

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

**LEA Name**

Roseville City School District

**CDS Code:**

31669100000000

**Link to the LCAP:**

*(optional)*

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**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.

Federal ESSA funds are braided with our state LCAP funds in the Roseville City School District (RCSD). The five goals in our LCAP are written to support the learners in our district but specifically calls out those students that are underserved. Our district and school sites have an extensive multi-tiered system of support (MTSS). Within the MTSS structure, our school sites' response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. In this model, students receive both academic and social-emotional support provided by classroom teachers, and in Title I schools intervention teachers, and counseling services are provided to students and are funded by Title I. In addition, we believe that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. In smaller classes students tend to be as much as one to two months ahead in content knowledge, and they score higher on standardized assessments. With that end in mind, we believe that classes should be smaller in our upper-grade classrooms (grades 4th and 5th) at our Title I schools. This allows our teachers to provide necessary small group instruction in all of the tiered levels of MTSS.

With regard to LCFF Supplemental funds, funding decisions are based on our five LCAP goals. All school sites receive an allotment of state LCFF Supplemental funds based on their populations of unduplicated pupils. These funds support site-based initiatives that align with the districts LCAP goals and school site plans. As for our federal funds, eighty-five percent of our Title I funds are distributed to our Title I schools, which provide each site with additional resources that support evidence-based practices and activities. Title II and III funds, aligned with the five LCAP goals, support district-wide initiatives related to professional growth and improvement and English Learners, respectively.

The California Dashboard Additional state and local data (e.g., state academic assessments, local academic data, and suspension rates) indicates the district needs to focus attention on Low-Income students, Students with Disabilities, Hispanic students, Homeless students, and English Learners (EL) in English Language Arts (ELA), math and suspensions from school.

## 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.

Each of our school sites, including our Title I schools, create and monitor a single plan for student achievement (SPSA) each year. In this document, school sites identify the needs of students and create goals that align with those needs. Each Title I school SPSA is monitored closely by site administrators and administrators in the district office to ensure proper allocation of federal funds and that strategies are monitored regularly with stakeholder input and current data. All purchases that are made at the school sites are required to receive a secondary approval from the Educational Services department administration, where the purchase is compared against their SPSAs and federal, state and local requirements.

Our LCAP advisory committee is a very diverse group of community members that represent our district and significant subgroups specifically. This group has engaged in the development of the LCAP and the monitoring of goals within the document. In addition, our school sites have active school site councils that meet regularly throughout the year. They are charged with the development of school goals that align with the school board goals and LCAP goals, as well as monitoring the data and budget at their regular scheduled meetings. Each school site conducts an annual site parent survey that is developed and reviewed by the school site council. These surveys are analyzed and used as part of the continuous improvement process at the school site.

Within the goals and the actions in the LCAP there is an increase and improvement of services for our EL, Foster Youth, Low Income and Homeless students within our district. Some of these services include professional development of a high-quality MTSS program. TK-8 teachers have received training on quality tier 1 instruction in both ELA and Math and Tier 2 instructional structures for ELA. Our Title I school sites have a full time intervention teacher to support the academic supports at these school sites. In addition, staff will receive quality professional development for social-emotional supports and will fully implement Positive Behavior and Intervention and Supports (PBIS) program, as well as a social-emotional curriculum for all TK-8 students. Our Title I school sites have a full time school counselor to assist with social-emotional needs of students and provide support with PBIS at these sites.

## 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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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.

Title I schools are identified by reviewing the free and reduced lunch percentages at each school site. Each of our three Title I schools are above the 65 percentile of free and reduced lunch qualification rate. We use a rank and serve model to allocate funds to our three Title I schools.

## **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)

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



We have completed an analysis of our teaching staff during the 2018/19 school year at our school sites to identify and address any disparities within our staff. We collected data in all seven areas including enrollment data, low-income students, minority students, teacher workforce, ineffective teacher, inexperienced teacher & out-of-field teacher as provided within Step One- Data Collection of the instructions of the PEAT Program. Then we conducted an Equity Gap Analysis with the data collected by school level for all seven areas in Step One by answering the six questions:

Are low-income students taught at higher rates than other students by ineffective teachers?

