

Roseville City School District

LCAP Federal Addendum

2026 - 2027

Strategy and Alignment

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.

Provide response:

Federal ESSA funds are braided with our state LCAP funds in the Roseville City School District (RCSD). The goals in our LCAP are written to support learners in our district and specifically call out underserved students. 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 reduce behavior problems. In this model, students receive both academic, behavioral, and social-emotional support from classroom teachers, and, in Title I schools, intervention teachers and counseling services are provided to students and are funded by Title I.

Regarding LCFF Supplemental funds, funding decisions are based on our LCAP goals. All school sites receive an allotment of state LCFF Supplemental funds based on their populations of unduplicated pupil populations. These funds support site-based initiatives that align with the district's LCAP goals and school site plans. As for our federal funds, 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. Due to increasing enrollment of students experiencing homelessness throughout the district, a portion of the funds is reserved at the district level. Title II and III funds, aligned with the

LCAP goals, support district-wide initiatives related to professional growth and improvement and English Learners, respectively.

The California Dashboard Additional and state and local data (e.g., state academic assessments, local academic data, and suspension rates) indicate 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 the use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Provide response:

Each of our school sites, including our Title I schools, creates and monitors a Single Plan for Student Achievement (SPSA) each year. In this document, school sites identify students' needs and set goals that align with those needs. Each Title I school's SPSA is closely monitored by site administrators and district office administrators to ensure proper allocation of federal funds and to ensure that strategies are regularly monitored with educational partners' input and current data. All purchases made at school sites must receive secondary approval from the Educational Services Department administration, during which the purchase is compared against their SPSAs and federal, state, and local requirements.

Our LCAP Parent Advisory Committee is a very diverse group of community members that represent our district, and more than 50% represent our significant subgroups specifically. This group has engaged in developing the LCAP, updating the Parent and Engagement Policy, and monitoring goals within the document. In addition, our school sites have active School Site Councils (SSCs) that meet regularly throughout the year. They are charged with developing school goals that align with the school board and LCAP goals, and with monitoring data and the budget at their regularly scheduled meetings. Each school site conducts an annual site parent survey, developed and reviewed by the SSC. These surveys are analyzed and used as part of the school's continuous improvement process.

Within the goals and actions of the LCAP, there is an increase and improvement in services for our unduplicated student groups (i.e., English learners, Foster Youth, Low-Income, and homeless) within our district. Services include professional development opportunities tailored for our staff to enhance their skills, knowledge, and overall effectiveness in their respective roles. Our professional development initiatives focus on the components of MTSS (Multi-Tiered System of Supports), ensuring our staff are equipped with the strategies and resources to effectively support all students' academic, behavioral, and social-emotional needs. 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 academic instruction. In addition, staff receive quality professional development for social-emotional supports and fully implement the 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 the social-emotional needs of students and provide support with PBIS at these sites.

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.

Address the ESSA provision:

Each year, as part of our School Accountability and Report Card (SARC) completion, we analyze our teaching assignments to identify disparities among our staff, particularly in schools with significant Low-Income and/or minority student populations. It's important to note that all our teachers are highly qualified, and our data reflects no disparities in the categories of "ineffective teachers" and "out of field teachers".

As teachers retire in our district, new teachers are hired to fill the open positions as

needed. Some of the newly hired teachers bring experience from other districts, while others are new to the profession. There is a balance between experienced and new teachers hired throughout our district, and there are no known disparities in how they serve students who are Low-Income and minority compared to other students.

We maintain a systematic evaluation process at the district level to ensure that students from Low-Income and/or minority backgrounds have access to effective teachers and principals. Our administrators undergo evaluation training provided by our Human Resources department, coupled with ongoing support and coaching to effectively fulfill their roles and support staff.

To further support teacher retention, we are committed to offering relevant professional development opportunities district-wide. Additionally, we've established integral leadership pathways at our school sites, empowering teachers to become decision-makers and feel more engaged in the educational process.

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).

