skills
- One-on-one outreach sessions for parents/guardians of immigrant students to inform them about the K-12 and college education system in California and teach advocacy
- Digital Marquees at each school site to present school and district information 24/7 in English and Spanish to keep parents/guardians and the community informed about school events and offerings
- English Learner Advisory Committee (ELAC) with parent/guardian members; meetings throughout the year at each school site
- District English Learner Advisory Committee (DELAC) with parent/guardian members; meetings three times per year
- School Site Councils (SSC) at each school site with parent/guardian members; meetings throughout the year at each school site
- District Advisory Committee (DAC) with parent/guardian members; meetings three times per year
- District Local Control and Accountability Plan Steering Committee with parent/guardian members; meetings four times per year
- Pastries with the Principal meetings and all parents/guardians invited to attend; meetings throughout the year at each school site
- Annual Volunteer Celebration
- Site-based parent/guardian workshops
- Kindergarten parent/guardian Love and Logic courses offered at each elementary school site and through the Early Childhood Education program
- Annual Parent/Guardian LCAP Survey
- At all ELAC, DELAC, SSC, DAC, and LCAP Steering Committee meetings, parent/guardians are presented accountability monitoring data for LCAP and SPSA metrics; their feedback and data analysis is sought and welcomed
- Messaging is provided to parents/guardians through: district and school websites, social media (Facebook and Twitter), robocalls, emails, Peachjar digital flyer posts and emails, text messaging, marquee messages, and banners/posters• how the LEA parent and family engagement policy was developed jointly with, agreed on with, and distributed to, parents/guardians and family members of participating children
- Annual professional development for all district staff on the utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and the school. Director of Educational Services is the trainer of trainers for all site administrators and department administrators. Once they receive training, they provide the professional development to all staff at their school site or in their department.
- Provide translation services to parents with limited English proficiency when providing information and school reports.
- Provide opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.
- Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.
- Provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

-The DAC and DELAC committees (comprised of parent/guardian and staff members) will work collaboratively to annually review, update, and adopt the LEA Parent/Guardian and Family Engagement Policy and Plan at their first meeting of the school year each year.

-LEA Parent/Guardian and Family Engagement Policy is distributed through the Annual Notification process each fall at the beginning of the school year, meaning that all students' parents/guardians receive a copy of the Policy. It is also available on the district website.

APPROVED BY CDE

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.

Response from Romoland Elementary:

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

- Teachers support students through a Multi-Tiered System of Support for Academics
- All teachers have access to high quality professional development to improve their instructional offerings to all students
- Parent/guardian engagement activities offered include: Parent Institute for Quality Education, Latino Family Literacy Project, Math and Literacy Nights
- All students have access to field trips and music education
- Each site implements a schoolwide reform initiative: The Leader in Me (at BRES & RES), AVID (at HVES & EACMS), Impact Teams (HVES)

TAS: Targeted Support Program at one school site, Mesa View Elementary School (MVES):

- Students performing below standard are represented in each classroom at the school
- Teachers support targeted support students through a Multi-Tiered System of Support for Academics
- All teachers have access to high quality professional development to improve their instructional offerings to targeted support students
- Parent/guardian engagement activities offered will be Math and Literacy Nights
- All students have access to field trips and music education

Neglected or delinquent: N/A

APPROVED BY CDE

Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from Romoland Elementary:

TAS: Targeted Support Program at one school site, Mesa View Elementary School (MVES):

-Targeted support students are identified through multiple criteria: CAASPP ELA assessment (grades 4-5 only), CAASPP Math assessment (grades 4-5 only), iReady Diagnostic Reading assessment (all grades), iReady Diagnostic Math assessment (all grades), DIBELS assessment (grades 1-5 only), ESGI assessment (TK and K only), and teacher recommendation (all grades) along with parent/guardian consultation (all grades)

APPROVED BY CDE

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.).

Response from Romoland Elementary:

Through district Title I funds, monies are budgeted to support homeless students:

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

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

Response from Romoland Elementary:

- Annual spring vertical articulation and alignment meetings occur between the Romoland School District Early Childhood Education Program (Preschool) Director with elementary site principals and kindergarten teacher leaders to ensure a positive transition of preschool students to elementary school
- Preschool assessment data is provided to all elementary schools for transitioning students
- There are transition IEP meetings that occur for all preschoolers with IEPs transitioning to elementary school

APPROVED BY CDE

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.