Are minority students taught at higher rates than other students by ineffective teachers?

Are low-income students taught at higher rates than other students by inexperienced teachers?

Are minority students taught at higher rates than other students by inexperienced teachers?

Are low-income students taught at higher rates than other students by out-of-field teachers?

Are minority students taught at higher rates than other students by out-of-field teachers?

After reviewing the results of our Equity Gap Analysis with our district leadership team, executive cabinet and the LCAP parent advisory group, we came to the conclusion we don't have any disparities in the area of "ineffective teachers" and "out of field teachers". When looking at our high-density minority (above 60%) and high-density low income (above 60%) schools related to "inexperienced teachers" we have an average of 8% difference between the three highest density minority school and the three lowest density minority schools. In addition, we have an average of 11% difference between the three highest density low-income schools and the three highest density low-income schools.

We will continue to work with our Human Resources Department and our site principals so that they stay informed of areas of the PEAT Program so that when hiring new teaching staff we will consider which staff to offer employment to and to which schools to assign them to assist us to eliminate any equity gaps in the future. We will continue to monitor all the areas within the PEAT Equity Gap Analysis and especially with our highest % low-income and minority schools to ensure they don't have higher rates of inexperienced teachers than our lowest % low-income schools.

In addition, to retain our teachers we will continue to offer relevant professional development opportunities for all staff across our district. We also have created some integral leadership pathways at our school sites so that teachers feel empowered and are decision makers at our sites.

## **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).

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Parent Engagement Policy focused on the six categories of parent engagement and involvement (based on the State Board of Education Parent and Family Involvement Policy) for each Title I site is brought before the School Site Council and ELAC meetings each year. At these meetings, parents and community members have the opportunity to provide input in additional information that is specific to their school site. After the principal has sought stakeholder input, the School Site Council approves the policy and is distributed (hard copies are sent home) to each parent in both English and Spanish. A school messenger message is sent out to all families (email, text, phone message) that the policy will be sent home for parent review. The policy is also available on the school/district webpage.

Roseville City School District provides a summer booster camp for incoming kindergarten age students that have not attended preschool. The preschool attendance information is collected on our enrollment form. Besides providing a camp for students, the summer booster camp provides parents with information sessions to explain the State Standards, the local assessments, and assist parents with strategies to support them with as an active team member with their child's teacher. This summer booster camp was offered for all Title I elementary schools. Parents, with children in this program, are also provided training and materials for early literacy strategies to use at home with children. Books are given to each student each day for their take-home library.

The parent liaison at each Title I site provides staff with training to assist faculty with parent engagement strategies, i.e., plans for welcoming families, cultural awareness, etc. Training takes place at staff meetings and professional development days. The parent liaisons help to facilitate meaningful participation from Spanish speaking families and from other families who struggle to access school/district services. Also, each site has a foster youth and homeless liaison that shares information with each teacher to bring about awareness that these two subgroups require additional resources.

Community-Based English Tutoring (CBET) classes are offered to families throughout the school year. This program provides English tutoring to parents learning English and provides daycare for children while the adults are learning. The district also offers a Parent Institute for Quality Education (PIQE) and Parent University which are eight-week programs. The programs' expected outcomes are engaging parents in the educational program, assisting parents in navigating the K-12 school system, supporting parents in positively collaborating with teachers, counselors, and principals, and guiding parents in ensuring their children complete the A-G high school requirements.

Both DELAC and ELAC meetings are held at a minimum of four times per year. In addition, the LCAP advisory meetings are held to ensure parent and community stakeholders, including but not limited to parents representing English Learner, Low Income, and Foster Youth students, have input and can recommend actions for the district LCAP. Translations are provided at school site and district level meetings, including the DELAC and LCAP advisory meetings. School reports, including agendas, minutes, parent meetings, IEPs, are also translated for Spanish and other languages as requested.