Address the ESSA provision:

The Parent Engagement Policy, which focuses on the six categories of parent engagement and involvement (based on the State Board of Education Parent and Family Involvement Policy), is presented to the School Site Council and English Learner Advisory Committee (ELAC) meetings each year. At these meetings, parents and community members have the opportunity to provide input on additional information that is specific to their school site. After the principal has sought input from educational partners, the School Site Council approves the policy, and it is distributed (hard copies are sent home) to each parent in both English and Spanish. A ParentSquare message is sent to all families (email, text, phone) that the policy will be sent home for parent review.

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. 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 school counselor who serves as the

Foster Youth and Homeless Liaison, sharing information with teachers to raise awareness that these two subgroups require additional resources.

Both the District English Language Advisory Committee (DELAC) and ELAC meetings are held at least 4 times per year. In addition, the LCAP Parent Advisory Meetings are held to ensure that parent and community partners, including but not limited to parents representing English Learners, Low-Income students, and Foster Youth students, have input and can recommend actions for the district LCAP. Interpreter services are provided at school sites and district-level meetings, including the DELAC and LCAP meetings. School reports, including agendas, minutes, parent meetings, and IEPs, are also translated into Spanish and other languages upon request.

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

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

Address the ESSA provision:

Roseville City School District (RCSD) will provide parent outreach and engagement through community liaisons and other staff. Community liaisons assist with translation services, link the community to the school's activities, and help families partner with the school in their child's educational process. DELAC meetings are held 4-5 times per year, and ELAC meetings are held at each school site regularly as well. The LCAP advisory meetings are held to ensure educational partners' input on the district's strategies and goals. Each school site with a high-density population of English Learners and that is also designated Title I receives an allocation of Title I funds to offset the costs of providing family engagement activities, such as modeling learning support strategies, parent training events, etc. Based on feedback from parent groups and school surveys, each school site develops parent education and engagement nights tailored to its needs. Examples include implementing positive behavior systems at home, literacy, and math.

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.

Address the ESSA provision:

All Title I schools meet the school-wide program threshold. Each Title I school conducts a comprehensive needs assessment. They use current data, interventions, and input from educational partners to identify needs, strengths, and gaps in the school's current program. A schoolwide program plan is developed each year in conjunction with the SSC, ELAC, and school staff. The plan outlines the key findings from the needs assessment and sets new goals and strategies to support student success. The school-wide program plan is evaluated throughout the school year using various data points at different times.

Targeted Assistance: NA

Neglected and Delinquent Students: NA

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.

Address the ESSA provision:

NA

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.).

Address the ESSA provision:

Roseville City School District employs a social worker as our McKinney-Vento District Liaison to ensure that students experiencing homelessness maintain school enrollment and that all schools comply with the enrollment laws under the McKinney-Vento Act. The liaison assistant in coordinating transportation to allow students who are homeless to remain in their school of origin, assists families with finding housing, and provides students with school supplies and basic necessities. The homeless liaison works with all schools without a school counselor. The liaison also supports all counselors at sites and ensures they meet the needs of their students experiencing homelessness. The homeless liaison attends county training and educates district staff on regulations and laws that impact the students we serve. On-going coordination occurs with our district and county to support our students. Due to the growing enrollment of students experiencing homelessness across the district, a school counselor will be designated to support sites that do not have a dedicated counselor. This counselor will focus on addressing the academic, social-emotional, and basic needs who are experiencing homelessness. They will collaborate closely with the district social worker to ensure coordinated support for students and their families.

Once a child who is homeless is identified in the RCSD, school personnel reach out to the family. The goal of outreach is to outline the district's services to support the child and family and to gather any other necessary information the family may provide to the site. The school personnel, Director of Educational 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 school offices and throughout the community. Homeless families are provided additional resources, such as bus passes and referrals to community services, including homeless shelters, counseling, etc. All homeless families have access to Universal Feeding, which provides free breakfast and lunch. School supplies and clothing for the students are also provided when needed. Extra academic support is offered to our homeless children when the data warrant it. Academic data is monitored throughout the school year 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) 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.

Address the ESSA provision:

The LEA does not use federal dollars to provide preschool. However, we partner with the City and other programs to provide free after-school care that includes academic support and enrichment.

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:

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

Address the ESSA provision:

Elementary to middle school transitions: Students visit the middle schools during the school day, and counselors use 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.