Response from Romoland Elementary:

- There is a high school principal presentation to 8th graders to assist them in preparing for high school courses, expectations, and activities; high school counselors visit 8th grade students in class to make course selection presentations
- There are transition IEP meetings that occur for all 8th graders with IEPs to high school
- 8th grade students have access to taking the Advanced Placement (AP) Spanish Language course and corresponding test, which would fulfill high school A-G foreign language coursework requirement for high school graduation and college readiness/application requirements and earn them potential college credit
- 8th grade students have access to taking the Algebra 1 course, which would fulfill a high school A-G math coursework requirement for high school graduation and college readiness/application requirements
- All 8th grade students are provided a field trip to University of California, Riverside
- All 8th grade students take the PSAT test, and all 7th grade students take a practice ACT test; These tests offer them experiences to prepare for college admission and to learn their skill strengths and needs to then prepare a course of study for themselves
- The middle school uses AVID schoolwide strategies and offers the AVID elective for college preparedness skill development; The students are offered the opportunity to transition to the AVID program at the high school district

APPROVED BY CDE

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.

Response from Romoland Elementary:

Gifted and Talented:

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

School Library Programs:

- Funds are allocated for each school site to develop and add to library book collections annually
- Funds are allocated for each school site to develop and add to maker-space activities in their libraries annually
- Each library is outfitted with flexible furnishings to support maker-spaces and collaborative learning activities
- Library technicians across the district have regular collaborative meetings throughout the school year to gather as a professional learning network and share ideas for continued library development
- Library technicians have the opportunity to attend regional (county) network events to broaden their professional learning network
- Funds are allocated for purchasing e-book licenses at the middle school annually

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Michelle Wise

**Contact Phone
and Optional Extension**

951-926-9244

1227

Contact Email

mwise@romoland.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

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.

Response from Romoland Elementary:

In Romoland School District low-income and minority students are not taught at higher rates than other students by ineffective, out of field, or inexperienced teachers. We came to this conclusion through the following process: a data analysis of: 1) teacher certifications, 2) number of years of teaching experience, and 3) teacher salary comparisons. If a disparity were to ever exist, we would: 1) provide additional professional development to inexperienced teachers, including the assignment of an instructional coach to identify and support specific professional learning goals for the new teacher, 2) work with the county office of education to ensure proper waivers were obtained, and 3) ensure personnel were enrolled in the appropriate courses to obtain the needed certification.

-All five schools in the Romoland School District meet the poverty criteria to receive Title I funds, and all five school receive Title I funds.

-All five school 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 as determined through the process described above.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Michelle Wise

**Contact Phone
and Optional Extension**

951-926-9244

1227

Contact Email

mwise@romoland.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Romoland Elementary:

Professional development plan for teachers:

- District Professional Learning Plan to ensure all staff have access to high quality professional learning opportunities
- New teacher induction program via contract with Riverside County Office of Education; includes teacher coach mentors
- Online RomoGalaxy professional learning platform with incentives
- Digital certifications (newsELA, Brainpop, Google) with incentives
- Access to five instructional coaches in five academic areas: English language arts, Math, early literacy, English language development, and instructional technology
- Access to two teachers on assignment for Next Generation Science Standards
- Access to site-based professional learning through two Wednesday sessions per month
- Cultural Proficiency and Navigating Difference workshops
- Orton-Gillingham dyslexia and literacy instructional methodology summer workshop for all elementary, special education, and ELA teachers

- Weekly Professional Learning Community grade level or department collaboration for all teachers
- Access to a wide range of workshops and conferences offered across the state
- Jimmy Casas "Culturize" book study for all staff
- Jimmy Casas professional development day on October 11, 2019
- District Writing Committee site-based professional development
- TEEM math grant extension year Lesson Study activities and workshops
- Annual ELPAC and CAASPP training for all teachers

Professional development plan for principals:

