



LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

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

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

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

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

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

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Response from Roseland:

Roseland School District's strategy for use of federal categorical dollars is to supplement and enhance actions and services provided through state funding, prioritizing those actions and services that will most contribute towards closing of the achievement gap for low income and English learner students and support all students in meeting California's challenging state academic standards. Our use of federal funds is fully aligned to our district LCAP goals to support student achievement, closing of the achievement gap and preparing students for the pathway to college/post-secondary success.

All three elementary sites run schoolwide Title I programs. Title I funds have been allocated to provide school counselors at all three elementary sites, knowing that social-emotional wellbeing is critical to students' academic and overall success.

Title II funds are used to provide professional development to teachers, principals and other school leaders. Our focus areas for professional development are to support student mastery of the state standards/closing of the achievement gap through the use of research-based instructional strategies, data analysis/data-based instructional planning, and common instructional planning time.

Title III funds are used to support English Learner students in their attainment of the English language as well as mastery of the state academic content standards. Funds are allocated to provide instructional coaching for teachers on research-based instructional strategies to support Designated and Integrated ELD instruction, professional development and common planning time specifically targeted towards the needs of English Learners, supplemental materials/services for English Learner students, and additional academic support for English Learner students, including tutoring and 1:1 student data chats.

Title IV funds are used to support academic achievement through the use of technology. Funds are used to purchase student chromebooks in order to increase student access to technology, and as funds allow, supplemental software to enhance student learning.

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Alignment

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

Response from Roseland:

Roseland District uses the LCAP as a strategic planning document for the use of all funds available to us, including state funds, local funds, and federal funds (Titles I, II, III, and IV). Thus, all federal funds that we receive are incorporated into the LCAP and tied to specific actions and services that are fully-aligned with our LCAP goals. Federal categorical funds we receive help us supplement, enhance, and extend the amount and the degree of actions and services we are able to provide to students in order to assist us in meeting our LCAP goals, which are as follows:

- LCAP Goal One: Increase student achievement for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs (actions and services for this goal are supported by state funds and supplemented by Titles I, II, and III).
- LCAP Goal Two: Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities (actions and services for this goal are supported by state funds and supplemented by Title IV).
- LCAP Goal Three: Prepare students for the pathway to college/postsecondary success by promoting our Through College vision, increasing parent involvement, and focusing on physical, social, and emotional well-being (actions and services for this goal are supported by state funds and supplemented by Title I).

- LCAP Goal Four: Provide well-maintained facilities conducive to 21st century learning and other basic/district services that support daily operations of the school sites (actions and services for this goal are supported by state funds; no federal categorical funds are used for this goal).

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

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

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LCAP Federal Addendum System

Title I, Part A

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

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

Parent and Family Engagement

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

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

Response from Roseland:

N/A

APPROVED BY CDE

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

Response from Roseland:

ESSA Section 1112(b)(7): Parent Involvement Policy

(ESSA Section 1116(a)).

Roseland School District has an adopted parent involvement policy which is described in BP 6020 and AR 6020. The Policy and Administrative Regulations provides details on how parents and families are engaged in the school community. These policies are referenced in the Annual Notification Packet provided to all families at the beginning of the year. The policy is reviewed by parents annually for their input and agreement. The policy is revised as needed, which is determined by the parent engagement process.

(ESSA Section 1116(e)(1))

Roseland School District provides assistance to parents in understanding such topics as the challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children through Back to School Night, Parent Conferences, Parent Club Meetings, and newsletters.

(ESSA Section 1116(e)(2))

Roseland School District provides materials and training to help parents work with their children to support academic achievement, such as literacy training and using technology (including education about the harms of copyright piracy); the district fosters parental involvement through parent conferences, Back to School Night, Open House, Parent Club Meetings, other schoolwide events, such as Literacy Night, Family Learning Night, etc.

(ESSA Section 1116(e)(3))

Roseland School District annually educates teachers, specialized instructional support personnel, principals/other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to,

communicate with, and work with parents as equal partners, as well as how to implement and coordinate parent programs, and build ties between parents and the school.

(ESSA Section 1116(e)(4))

Roseland School District coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities that encourage and support parents in more fully participating in the education of their children through parent education opportunities, our preschool partnership and Community Action Partnership.