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:

1. assist schools in identifying and serving gifted and talented students; and
2. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Address the ESSA provision:

NA

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.

Address the ESSA provision:

RCSD has a Professional Development Plan (PDAC), developed collaboratively with teachers, site administrators, and district administrators, that uses student and teacher survey data to produce a districtwide plan to support the continuous learning of all adults who work directly with students. 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 teachers, 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, Homeless, 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, including, but not limited to,

English Language Development (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 aligns 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 receive ongoing professional development from our Coordinators of English Language Arts, Math, and English Language. These occur throughout the year and align with our PDAC goals. For example, we have focused on strategies for integrated ELD and on best practices for whole-group and small-group instruction in ELA and math.

All new teachers are engaged with the California Teacher Induction Program (CTIP) provided in partnership with the Placer County Office of Education. New teachers in RCSD are also equipped with both mandatory and optional training on curriculum, instructional practices, assessments, and related topics. Site administrators are also assigned a district-level coach, who meets with them at least once every two weeks to provide intensive support for both instructional 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.

Principals at Title I sites meet regularly with the Director of Educational Services to discuss pedagogy, curriculum, and data to ensure that students at these sites are receiving enhanced services beyond the base and are making progress toward meeting and exceeding academic standards.

Assistant Principals at sites meet throughout the year in their own Professional Learning Community, facilitated by the Educational Services Department. This PLC provides opportunities for their professional growth and development.

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

- Teacher feedback is collected via a survey immediately after each training. 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 Professional Development Advisory Committee (PDAC), composed of

teachers, support staff, and administrators (site and district), meets every three years to review survey data from teachers. The data is analyzed to create a three-year plan. The plan includes professional development designed in response to both Board Goals and LCAP student data, as well as our certificated feedback. The plan is reviewed annually.

- Classified Employees' Feedback is collected through a feedback survey immediately following training and through personal conversations with teachers and administrators.
- Data is regularly used in conversations at the district and site levels, as well as in teacher Professional Learning Communities (PLCs). Data, both summative and formative, is used to progress monitor students' learning throughout the year and 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 educational partners. Parents and the community engage with student data at regular meetings such as SSC, ELAC, and LCAP meetings. Parents can provide input on actions, ask questions, and share their thinking 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).

Address the ESSA provision:

Funds are prioritized to support site leaders and teachers in areas aligned with the District's LCAP goals. Teachers and site leaders at sites identified through the Dashboard for Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI) will be given priority support. Currently there are no schools under CSI or TSI.

The needs at all sites will be determined by analyzing data from the California School Dashboard, district- and site-common assessments, the LCAP educational partner

survey, site surveys, and surveys after professional development opportunities. The effectiveness of the expenditures will be evaluated on an ongoing basis by analyzing all data points.

The Title II funds are one component of our comprehensive LCAP.

Expenditures include:

- Coordinators in our Educational Services Department to provide assistance to our teachers and site leaders in the area of math, science, and English Language Development. Professional learning is provided on curriculum, instructional strategies, and assessment to support teachers and students.
- California Teacher Induction Program (CTIP), or new teacher induction, to support the mentoring and professional development of new teachers in our district.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION

2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Address the ESSA provision:

Staff are given a feedback form after every professional development that they have attended in RCSD. The Educational Services Department reviews all data and makes the necessary adjustments to ensure professional development is more relevant and necessary for teachers and staff. In addition, RCSD uses the PEAT gap analysis to identify and target staff who need additional professional development, such as misassigned teachers. RCSD's Human Resources Department also works hard to ensure we hire fully credentialed and effective teachers.

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

Principals are assigned a coach through the Educational Services department, where continual collaboration and support are provided. The coach meets with each principal weekly or biweekly 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.

School sites, including administrators and teachers, receive ongoing support from the Coordinators in Educational Services through consultation meetings, training at staff meetings, and work with PLCs.

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, once during the LCAP educational partners process and once during 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 session. These are reviewed by individual departments and shared with school site administrators.

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

Title III, Part A

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.