- Principal coaching through National Center on Urban School Transformation (NCUST)
- Monthly Leadership Team meetings and professional learning sessions for site administrators
- Jimmy Casas "Culturize" book study for all staff
- Jimmy Casas professional development day on October 11, 2019
- Access to a wide range of workshops and conferences offered across the state
- Cultural Proficiency and Navigating Difference workshops
- Cognitive Coaching training
- Members of LCAP Steering Committee
- Annual ELPAC training for all principals
- Annual CAASPP training for all principals

Professional development plan for counselors:

- California Association of School Counselors annual conference
- Monthly counselor district professional learning network sessions
- Hatching Results school counselor training and implementation
- Riverside County Office of Education College Kick-off network participation
- Jimmy Casas "Culturize" book study for all staff
- Jimmy Casas professional development day on October 11, 2019
- Members of LCAP Steering Committee

Data that Guides Professional Learning System Development:

- Student achievement, behavior, and attendance data
- Brightbytes Survey data
- California Healthy Kids Survey data
- LCAP Staff Annual Survey
- LCAP Parent/Guardian Annual Survey
- Professional development session survey feedback
- School site staff surveys

- 1) Enhancing educators' expertise to increase students' capacity to learn: educators in the district have numerous and varied types of professional learning options for improving their practice in whole group, small group, one-on-one, and/or digital on-demand professional learning options; collaborate with their peers through PLC weekly meetings; receive ongoing feedback from site admin.
- 2) Addressing equitable access, opportunities, and outcomes for all students: all teachers have received Cultural Proficiency professional learning; principals lead for educational equity with staff members through Wednesday professional development sessions and PLC meetings; district-wide focus on teachers providing all students with personalized goal setting conferences throughout the school year
- 3) Addressing achievement disparities between student groups: all staff analyze student performance data monthly and discuss achievement gaps and methods for addressing gaps; various leadership committees in the schools and across the district analyze student performance data regularly and make needed

adjustments to the program

4) Using evidence based approaches, such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices: the strength of the District since the inception of LCAP has been to align School Plans for Student Achievement (SPSAs) with the LCAP and to provide school sites with implementation data and student performance progress monitoring data monthly

5) Facilitating a shared purpose for student learning and collective responsibility: weekly PLCs for all teachers, all staff have access to professional learning opportunities, progress monitoring data is shared with all staff

6) Dedicating resources: resources for professional development are allotted through multiple funding sources

7) Contributing to a coherent system: the District Professional Learning Plan is aligned with the LCAP goals and this Federal Addendum

8) Evaluating the system: LCAP Committee meets four times in spring to analyze system data and plan adjustments; stakeholder surveys conducted annually; PD participant survey data collected

APPROVED BY CDE

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).

Response from Romoland Elementary:

Though there are currently no schools labeled CSI or TSI in the LEA, should one or more schools be identified as CSI or TSI, Title II funds would be specifically allotted to said school(s) in support of professional development for initiatives to improve student achievement.

Currently Title II funding supports new teacher induction, and new teachers are represented at every site in the district. Title II funding additionally supports district-wide professional development opportunities for teachers. Should one or more schools be identified as CSI or TSI, Title II funding would be calculated per student, and the school would be allotted funds per pupil for professional development for initiatives to improve student achievement.

Funds for potential CSI and TSI schools would be prioritized before planning use of funds for new teacher induction or other district-wide professional development.

APPROVED BY CDE

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.

Response from Romoland Elementary:

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

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

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Michelle Wise

**Contact Phone
and Optional Extension**

951-926-9244

1227

Contact Email

mwise@romoland.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Romoland Elementary:

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

-A full-time instructional coach is dedicated to the development of the English learner program and improving instruction and outcomes for English learner students. The coach provides teachers with whole group, small group, and one-on-one instructional coaching. The coach supports site administrators with developing the school's School Plan for Student Achievement goal 3 (English learners) actions and services based on a review of English learner student performance data.

-All teachers receive annual professional development on the state English learner assessment.

-The district offers the English Learner Leadership Academy workshop series to teacher leaders throughout the school year. The Academy participants include general education and special education teachers. The focus of the Academy is to learn to advocate for English learner students at their school site and teach and lead their peers by deeply learning: English Language Development standards, Federal and State policy about English learners, instruction and assessment best practices, reclassification process criteria, and supporting English learners who are dual identified as students with disabilities.