The district's Professional Development Advisory Committee (PDAC) meets regularly with community stakeholders, including parent members, school staff, administrators and district office staff, to review data and set goals for professional development initiatives in support of students' academic success.

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA- all three Title I schools meet the school wide program threshold. N/A-RCSD does not have targeted assistance schools. We do not have Neglected or Delinquent Children in RCSD.

**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:**

Once a homeless child is identified in the Roseville City School District (RCSD), school personnel reach out to the family. The goal of reaching out is to outline the services provided by the district for support of the child and family and to gather any other necessary information the family made provide to the site. The school personnel, Director of Student Services, school counselor, and/or homeless liaison, make the personal connection and then follow up to make sure that services are coordinated between the district, site and the family. Title I funds are set aside to provide ongoing support.

Also, Parent Rights of Homeless Students posters are visible in the office at each school and throughout the community. Homeless families are provided additional resources such as free and reduced breakfast and lunch, bus passes, referrals to community resources such as homeless shelters, counseling, etc. School supplies and clothing for the students are also provided when needed. Extra tutoring is offered to our homeless children as the data warrants. Academic data is monitored every trimester by the homeless liaison and grade level teams to ensure the academic success of our homeless students. Our Title I schools also work closely with the Placer County Food Bank to provide food to families when this is identified as a needed resource.

**Student Transitions**

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

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

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

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:**

Elementary to middle school transitions- Students visit the middle schools during the school day and counselors work with placement assessments to help place students in appropriate classes. Parents are invited to attend an information night to learn more about middle school, daily schedules, and state standards.

The LEA does not use federal dollars to provide preschool. However, we provide a summer prep camp for our Title I incoming kindergartners for those students identified not attending preschool. In addition, we partner with the city to provide before and after school care, as well as summer camp, to families.

### **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:**

NA- The LEA does not use federal funds for these programs.

## **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:**

RCSD has a Professional Development Plan (PDAC), developed collaboratively with teachers, site administrators and district administrators, that uses student data and evidence as well as teacher survey data, to produce a districtwide plan to support the continuous learning of all adults. The PDAC's goals and metrics are embedded in the LCAP to ensure transparency and ongoing reflection of the impact of the professional development on students. Professional development includes teacher, classified employees, and administrators. Along with the PDAC goals, the LCAP includes targeted professional development opportunities and support for schools that have an increased number of low-income students, English learners, and foster youth. An example of this is Guided Language Acquisition and Design (GLAD) training for our school sites that have a high density of English Learners.

Sites also provide site-specific professional development which includes but are not limited to ELD, Professional Learning Community (PLC) practices, Positive Behavior Intervention Supports (PBIS) and intervention structures. Site professional development goals are embedded in a site's Single Plan for Student Achievement (SPSA) which align with the district's LCAP goals.

RCSD provides professional development in a variety of ways to meet the needs of all adult learners. Principal and teachers have ongoing professional development provided by our Coordinators of English Language Arts and math. These occur a minimum of one day a trimester and are tied to our PDAC goals. For example, for the past two years, these pull out days have been focused on the core tenets of MTSS, including quality tier 1 instruction.

All new teachers are engaged with Beginning Teacher Support and Assessment (BTSA) Induction Program provided in partnership with the Placer County Office of Education. New teachers to RCSD, also are equipped with both mandatory and optional training on curriculum, instructional practices, assessments, etc. Site administrators are provided with a district level coach and these coaches meet with site administrators at least once every two weeks to provide intense support around both instruction and technical needs. RCSD also provides opportunities for aspiring administrators such as ACSA academies and other professional development interests that support site, LCAP and board goals.

District office curriculum specialist works directly with schools with an increased number of low-income students in coaching and working with teachers in their classrooms. Principals at these sites meet regularly with the Director of Educational Services to discuss pedagogy, curriculum and data to ensure that students at these sites are receiving increased and improved services above the base and the students are making progress towards meeting and exceeding academic standards.