(ESSA Section 1116(e)(5))

Roseland School District ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. All notifications and information are sent home in English and Spanish.

(ESSA Section 1116(e)(14)).

Roseland School District provides other reasonable support for parental involvement activities as parents may request. Parents often request support via email, phone or parent meetings. Depending on the need, support is provided by our district staff or community partnerships.

(ESSA Section 1116(f)).

Roseland School District provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand. All report cards and school reports, and additional information is sent home in both English and Spanish.

APPROVED BY CDE

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

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

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

Response from Roseland:

Schoolwide Program: All three elementary schools in the district operate a Schoolwide Title I program. This enables the district to use this valuable resource to improve the overall educational program for our students and to meet the needs of all students, particularly those at risk of failing. Title I funds are currently being prioritized to provide school counselors at each elementary school site. This was an identified priority from stakeholders, as student social-emotional wellbeing is critical to their academic and overall success.

Target Support Program: N/A

Neglected or delinquent: N/A

APPROVED BY CDE**Address the ESSA provision:**

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

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

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

Save All and Continue

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

Response from Roseland:

N/A

APPROVED BY CDE**Homeless Children and Youth Services****ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Roseland:

ESSA Section 1112(b)(6):

Our district has a designated person who oversees Homeless Children and Youth Services. This person is instrumental in working with homeless families and children who need additional support. Our district ensures that our homeless students are provided with transportation services, educational services, meals through the school meals programs, and educational programs that will fully meet student needs, including children with disabilities and students who are English Learners.

School office managers, counselors, the Coordinated Services Team and our family advocate are additional site based resources to support the enrollment, attendance and success of homeless children.

Our district also supports homeless children and families in accessing community resources. The county annually distributes the "Sonoma County Homeless Resource Guide" to schools and community agencies that support the homeless population. This resource provides phone numbers for shelter, training, food, healthcare, legal services, permanent housing, and youth services. Community Action Partnership is another resource for Sonoma County and our school. We utilize this agency for many resources for our families.

APPROVED BY CDE

Student Transitions

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

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

Response from Roseland:

N/A

APPROVED BY CDE

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

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

Response from Roseland:

N/A (the LEA serves only grades TK-6)

APPROVED BY CDE

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

Response from Roseland:

N/A

APPROVED BY CDE**Title I, Part A Contact**

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

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

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

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Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective,

inexperienced, or out-of-field teachers.

Response from Roseland:

Roseland School District has three elementary school sites. All three sites have very similar demographics, with a range of 88%-89% low income and 97% - 99% minority students across the three school sites. Annually, the district collects Equity Data as defined by ESSA to identify any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.

Our most recent equity data collection shows that 0% of low-income and 0% of minority students are being taught by ineffective (misaligned or teaching without a credential) or out-of-field (not yet demonstrated subject matter competence) teachers. This is because all teachers in Roseland District are credentialed and have demonstrated subject matter competence. This is a district requirement for employment.

Our recent data collection did show that there is a disparity in the amount of inexperienced (2 years or less) teachers between the three school sites, with Roseland Elementary at 24%, Sheppard Elementary at 19%, and Roseland Creek Elementary at 6%. However, the disparity is based on school site circumstances and not on demographic characteristics as all three school sites have very similar rates of low-income and minority students (within 1-2% of each other). Low-income and minority students are not taught at higher rates of inexperienced teachers than non-low-income and non-minority students.

The rates of inexperienced teachers varies greatly from year to year at each school site, depending upon the number of non-returning teachers. To address the needs of inexperienced teachers, and to ensure that low-income and minority students are taught effectively, all new teachers in the district are provided with comprehensive professional development and mentoring, and are evaluated twice annually by school site principals. Additionally, all inexperienced teachers are required to complete a new teacher induction program.

The district will continue to monitor the rates of inexperienced teachers at each school site from year to year to ensure that the disparities that exist in this most recent data collection are not an on-going trend, with one school site consistently having higher rates of inexperienced teachers than another.

APPROVED BY CDE**Title I, Part A, Educator Equity Contact**

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

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LCAP Federal Addendum System

Title II, Part A

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

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Professional Growth and Improvement

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

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

leadership.