Address the ESSA provision:

Site administrators receive professional development throughout the year on various topics, including, but not limited to: scheduling requirements, identification, reclassification, assessment, progress monitoring, and instructional practices. In addition, each school site has an EL Site Leader who meets regularly with the district English Learner (EL) Coordinator to receive professional development surrounding compliance and best practices for English Learners. Teachers participate in professional development provided by site administrators, EL Site Leaders, and/or the district EL Coordinator. Following professional development opportunities, site administrators continue to support the implementation of instructional strategies and teacher learning for students who are classified as English Learners. The district EL Coordinator collaborates with the other Educational Services Coordinators to ensure that English Language Development (ELD) is embedded in core content professional development.

The district EL Coordinator works closely with middle school ELD teachers to ensure that appropriate courses and curricula are available to provide ELD instruction. Collaborative opportunities include regular EL Site Leader meetings and professional development opportunities to focus on:

- Supporting English Learners at all proficiency levels in middle school. Addressing and supporting the needs of EL students who are Long-Term English Learners (LTEL) or At Risk of becoming LTEL
- Supporting students who are new to the country and or with interrupted or limited formal education (SLIFE):
- Supporting LTEL students by providing intentional support focused on areas needed to reach reclassification criteria (ex: AVID Excel at Buljan Middle School)

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.

Address the ESSA provision:

Immigrant students in RCSD will receive additional language support based on their academic language assessments. Students who are new to the country and classified as English Learners receive small-group support during the school day to accelerate language acquisition. Supports may include 1:1 survival language instruction, small group language instruction, and access to computer-based language programs/applications.

Feedback regarding the use of all categorical funds is gathered from Educational Partners through SSC, ELAC, DELAC, and LCAP Advisory meetings.

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.

Address the ESSA provision:

School site master schedules include protected time during the regular school day for Designated ELD Instruction for students who are classified as English Learners. Grouping for Designated ELD is flexible depending on the site, grade level, number of English Learners at that grade level, etc. During Designated ELD, students are grouped as closely as possible with others at a similar English language proficiency level.

Students receive Designated ELD in addition to their core English Language Arts class until they meet the established criteria for reclassification to Fluent English Proficient (RFEP). RCSD's adopted ELA curriculum includes instructional opportunities to provide Integrated ELD to students within the EL content lessons. In addition, RCSD has adopted a Designated ELD curriculum that aligns with the core ELA curriculum and provides lessons and other support materials that address the CA ELD standards and language demands required of the grade-level ELA content and standards. For students

at the Emerging and early Expanding English proficiency levels, substantial linguistic support is provided, and Designated ELD focuses on developing basic receptive and productive English communication skills (Structured English Immersion (SEI) Program). 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.

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 be able to communicate effectively in English with various audiences on a wide range of familiar and new topics across academic subject areas as well as socially.

Avid Excel Class for EL and LTEL -Offered at some sites for 6th-8th-grade EL students

When appropriate, some EL students take an articulated sequence of courses, which support their academic language development. Students complete these courses beginning in the summer before 6th-grade and continuing through 8th-grade as needed. An AVID Excel Bridge program is offered to families leading up to 6th grade, and family nights are held to inform families about the AVID program and how it supports students on their journey toward reclassification.

These year-long elective courses focus on academic vocabulary development, writing applications, and oral language development. They also include participation in community-based activities. These courses develop EL students' academic vocabulary across content areas, academic reading, writing, and oral language skills, and 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

Project GLAD (Guided Language Acquisition Design) is an instructional approach that incorporates a variety of strategies to support EL students in learning content and acquiring language simultaneously. It is built upon the following four components:

- Focus/Motivation (which is very similar to building background)
- Input (ways to make cognitively complex concepts understandable to students)
- Guided Oral Practice (the practice of key vocabulary and language objectives)
- Reading/Writing (modeled, shared, collaborative, guided, and independent)

Our identified Title I schools create a plan to have their teachers GLAD-certified.

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

Integrated ELD is instruction provided to all English Learners in the Roseville City School District 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 English language abilities as they simultaneously learn content in English.