The following are the many stakeholder RCSD engages in updating and improving our activities:

- ° Teachers-Feedback is attained both on a feedback survey immediately following each training as well as in Google Classroom throughout the trimester between grade level/department training. The ongoing feedback and dialogue between teachers and the Educational Services Coordinators are invaluable in meeting the needs of all teachers and therefore, the students in the classrooms at every site.
- ° The original Professional Development Plan (PDAC) sunsetted in May 2018. The Professional Development Advisory Committee (PDAC) comprised of teachers and administrators, met in both March and April 2018, and developed a new two-year plan to be implemented from 2018-2020. The plan includes both professional development designed in response to both Board Goals and LCAP student data but also considering our certificated feedback (over 300 responses). MTSS is our key focus until 2020 when the PDAC will meet again to look at data and realign our goals around professional development.
- ° Classified Employees-Feedback is attained both on a feedback survey immediately following each training as well as through personal conversations with teachers and administrators.
- ° Data is regularly used in conversations at the district level, site level, and in teacher professional learning communities (PLC). Data, both summative and formative, is used to both progress monitor students' learning throughout the year but also to ensure that we are intervening and enriching student learning regularly. Data, coupled with other information such as observational evidence, also allows for transparency with stakeholder groups. Parents and community engage with student data at regular meetings such as School Site Council, English Learner Advisory, and LCAP meetings. Parents have opportunities to provide input about actions, ask questions, and recommend their thinking about ideas to improve students' learning.

## **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).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Suspension Progress Indicator-In RCSD, only the Suspension Progress Indicator for the district overall performance was "orange" on the California Data Dashboard. The California Dashboard indicator for homeless children continued to be in red for two years which has resulted in RCSD entering into Differentiated Assistance, supported by Placer County Office of Education, to better support Homeless students in the areas of Suspensions. The district is aware of the significance of the data and is already addressing the concerns. Data, as of March, predicts improvement as a result of 2018-2019 system changes and professional learning support of sites.

#### **Suspension Reduction Plan of Action**

- Multi-Tiered System of Support (MTSS) Committee was selected and is working on the following:
- Defining and developing strong leveled tiers of behavior and social-emotional supports for all students
- Supporting the implementation of school-wide behavior support systems
- Identifying research-based behavior support strategies
- Increasing professional development opportunities for staff including behavior strategies, mindfulness, and classroom management strategies
- Other actions include:
- Hiring an MTSS Coordinator to support behavior systems, structures, and resources
- Mandatory PBIS training for all certificated staff
- Implementation of a data dashboard to better track the success of interventions.
- Youth liaisons to support the behavior needs of students and parents.
- Executive Director of Educational Support Services will continue to work with counselors and site Youth Liaisons on Preventative measures and restorative practices with suspended students
- Ongoing training for site administrators and support staff on Other Means of Correction and restorative practices
- Increase in positions for behavior and socio-emotional needs of students
- Increase in community liaisons at five sites to support families with connections to community resources.

## **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:**

At least 5 times per year staff is given a feedback form regarding professional development that they have attended in RCSD. The Educational Services department reviews all data and makes the necessary adjustments to make the professional development more relevant and necessary for teachers and staff. In addition, RCSD uses the PEAT gap analysis to identify and target staff needing more professional development, such as misassigned teachers. RCSD Human Resources department also works hard to ensure we hiring fully credentialed and are effective teachers.

New teachers in RCSD receive BTSA support for the first two years of their employment. In addition, they are assigned a grade level mentor at each of their school sites to ensure their daily questions and needs are met.

Principals are assigned a coach through the Educational Services department where continual collaboration and support are provided. The coach meets with each principal on a weekly or biweekly basis to discuss day to day questions, review data and walk through classrooms.. ACSA academies and district level administrative training sessions are also available to administrators across the district.

Instructional assistants attend ongoing training throughout the school year. Site clerical staff attend monthly training meetings to review basic protocols at the district office. These professional development meetings are conducted by the Director of Student Support Services.