Response from Roseland:

Our system for professional growth and improvement is determined each year based on our Accelerated Schools Process action plans developed by staff. We fund five calendared professional development days to support closing of the achievement gap and attainment of LCAP goals for low income, English learner, and foster youth. We also provide funding necessary carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics are prioritized through the Accelerated Schools Process & by district identified needs.

Principals:

Professional growth and improvement opportunities are provided to principals through monthly cabinet meetings, five calendared professional development days, and other professional development & collaboration opportunities provided by the county office of education or other outside agencies. Principals are supported in the beginning of their career through induction programs. As they gain experience, they also take on districtwide leadership opportunities in areas of interest and expertise.

Teachers:

Professional growth and improvement opportunities are provided to teachers through five calendared professional development days, twelve early release days per year for grade level collaboration and data analysis, and other professional development opportunities provided by the county office of education or other outside agencies. Teachers are supported in the beginning of their career through the North Coast Teacher Induction Program.

Additionally, teachers are evaluated annually to biannually by principals and are supported by principals through a goal-setting process.

Teachers are provided with leadership opportunities when they are ready for that step. These include: facilitating cadres, being a member of the steering committee, and providing professional development and mentoring in areas of expertise. All principals and school leaders of the Roseland School District were once teachers in the district.

Other School Leaders:

The Superintendent attends yearly conferences for superintendents, monthly county Superintendent meetings, and School Board Association Conferences.

The Director of Curriculum and Assessment attends meetings/trainings at Sonoma County Office of Education and other professional development opportunities that focus on district priority areas.

Academic Deans attend the same trainings as teachers, as well as additional professional development opportunities that focus on district priority areas.

School leaders are supported at the beginning of their leadership positions through training and mentoring, and are given additional leadership opportunities as they progress in their careers in areas of interest and expertise.

Growth and Improvement/Evaluation:

To evaluate our system of professional growth and improvement, the district reviews LCAP Annual Measurable Outcome data (e.g. student achievement results) and the CA School Dashboard. We also seek qualitative feedback from stakeholders through annual surveys. Additionally, the district holds twice yearly instructional rounds to monitor implementation of district initiatives and determine strengths/next steps. Teachers and school leaders participate in this process. Information obtained throughout this process is used to support continuous improvement and determine necessary adjustments to our plans for professional development and support.

Professional development needs and focus areas to support school improvement are also determined through the Accelerated Schools Process.

APPROVED BY CDE

Prioritizing Funding

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

Provide a description of how the LEA will prioritize funds to schools served by the agency

that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Roseland:

The district currently does not have any schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

The LEA prioritizes its use of funds via the LCAP development process and the Accelerated Schools Process (ASP). The ASP process engages stakeholders in conducting in-depth inquiry work to identify district or schoolwide challenges areas and to develop action plans to address these challenges. The goal of the action plans is to facilitate systemic change and enable district or schoolwide improvement. Professional development, often supported by Title II Funds, is included in each action plan.

Our three elementary schools have comparable demographics and receive an equitable amount of Title II funding to support professional development opportunities. Professional development is usually held on a districtwide basis and teachers across the district receive the same training.

APPROVED BY CDE**Data and Ongoing Consultation to Support Continuous Improvement****ESSA SECTION 2102(b)(2)(D)**

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

Response from Roseland:

The sources of data our district uses to monitor and evaluate Title II, Part A activities is: survey results after professional development opportunities, student achievement data, CA Dashboard Data, LCAP Annual Measurable Outcome data, and Instructional Rounds reports, among others. This data is reviewed on an ongoing basis throughout the year, with the frequency dependant upon the type of data (e.g. LCAP metrics- yearly, state test scores- yearly, district benchmark achievement data- 4x yearly,

instructional rounds reports- 2x yearly, etc.).

Roseland School District meaningfully consults with all stakeholders to update and improve Title II, Part-A funded activities. This is completed via annual LCAP surveys to determine the needs and strengths of the schools. In addition, meetings are held throughout the year to connect with stakeholders. These include monthly parent meetings, monthly staff meetings, weekly Coordinated Services meetings, etc. From these meetings, we are able to identify areas of school and district need that can be supported through professional development.