-Site administrators, district administrators, and English learner teacher leaders are given the opportunity to attend the Riverside County English Learner Symposium to learn and develop best practices for supporting English learner achievement.

-Site administrators, district administrators, and English learner teacher leaders are given the opportunity to attend California Association of Bilingual Educators annual and regional conferences.

-The administrator overseeing the district English learner program attends monthly Project and English Learner Directors meetings for policy updates and across-county collaboration regarding best practices to serve English learner students.

-School sites schedule grade level full-day Professional Learning Community sessions focused solely on the development of the site and grade level English learner program, including data analysis of the academic performance data of grade level English learners and the development of personalized plans of support to move students to reclassification.

APPROVED BY CDE

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.

Response from Romoland Elementary:

Support for immigrant students is offered through individualized outreach. A dedicated staff member contacts the parent/guardian of each immigrant student and offers a one-on-one support conference. During the conference the student and their parent/guardian are provided information about the public education system in California, Preschool through college level. They are also provided with an overview of the Romoland School District, including contact and resource information. They are also provided with advocacy information and information about local resources. They are also given student school supplies, including: books, paper, pencils, and art supplies.

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 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.

Response from Romoland Elementary:

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

-A full-time instructional coach is dedicated to the development of the EL program and improving instruction and outcomes for EL students. The coach provides teachers with whole group, small group, and one-on-one instructional coaching on how to teach Designated English Language Development (dELD) and Integrated English Language Development (iELD).

-All teachers receive annual professional development on the state English learner assessment, entitled

English Language Proficiency Assessments for California (ELPAC). Thus, all teachers are equipped with the knowledge of the state assessment and can provide lessons to best prepare their English learner students for making one level of growth on the assessment annually.

-All teachers are informed about the criteria for EL reclassification to fluent English proficient. Teachers monitor the progress of their EL students through a trimesterly monitoring tool which is monitored by the site principal and district EL administrator.

-One Professional Learning Community meeting per month for each grade level or department team of teachers is dedicated to discussing the achievement data of EL students and adjusting the instructional program to better meet the needs of the students.

-Each ELD teacher conducts personalized goal setting conferences with EL students throughout the school year. The conferences support students in understanding their own strengths and needs as well as supports each EL student in learning the criteria for reclassification.

-All EL students receive daily dELD and iELD instruction.

-All EL at the middle school level are provided with access to an enrichment elective course.

-All grade 8 EL students are provided a field trip and tour of the University of California, Riverside.

-All grade 8 EL students take the PSAT exam.

-All grade 6-8 EL students have access to taking Spanish for Native Speakers course, as well as Advanced Placement Spanish Language course and exam.

-Parents/guardians of middle school EL students have access to the Parent Institute for Quality Education (PIQE) courses which provide them information about supporting their student with high school graduation and college admissions requirements.

Stakeholder engagement:

-School site EL Advisory Committees meet four to eight times per year at each site; the group analyzes LCAP metrics data and services and offers analysis and recommendations for ongoing improvement

-District EL Advisory Committee meets three times per year; the group analyzes LCAP metrics data and services and offers analysis and recommendations for ongoing improvement

-EL Leadership Academy has five general education teacher participants and five special education teacher participants; this represents two teacher leaders from each site; the group focus is on policy, practice, systems, and data for developing the English learner program for the district and school sites

-Each School Plan for Student Achievement includes a goal for English learner student achievement, along with actions and services

-Parents/guardians are surveyed annually for program feedback about the English learner program through the LCAP Annual Stakeholder Feedback Survey

-Stakeholders have reported the need to expand Parent/Guardian and Family Engagement offerings, with new actions and services for this documented in the LCAP

Metrics:

-Reclassification rates for the district and by school site (annual)

-EL student ELPAC state assessment data for the district and by school site (annual)

-EL CAASPP state assessment data for the district and by school site (annual)

-EL student performance on local assessments: iReady Reading, iReady Math, DIBELS, and Units of Study ELA and Math assessments (interim)

-EL student attendance rates, chronic absenteeism rates, and truancy rates (interim)

-EL student behavior data, including suspensions and expulsions (interim)

-California Dashboard indicators for: Academics ELA, Academic Math, EL Progress Indicator, Chronic Absenteeism, and Suspension (annual)

-Analysis of achievement gaps for English learners on the California Dashboard (annual)

Use of Data:

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

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

- Site administrators use the aforementioned data with multiple stakeholder groups throughout the year.
- Site administrators lead teachers in analysis of the site and grade level data through weekly PLCs.
- The LCAP Steering Committee meets four times during the school year and analyzes data and makes recommendations.