Parents are surveyed twice a year, one during the LCAP stakeholder process and individual school site surveys. These surveys include academic needs, school culture items and ideas for professional development for teaching staff. All staff members are given electronic feedback forms after each professional development sessions. These are reviewed by individual departments and shared with school site administrators.

We use the additional funding to provide additional professional development such as Supplemental funds and the Low Performing Pupil Grant.



## **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Each elementary school site across the district is learning together through a total of nine ELD training modules. These modules are taught by the Coordinator of English Learners and/or the site principal during site professional development days or staff meetings. Each site receives three modules per school year. By the year 2020/21, all elementary school sites will have either completed all nine modules or will be well on their way to finishing.

The ELD Training modules to be provided at each site, TK-5:

ELD Module 1: Benchmark Designated ELD Book Walk and Lesson Study:  
ELD Module 2: EL and RFEP Student Data Analysis:  
ELD Module 3: Language Form and Function:  
ELD Module 4: Language Demands of Text, Tasks, and Levels of Language:  
ELD Module 5: Developing Instructional Learning Targets -Comprehensible Input:  
ELD Module 6: Developing Instructional Learning Targets-Comprehensible Output:  
ELD Module 7: Developing Effective Language Objectives:  
ELD Module 8: Using ELD Standards and Proficiency Levels for Instructional Purposes:  
ELD Module 9: EL Progress Monitoring and Formative Assessment:

Guided Language Acquisition Design (GLAD) training is offered to all sites with a high density of English Learners. All teachers at each of these sites will be trained for 8 days throughout the school year. Project GLAD is an academically, standards-based ELD instructional model that promotes high levels of proficiency in English, academic language and achievement for all levels of English proficiency. The training provides intensive professional development to teachers of English learners and they are able to see the strategies being taught in action. This model of professional development, where teachers are able to see the strategies being demonstrated with their own students, improves the likelihood of implementation at the classroom level.

The EL Coordinator works closely with middle-school teachers on effective strategies for EL students. The coordinator meets with ELD teachers three times per year for all-day sessions. During these professional development sessions the teachers receive the following information:

Supporting EL middle school students at the Pre-productive and Emerging English proficiency levels  
Addressing and supporting the needs of EL students who are LTEL or At Risk of Becoming LTEL  
Supporting students with interrupted or limited formal education (SLIFE):  
Creating Training Modules, using the content in Training sessions 1-3 above, to provide training to site content teachers

At Buljan Middle School, AVID Excel was offered to 7th and 8th graders for the 2018/19 school year. This program targets our LTELs at the school. Avid Excel Professional Development includes Grades 6-8 and will continue to be offered in the 2019-20 school year

### **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The immigrant students of RCSD will receive additional language support based on their academic language assessments. "Newcomers" are given 1:1 and small group support to accelerate language acquisition during the school day. Supports may include 1:1 tutoring, small group instruction in and outside of the classroom setting, language programs, and apps. In addition, parents of immigrant students will be invited to attend parent education classes offered by the Parent Institute for Quality Education (PIQE) and Parent University during the school year. The PIQE and Parent University course of study is dedicated to achieving economic and social equality through education. The PIQE objectives include creating a home learning environment, successfully navigating the K-12 school system, engaging and collaborating with teachers, counselors and principals, and ensuring their children complete the A-G high school requirements. Stakeholder feedback is garnered regularly regarding the use of all categorical funds during ELAC, DELAC and LCAP advisory meetings.

**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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Principals incorporate a protected time of the day for designated ELD instruction at every grade level for every English learner student into their site's master schedule. Grouping for designated ELD is flexible depending on the site, the grade level, and the number of English learners at a grade level. During designated ELD, students are grouped as closely as possible to their English language proficiency level.

Students receive Designated ELD in addition to their core English language arts class until they are able to meet reclassification requirements. The district purchased ELA curriculum that includes designated ELD lessons and other support materials that address the language demands of the grade-level ELA standards and can be used with students at all English proficiency levels. The program goal is to develop English language proficiency as rapidly and effectively as possible and provide access to the core curriculum by targeting the language demands of content learning through instructional scaffolds focused on text and learning tasks designed to make instruction comprehensible and to support students efforts to produce English.

