

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

LEA Name

Redding School of the Arts

CDS Code:

45-69948-0134122

Link to the LCAP:

(optional)

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 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.

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Redding School of the Arts (RSA) has two overarching strategies for the students: Academic success for all students and to provide reasons for students and families to participate in the educational process so that they will be successful in the future. Currently the school utilizes high-quality academic assessment for identifying student or student groups who may be at risk for academic failure, teacher preparation and training, curriculum, and instructional materials. These strategies work together to align successful access and instruction for students so that they will achieve grade level state academic standards. RSA will be implementing a new assessment tool that gives immediate and ongoing student results and allows the teachers to progress monitor to make decisions on topics and strands. This progress monitoring tool is CAASPP Interim and Block tests which will provide teachers with the necessary documentation to direct small group instruction in specific areas or remediation using meaningful reports rather than just a couple times per year and to share the results with parents and students. When reviewing our students' 2018 CAASPP scores, it became apparent that the focused instruction for students at grades three through eight should be adjusted for sequencing of topics, reading for information and writing towards the performance tasks. Currently, NWEA is a useful test because it provides relevant information for assisting students who were below the 20thile in Mathematics or English/ Language Arts - Content Reading but is monitored only three times during the year. With the additional benchmark tests, administration and teachers will be better acquainted with testing administration and weighted test areas for more focused instruction across grade levels and within grade levels. The additional information will also benefit our English Learners but focusing language on function and reading for information.

Alignment

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

The new assessment, CAASPP Block and Interim Test, will be implemented this year. Federal funds will be used for staff development. The staff participants in the initial training will be administration and grade level representatives. These identified mentors will work with in their Professional Learning Communities (PLC) to train others on administration and analysis of testing data. The PLC will focus curriculum and instruction in relevant areas as determined by student progress. The purpose of the PLC is to enhance access to instruction and work in collaborative groups to encourage best practices between similar grades. Teachers, parents, and administrators can measure progress against grade level standards and expectations for student academic achievement to adjust course offerings and instruction. These additional assessments will support effective and differentiated instruction and as well as adding academic enrichment opportunities for the students.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

RSA uses the SNAP and county direct certify as the criteria to determine poverty.

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:

Redding School of the Arts will use the State dashboard information on student group performance as one indicator to determine any disparities that result in low-income students or other student groups when compared to all students in the school. This assessment information will be cross-referenced with the local assessments used at the school to determine specific needs such as performance tasks or non-fiction reading for comprehension. RSA will ensure all teachers teaching within their credentialed area.

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:

- Redding School of the Arts (RSA) will involve parents and family members at identified school function to develop a Comprehensive Support and Improvement Plan. RSA includes parents in several ways. The development, updates and information gathering occurs at a variety of stakeholder parent meeting. At the meetings, a review of student testing data is presented and the State Dashboard on students groups is included. Additionally, the LCAP goals, actions and outcomes are shared with parents. These stakeholder meetings occur in the mornings and evenings every other month.
- RSA will involve parents and family members in jointly developing the Targeted Support and Improvement plans: During the informational meetings, a public forum is available for exchange of information, implementation questions, and suggestions to improve meeting the needs of students. Additionally, a spring survey is sent out to all families that include open-ended questions where comments and suggestions are encouraged.
- In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed – Does not apply to RSA.
- RSA parents/ guardians annually enroll through the Aeries web-portal or as a hard copy whichever parents/ guardians prefer. They also are encouraged to attend monthly stakeholder meetings (Parent Teacher Club, Theater Booster Club and Governance Board meetings) as notified through phone calls, text messages, emails, website and evening events such as evening performances, Back to School and Open House.
- RSA provides assistance to parents of children served by the school during Student Driven or Parent-Teacher Conferences, and through the monthly newsletter to develop a better understanding for such topics as the challenging State academic standards, State, local academic assessments, and importance of CAASPP testing. RSA also sends home NWEA MAPS progress monitoring reports for parents to stay informed of their student's academic progress.
- RSA will provide materials and training to help parents to work with their children to improve their children's achievement, such as using technology programs, as appropriate, to foster parental involvement. These links will be provided through teacher websites, at Back to School Night and during Parent Teacher Conferences.
- RSA's teachers, specialized instructional support personnel, administrators, and other staff, including the Governance Board members, seek opportunities to communicate with and work with parents as equal partners by implementing and coordinating parent programs that build connections between parents and the school. To build connections, a variety of events during the year provide opportunities for parents to be involved in their child's education such as science and history theme days, volunteering in the library, movie night, as well as performances and art shows.
- RSA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs by providing open computer lab after school Tuesday and Wednesday, encouraging parents to be present while their child participated in the before or after school intervention programs using phone calls, text messages, teacher emails, school emails, and letters.
- RSA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in several formats: letters, phone calls, email and text. When sent as an email, parents have access to google translate to access understandable notices.
- RSA will provide such other reasonable support for parental involvement activities as parents may request such a teacher conference with an interpreter available for Mandarin and Spanish. RSA has also contacted other parents who speak an additional language to build connections with parents with similar languages to foster parental involvement through our parent stakeholder groups.
- RSA will diligently seek ways to provide opportunities for participation of parents and family members including family members who have limited English proficiency through various small group meetings that ensure parents and family members with disabilities can access the building and parents and family members of migratory children), including providing information and school reports in a format and to the extent practicable, in a language such parents understand. Many state documents are already provided in a second language and RSA will include those documents to parents when requested.

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:

Currently RSA does not have any Targeted School population that applies to Targeted Assistance Schools 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.