APPROVED BY CDE

English Proficiency and Academic Achievement

ESSA SECTION 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.

Response from Romoland Elementary:

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

- A full-time instructional coach is dedicated to the development of the English learner program and improving instruction and outcomes for English learner students. The coach provides teachers with whole group, small group, and one-on-one instructional coaching on how to teach Designated English Language Development (dELD) and Integrated English Language Development (iELD).
- All teachers receive annual professional development on the state English learner assessment, entitled English Language Proficiency Assessments for California (ELPAC). Thus, all teachers are equipped with the knowledge of the state assessment and can provide lessons to best prepare their English learner students for making one level of growth on the assessment annually.
- All teachers are informed about the criteria for English learner reclassification to fluent English proficient. Teachers monitor the progress of their English learner students through a trimesterly monitoring tool which is monitored by the site principal and district English learner administrator.
- One Professional Learning Community meeting per month for each grade level or department team of teachers is dedicated to discussing the achievement data of English learner students and adjusting the instructional program to better meet the needs of the students.
- Each English language development teacher conducts one-on-one personalized goal setting conferences with English learner students throughout the school year. The conferences support students in understanding their own strengths and needs as well as supports each English learner student in learning the criteria for reclassification and growing as his/her own self advocate.
- All English learner students receive daily dELD and iELD instruction.
- All English learners at the middle school level are provided with access to an enrichment elective course.
- All grade 8 English learner students are provided a field trip and tour of the University of California, Riverside.
- All grade 8 English learner students take the PSAT exam.
- All grade 6-8 English learner students have access to taking Spanish for Native Speakers course, as well as Advanced Placement Spanish Language course and exam.

-Parents/guardians of middle school English learner students have access to the Parent Institute for Quality Education (PIQE) courses which provide them information about supporting their student with high school graduation requirements and college admissions requirements.

-EL Reclassification rates are at a district all-time high, and the rate is consistently one of the highest district rates in the county over the past four years.

APPROVED BY CDE

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Michelle Wise

**Contact Phone
and Optional Extension**

951-926-9244

1227

Contact Email

mwise@romoland.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

Response from Romoland Elementary:

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 LCAP Steering Committee of stakeholders meets four times per school year to analyze performance data

for all LCAP goals and SPSA goals. The Steering Committee works in school site-based teams 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 qualitative data, and program qualitative data are reviewed over the four Steering Committee meetings to identify needs. Program objectives and activities are monitored through monthly data collection which is compiled and shared with stakeholders via school site stakeholder committee meetings, and district stakeholder committee meetings, including but not limited to the LCAP Steering Committee.

Well-rounded education (\$10,000)--A portion of the funds (twenty percent) will be used to ensure student access to STEM (Science Technology Engineering Math) electives at the middle school. The funds will be used to purchase instructional materials for the STEM elective courses at the District's middle school.

Safe and healthy students (\$32,500)--A majority of the funds (sixty-five percent) will be used for providing mental health services to students as part of the district Social-Emotional-Behavioral Multi-tiered System of Support. The funds will be used to pay for a portion of a contract with a mental health services agency to provide all elementary students access (as needed) to a mental health therapist. The mental health therapist contracted through the agency will be full-time to support students at the District's four elementary schools.

Effective use of technology in schools (\$7,500)--A portion of the funds (fifteen percent) will be used to support technology devices as tools for student learning in STEM elective courses. The funds will be used to purchase technology devices for the STEM elective courses at the District's middle school.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Michelle Wise

Contact Phone and Optional Extension

951-926-9244

1227

Contact Email

mwise@romoland.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233