For students at the Emerging and early Expanding English proficiency levels, substantial linguistic support is provided. Designated ELD focuses on developing basic receptive and productive English communication skills. There is a focus on beginning academic and social English language skills, vocabulary, and language forms and patterns. Multiple measures are used to monitor student progress and interventions are provided accordingly. Instruction focuses on the linguistic and literacy gaps typically found in students at these proficiency levels.

For students at the Expanding through Bridging proficiency levels, an emphasis is placed on using and understanding more complex English in a variety of cognitively demanding situations and discourse patterns. The goal at this level is for students to communicate using English effectively with various audiences on a wide range of familiar and new topics across academic subject areas and socially. Less linguistic support should be needed for students to be able to achieve these language goals at these higher levels.

**Avid Excel Class for LTELs-grades 6-8:**

EL students take an articulated sequence of courses which support their academic language development. These courses begin in the summer before 7th grade and continuing through 8th grade.

AVID Excel Summer Bridge Two-week summer courses between 6th and 7th grades and 7th and 8th grades. These courses focus on academic vocabulary building, writing applications, and oral language development as well as participation in community-based activities.

AVID Excel Year-long elective courses in 7th and 8th grades develop EL students' academic vocabulary across content areas; academic reading, writing, and oral language skills; and their self-advocacy and study skills. Students learn about the college-preparatory course sequence and develop an academic plan. They also participate in Scholar Groups and tutorials, motivational activities, and leadership trait development.

**GLAD-grades TK-5**

Guided Language Acquisition Design is an instructional approach that incorporates a variety of strategies to support EL students in simultaneously learning content and acquiring language. It is grounded in research related to second language acquisition and sheltered instruction and is built upon the following four components:

Focus and Motivation

Input (ways to make cognitively complex concepts understandable to students)

Guided Oral language Practice

Reading and Writing

Two sites with high EL populations have received GLAD training this year and a third will receive training next year.

**The Roseville City School District's TK - 8th Grade Integrated ELD Curriculum:**

Integrated ELD is instruction provided to all English learners throughout the school day and across all subject areas by all teachers who have English learners in their classrooms. The CA ELD Standards are used in tandem with the content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Core instruction is taught in English using SDAIE strategies with an emphasis on academic language. The district's ELA curriculum includes integrated ELD lessons used with students at all English proficiency levels to support their understanding of content learning. Teachers focus on developing and implementing linguistic scaffolds that support English learners through comprehensible input to help students understand and comprehend grade-level content and through comprehensible output to help students produce English to demonstrate their level of learning of grade-level content. Teachers understand that academic concepts and language involve teaching the language function embedded in the academic /cognitive texts and tasks that students encounter in their grade-level content learning.



## **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Roseville City School District ensures English learner students achieve English proficiency by: Administering a state test of English language proficiency (ELP) to eligible students in kindergarten through grade 8 using the ELPAC which is aligned with the 2012 California English Language Development Standards. It is comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

English language support is provided based on the proficiency level of each student as measured by the ELPAC.

The Summative ELPAC is administered every year and is used to measure the proficiency level of each English Learner as well as to monitor each student's progress toward fluent English proficiency. The Roseville City School District analyzes this data to evaluate the effectiveness of our EL instructional programs, and, if needed, modify these programs to better address the English language learning needs of our students.

The English Learner Progress Indicator is one measure used to determine the effectiveness of the district's ELD programs. The California Dashboard indicator for the district remains at a high 77.8% level.

ELAC Practice Tests provide additional opportunity to become familiar with the types of questions that are asked in each of the 4 language domains; listening, speaking, reading and writing.

Grade-level content specific formative and summative assessments are also administered and analyzed to help instructors, students, and parents understand at what proficiency level students are able to comprehend and produce academic English within content areas.

#### Reclassification:

The purpose of the reclassification (RFEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once official ELPAC results are received, the reclassification process can begin for K–8th grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

The criteria used for reclassification measures the level of academic English and resources students are able to use to understand and demonstrate that understanding of grade-level content learning.