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:

RSA will provide homeless children and youth with transportation using monthly city bus passes or taxi services to attend school, other educational functions or field trips when appropriate. When necessary the school will provide for other arrangements as needed to assist students with daily attendance, connections to onsite services or outside agencies that provide services such as medical, dental, vision or emotional. Students remain enrolled regardless of the change of address. The school provides all supplies needed to be successful in the classroom. A staff mentor is assigned to a student and to communicate with parents to build connections at school. In some cases, communication takes the form of a daily note, other times it is an email or phone call. A school counselor is made available to students as needed.

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:

- RSA does not have early childhood education programs - not applicable.
- Although RSA does not continue through high school, the LEA does implement strategies to facilitate an effective transition from middle grades to the various comprehensive high schools in our area. One strategy is to invite the various area high schools to the school to present to students and parents. Another strategy is to have high school perform for students at an assembly. This year, students in 7th and 8th grade were engaged in a newly implemented career educational piece that included planning for future professions and institutions of higher education.

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:

RSA currently does not identify gifted and talented students;

RSA participates in the library training programs offered in the county to ensure that RSA has an effective school library program which provides students opportunities to develop digital literacy skills to improve academic achievement through connections with the city library, access to digital educational materials through Ebsco and when possible extend the operating hours beyond the school day. The Ebsco platform included tutoring help for all subjects should a student needs additional help with school work after school hours.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

- RSA continually invests in the professional growth and improvement of the teachers, administrator and other school leaders. Administrators frequently meet with staff through an evaluation process that includes State Teaching Standards which includes professional growth as well as list of sources to best and guide professional learning priorities, design, and assessments needed for that staff member and to meet the needs of the school. Teachers with less than three years of experience participate in New Teacher Induction - Alliance for Teacher Excellence. All new employees are provided mentors to support them through their first year. RSA implements an Instructional Leadership Team (ILT) that includes 6 teachers to review student results, provide feedback for school progress for student groups, and enhance staff leadership at the school. Staff members serve for two years before transitioning to other potential leaders.
- Collaboratively, administration and the ILT suggest content training and pedagogy that will enhance the RSA's educators' expertise and increase students' capacity to learn and thrive. The suggestions have been subject focused or intervention focused with results reviewed after the intervention.
- The Professional Development (PD) system of staff improvement addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups. After staff members attend their training, time is spent sharing the information with the larger group or department so that all can learn more about the topic. Topics and information are also shared through google documents where student accountability is collected and reviewed so that all staff can benefit.
- Collaboration and shared accountability is considered to be a very important part of staff development especially for the shared purpose of monitoring student progress. This will be occurring through ILT, PLC, Department and Staff Monday meetings. Through these different collaborative groups on site learning and collective responsibility for achieving is encouraged by everyone including those whose students are not taking the state tests. Teachers meet with grade level teachers below and above their content area to discuss standards for the next grade level and student progress for incoming students.
- Resources: the dedicated resources for PD are allocated based on the overall needs of the students and staff through surveys and student achievement tests. Staff members serving a high number of identified student groups are encouraged to prioritize their PD and meet to discuss the implementation of learning outcomes.
- RSA established priorities and focused needs through surveys, students data results from various tests and input from ILT to develop a coherent system of educator learning and support that aligns school priorities and needs with state and federal requirements and resources.

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:

Since RSA is the LEA, the school has identified targeted groups with improvement activities that have designated funds to support the programs. These funds will add additional basic instruction support to students in English Language Arts and Mathematics. As the annual goals are reviewed adjustments to budgets are identified to meet the financial programming of the school.

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:

RSA uses three types of data to collect information on students beginning in first grade and new students to the school. Kindergarten students receive a general skills assessment to ensure that the school has met the 'search and serve' state criteria and can immediately offer support if needed. To identify at-risk readers, the school uses CBM test to monitor fluency; This test is an indicator of potential reading struggles; All first and second graders are post-tested along with other identified or new students in spring to measure growth by paraprofessional support in the classrooms. A second monitoring test is NWEA MAPS for grades second through eighth; this occurs two times per year. The NWEA monitors four strands of math skills and four reading comprehension skills. The final test is the CAASPP given in the spring. Students who are low in 2 of the three tests are provided intervention or paraprofessional support in the classrooms during the identified subject area of need. The information gleaned from the tests and the ongoing teacher assessments provides continual updates and way to provide activities for students learning.

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:

N/A

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:

N/A

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:

N/A

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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

- (A) ESSA Plans for RSA occur over several meeting with a variety of stakeholders from staff, to parents to governance and county support. With gathered Stakeholder information from meetings and surveys plans to support student groups were reviewed. Some areas of need included keyboarding skills, writing proficiency, and addressing performance tasks in math.
- (B) RSA will continue to partner with the Shasta County Office of Education who offers high caliber and affordable PD and to stay informed of changes at the State Department of Education. The school will work with Northern Valley Social Services and El Dorado Charter County Office of Education as a resource for the students and PD staff training at a variety of intervention levels.
- (C) Funds will be used for activities related to supporting safe and healthy students Teachers will be trained on appropriate age approach to social-emotional learning to enhance communication among peers and learn problem-solving skills.
- (D) Funds will be used for monitoring and developing activities related to supporting the effective use of technology in schools by exploring typing programs that support a variety of grade levels including content filtering.
- (E) The LEA will periodically evaluate the effectiveness of the activities carried out based on such objectives set out as pre and post tests and other outcomes such as a reduction in office referrals related to issues on the playground or cafe.