Our Coordinated Services Team and our partnership with Community Action Partnership (CAP) provide valuable resources to help coordinate other related strategies, programs and activities within the community.

APPROVED BY CDE

Title II, Part A Contact

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

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LCAP Federal Addendum System

Title III, Part A

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Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Response from Roseland:

Roseland School District is committed to preparing teachers and principals/school leaders to ensure English learner success. The district offers ongoing professional development and also provides release time for conferences, workshops, and trainings emphasizing English language acquisition, English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE). Resources for the trainings include the Sonoma County Office of Education, California Association of Bilingual Education, and Title III institutes, among other resources.

Additionally, for the 2019-20 school year, the district will support professional growth by:

- Providing regular common planning time for grade level teams to review EL student assessment data, deconstruct ELD standards, and plan for instruction for EL students to support student proficiency with the English language and student mastery of the state academic standards.
- Providing in-classroom teacher coaching of Designated & Integrated ELD standards
- Utilizing the instructional round process to enable teachers and principals/school leaders to observe others implement/teach the Designated and Integrated ELD, as well as SDAIE strategies

APPROVED BY CDE**Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

Response from Roseland:

Immigrant youth are provided with additional instructional support materials to support learning at home and at school, including use of materials in their native language.

APPROVED BY CDE**Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

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

Response from Roseland:

EL students who need additional support to increase their English language proficiency or master the state's academic content standards are provided with in-classroom differentiated support, small group instruction, after school tutoring, personalized learning software, data chats and goal setting, and/or summer intervention support.

APPROVED BY CDE**English Proficiency and Academic Achievement****ESSA SECTION 3116(b)(2)(A-B)**

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

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

Response from Roseland:

To ensure that EL students are making appropriate progress, district and site administrators analyze district and schoolwide data (ELPAC, STAR Reading, Smarter Balanced Assessments and other locally-designed benchmark assessment results), and teachers analyze classroom level data of the same assessments. Appropriate site-level interventions are put into place when students are not showing adequate progress; these interventions include in-classroom differentiated support, small group instruction, personalized learning software, data chats/goal setting, afterschool tutoring and/or summer intervention.

Title III funds are utilized to supplement site activities and are used to provide afterschool tutoring for English learners.

APPROVED BY CDE**Title III, Part A Contact**

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

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LCAP Federal Addendum System

Title IV, Part A

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit

- organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
 - C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
 - D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
 - E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Roseland:

Roseland District will utilize Title IV funds to support the effective and safe use of technology at our three elementary school sites. The funds will support increased student access to technology and supplemental software that supports differentiated instruction and student mastery of the state academic standards in math and/or English language arts, as well as to support a well-rounded education, including learning effective 21st century learning skills. Teachers will be provided with professional development to ensure that classroom technology is utilized as effectively as possible to increase student achievement as well as to support students' safe use of the internet and technology. To monitor the effectiveness of the our use of technology and software, the district will analyze annual student achievement results (e.g. Smarter Balanced Assessment results and district benchmark assessments) as well as qualitative feedback from staff and student surveys.

Technology/chromebooks, supplemental software, and safe use of technology were identified as a priority for the district through the LCAP stakeholder engagement process. This engagement process was used to identify needs and priorities for use of all state and categorical funds, including discussion of Title IV, Part A funds. The engagement process included surveying parents, holding parent focus group meetings, surveying teachers and instructional support/classified staff, holding open forums for teachers and instructional support/classified staff, holding principal/school leadership meetings to identify needs and priorities, surveying students, holding student focus group meetings, discussing needs and priorities with the local governing board, discussing priorities and needs with the District English Learner Advisory

Committee and Parent Advisory Committee, and surveying community based organizations. A common trend across these stakeholder groups was the need to increase student access to technology, as well as to provide differentiated academic support to students through the use of supplemental software and to teach students about the safe use of technology, including limiting screen time, anti-bullying education, and safeguarding personal information. The use of Title IV, Part A funds was thus targeted to meet to meet this need and was incorporated into the LCAP. The proposed LCAP was then shared and discussed with stakeholders and approved by the local governing board.

APPROVED BY CDE

Title IV, Part A Contact

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

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