School sites monitor students' academic progress based on regular, consistent and timely school site data meetings. These data meetings include the analysis of IReady data, writing samples, other curriculum-based assessments, ELPAC, CAASPP data, etc. The school site teams look at data collaboratively to provide a method of accountability for evaluating and modifying our instructional practices to meet student needs. The following questions are answered in each data cycle:

What do we want students to learn? (Learning goals)

How will we know what students are learning? (What method/s will be used to measure learning?)

How will we respond to students who are not learning? (Intervention at Tier 1, 2 or 3)

How will we respond if they already know it?

Each school site across the district has a functioning English Learner Advisory Committee

(ELAC) that meets on a regular basis throughout the school year. This advisory group looks at survey data, receives specific information regarding EL services at their school site and ways to support their children in school. This group also provides feedback about programs offered at their school through surveys and dialogue groups based on current data and other accountability documents. The District English Learner Advisory Committee (DELAC), made up of parents, administrators, teachers, community members, and other school staff provide input on district services and programs offered each year to English Learners in RCSD. The DELAC committee also serves as a district LCAP advisory group.

## **TITLE IV, PART A**

### **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

1) Provide all students with access to a well-rounded education:

A well-rounded education starts with early learning opportunities in preschool and TK that make time for exploration and continues with K-8 educational program. These programs help students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. In Roseville City all students are provided access to opportunities that are above the core curriculum each and every day. This includes art education in TK-5 classrooms, International Baccalaureat, AVID, summer school, enrichment program offerings, where specially trained teachers and coordinators work with our teachers to infuse the arts into their everyday curriculum. In the classroom, each K-5 student receives additional minutes of music instruction each week. Finally, our middle schools offer foreign language, band & choir as electives open to all students. They also offer CTE pathways aligned to our high schools that foster the expectations our student will engage college and or career opportunities after graduation.

2) Improve school conditions for student learning;

The second purpose of the Title IV Student Support program is to improve school conditions for student learning. When students are healthy and feel safe and supported, they are more likely to succeed in school. In Roseville City, we use our Professional Development Advisory Committee Plan (PDAC) to provide professional development for all staff (which is designed by staff needs gathered with the use of staff surveys). The staff attends countywide professional development such as Solution Tree, Marzano Inc, etc. We have a trainer of trainer model in our district to help build capacity and use resources efficiently that our team of Coordinators of Educational Services implements for our teaching staff.

In addition to our PD offerings, we provide all of our students access to standards-aligned instructional materials. Coordinators provide guidance and support (under the direction of our Directors of Educational Services) on most effective instructional strategies as it relates to the state standards/curriculum. Professional development provided by our Coordinators to our teaching staff in the following areas ELA, Math, and ELD.

We monitor our Facilities annually and are in good repair as required by our FIT survey and our schools score in the "Good" or "Exemplary" which is reported in all of our schools yearly School Accountability Report Card (SARC).

And finally regarding our Schools/Student Culture and Climate success we use MTSS and PBIS-climate surveys & strategies and report out to our stakeholders annually regarding our students' social-emotional wellness in our LCAP. We have partnered with our local county office of education (COE) with PBIS and currently have all schools using PBIS systems which has lead to a reduction in discipline issues. In addition to PBIS, we are working on ways to decrease student suspensions as we go thru Differentiated Assistance from our COE this school year using Improvement Sciences.

3) Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

In addition to supporting a Well-rounded Education and Improving School Conditions for Student Learning, we look to increase the effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Our middle schools have CTE pathways infused with technology such as Computer Science in their programs. We are working towards a 1:1 student to device ratio in our district, and promote our students to bring their own device to school. We continue to seek out funding opportunities to provide technology and internet to our most needy students.

Roseville City School District has offered and consulted with all Private Schools (in its area that requested a meeting) regarding all federal programs including Title IV for next school year.

Roseville City School District will transfer Title IV funding into Title II in the 2019/20 Spring Release of CARS.