Core instruction is taught in English using Integrated ELD strategies (GLAD, SDAIE, TPR, sentence frames, etc.) with an emphasis on academic language and vocabulary. RCSD has adopted an ELA curriculum that includes integrated ELD lessons and other materials that can be used with students at all English proficiency levels to support their understanding of the content learning. Teachers focus on developing and implementing linguistic scaffolds that support English Learners through comprehensible input to understand and comprehend grade-level content, including complex text and academic conversations, and through comprehensible output to produce English that demonstrates their level of learning of grade-level content.

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:

1. 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
2. meeting the challenging State academic standards.

Address the ESSA provision:

1. Achieving English Proficiency:

The district provides both Integrated and Designated English Language Development (ELD) aligned with the California English Language Development

Standards. State assessment results are used to monitor student progress, set language development goals, and guide instruction. The district provides ongoing professional learning for teachers focused on effective ELD strategies and instructional practices that support English Learners' language and academic growth.

2. Meeting State Academic Standards:

English Learners have equitable access to grade-level content through scaffolds, targeted interventions, and differentiated support. Multiple measures of student performance are analyzed to guide instruction. Families are engaged to support student learning. Instruction integrates content and language development, providing the support ELs need to meet grade-level standards and succeed academically.

Through ongoing monitoring, professional development, and data-driven supports, the LEA ensures that English Learners are advancing in English proficiency and achieving academic success consistent with state long-term goals.

Beginning with administering a standardized state English Language Proficiency (ELP) assessment to eligible students in grades K through 8. The English Language Proficiency Assessment for California (ELPAC) is given to all students who are classified as English Learners and is aligned with the 2012 California English Language Development Standards. The assessment consists 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 ELP level.

The Summative ELPAC is administered annually and measures each English Learner's proficiency level and monitors each student's progress toward fluent English proficiency. The Roseville City School District uses this data to evaluate the effectiveness of our EL programs and, if needed, modify them to better address the English language learning needs of our students.

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

ELAC Practice Tests provide additional opportunities to become familiar with the types of questions that are asked in each of the four language domains: listening, speaking,

reading, and writing.

Content-specific formative and summative assessments are also administered and analyzed to help instructors, students, and parents understand at what proficiency level students can 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.

Roseville City School District follows the existing four criteria to establish local reclassification policies and procedures:

- Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent opinion and consultation
- Basic skills relative to English proficient students, using a comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

School sites monitor student academic progress based on regular, consistent, and timely school site data meetings. These data meetings include analyses of i-Ready data, writing samples, other curriculum-based assessments, ELPAC, CAASPP data, and more. The school site teams analyze data collaboratively to provide a mechanism for accountability in 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 throughout the school year. This advisory group reviews survey data, receives specific information about EL services at their school site, and explores 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, provides 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

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:

1. 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;
2. if applicable, how will funds be used for activities related to supporting well-rounded education under Section 4107;
3. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
4. if applicable, how will funds be used for activities related to supporting the effective use of technology in schools under Section 4109; and

5. 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.

Address the ESSA provision:

- 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 a 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 have access to opportunities beyond the core curriculum every day. This includes art education in TK-5 classrooms, International Baccalaureate, and AVID. In the classroom, each K-5 student receives additional minutes of music instruction each week. Finally, our middle schools offer world language, band, and choir as electives open to all students. They also offer Career Technical Education (CTE) pathways aligned to our high schools that foster the expectations that our students will engage in 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).-We have a trainer-of-trainers model in our district to build capacity and use resources efficiently, which 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 the 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 ensure they are in good repair as required by our Facilities Inspection Tool (FIT) survey, and our schools score in the "Good" or "Exemplary" category, as reported in all of our schools' yearly School Accountability Report Card (SARC).

Finally, regarding our Schools/Student Culture and Climate success, we use MTSS and PBIS climate surveys & strategies and report out to our educational partners annually regarding our students' social-emotional wellness in our LCAP. We have partnered with our local county office of education (COE) on PBIS and currently have all schools using PBIS systems, which has led to a reduction in discipline issues. In addition to PBIS, we are working on ways to decrease student suspensions. RCSD is currently training school sites on Restorative Practices and plans to implement it fully across all sites in the future.

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 have a 1:1 student-to-device ratio in our district. 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 the next school year.

Roseville City School District will transfer Title IV funding into Title I.