

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

LEA Name

Ross Valley Elementary School District

CDS Code:

21-75002

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 III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

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.

Ross Valley Elementary School District goals are to continue to support all students towards proficiency in ELA and mathematics as measured by both formative data and summative data

RVSD LCAP goals focus on:

1. Ensuring that all students have access to high-quality teaching and learning (LCAP Goal 1).
2. Create teaching and learning environments that foster highly engaged and joyful learners (LCAP Goal 2).
3. Make commitments to stakeholders and work collaboratively to keep them (LCAP Goal 3),

This is accomplished by analyzing data and developing targeted instruction for students. The District monitors student performance of all student groups and through analysis determines any root causes for the gaps and develops MTSS plans to close the achievement gap. In addition, District initiatives and practices are equitable and emphasize depth and complexity, differentiation, and culturally responsive practices. The District LCAP focuses on developing a positive school climate and student engagement that is equitable and celebrates success. RVSD provides basic services for all students by ensuring that all students are taught by highly qualified teachers including credentialed support staff and have access to standards-aligned instructional materials and that all schools are well maintained. T

The District has chosen to direct federal funds towards these efforts:

- Ross Valley Elementary School District (RVSD) uses federal funds to provide supplemental funding to the school with the highest percentage of socioeconomically disadvantaged (SED) students as determined by the largest percentage of free/reduced lunch applications. Title I funds will focus on developing literacy skills at the elementary site. The data shows that the achievement gap between SED students and All Students in the District can be identified at the elementary school level.
- Title II provides support to all first and second-year teachers to clear their credential by having a BTSA mentor. In addition, new administrators have an opportunity to clear their credential by participating in a coaching program. The District provides early release Wednesdays to allow teachers to use data to drive their instruction
- Title III is used to provide support for the English Language Learners and ensure that they receive supplemental targeted interventions at all sites and when necessary materials in the primary language.
- Title IV is also utilized to support the social-emotional development of students by having counselors, social workers and psychologist available. At the elementary level the District contracts with Bay Area Community Resources to provide counseling and support to students that may need supports.

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 District believes that student achievement will improve if strategies are used that have the greatest impact. By using John Hattie's model we want to ensure at least one years of growth in one years time and utilize instructional practices and methodology that ensure deep learning. Each school aligns their Single Plan for Student Achievement (SPSA) and Safety Plan with the District LCAP goals. This ensures that all schools are focused on the initiatives and the allocation of funds is based on the LCAP goals at both the District and site levels. The Principals received support from the District Cabinet to support their understanding of the California Dashboard related to status and change as they develop their SPSA and Safety Plans which are board approved.

The District provides supplemental reading instruction by providing an Intervention Teacher .6 FTE. This provides greater services for the Title I school. Increased services for English Language Learners include having an intervention teacher at all sites provide ELD instruction specifically with core content vocabulary. The English Language teachers coach-general education teachers on strategies that will support ELL 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.

The poverty data used is based on the unduplicated Count of students who are eligible or is identified as either free/reduced lunch participants/eligible, foster students, McKinney-Vento students, English Language Learners. The school identified with the highest percentage of unduplicated students is allocated Title I funds.

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:

Based on credential monitoring, there is not a disparity between sites. RVSD has met the requirements for highly qualified teachers. The Title I school teachers are all fully credentialed teachers.

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:

RVSD promotes parent, family and community engagement. The District provides outreach to parents of English Learners and provides translation of all report cards in Spanish. In addition, the Bilingual Liaison provides support to families during parent-teacher conferences throughout the year, at Student Study Team meetings and IEP Meetings. All District wide forms have been translated including registration forms. Through the use of Blackboard Connect parent information is provided in English and Spanish so parents can be involved in the District and School events. In addition, each school has a translation program called Pocket Talk in order to provide better customer service.

The District DELAC group meets 4 times a year in order to provide parents information, provide workshops and gather information about the needs of the community.

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:

Using a MTSS, students are identified based on demographic information and a written intervention plan is developed that is targeted based on the student needs.

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:

Any student that meets the criteria for McKinney-Vento is identified and through the Multi-tiered systems of support (MTSS) receives Tier I and Tier II interventions. All students that qualify for McKinney Vento Homeless Assistance Act receive transportation support on a consistent basis.

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:

RVSD partners with the local community to provide a summer program, Camp Kinder-Cool for our students entering kindergarten. In addition, the District assesses students that may qualify for Special Education Services at 3 years and 4 years old and these students attend the Early Childhood Program at the District Level or the program provided by the Marin County Office of Education. The District collaborates with the local preschools so that they are aware of the services and child find requirements.

RVSD has developed a partnership with the High School District. The teachers from the 8th grade and the high school meet in order to understand the needs of the students and to ensure vertical alignment of instruction.

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:

Using the data from the summative assessments and formative assessments each school site in their Single Plan for Student Achievement (SPSA) determines both intervention services and enrichment services for students. The Trustees feel that MTSS includes both those students needing interventions and those students that are high achievers. In addition, the District has developed high quality programs in the visual and performing arts at both the elementary and middle school level and students that are talented have opportunities to participate in a variety of activities at the middle school level. The District is able to provide some of these services through a partnership with the Ross Valley YES foundation.

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:

The District does not receive funds for Title I, Part D.

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

RVSD has developed a Professional Development Cycle. RVSD views professional development as a continuous cycle of communication, collaboration, creation and growth. The District recognizes that we are all learners and educators model growth mindset through a willingness to attempt new things, take risks and make mistakes. Educators reflect on and reexamine practices, give and receive help and act with fidelity when decisions are made.

The District supports best, equitable practices in order to impact all students with a particular emphasis on: depth and complexity, differentiation, culturally responsive practices and student voice.

The professional development cycle starts with familiarizing and learning about new initiatives, introducing the new initiatives and implementing parts of the new initiatives in the classroom environment, integrating all aspects of the initiative and sustaining the practices by refining and sharing best practices.

RVSD has developed teacher leaders by having representation of teacher leaders on the District Leadership Instructional Team. These teachers assist us in examining and reflecting on best practices. In addition, literacy coaches support student learning and are at each site and have had training in order to partner, share strategies and demonstrate lessons. They collaborate with educators and share ideas and resources and work with individual teachers/teams to plan lessons and or units. All 1st year and 2nd year teachers have BTSA mentors and release time and new administrators are provided a coach/mentor to support them in their first two years.

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:

Response to Intervention and Instruction plans for individual students are developed with targeted goals and progress monitoring throughout the year.

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:

In both, English Language Arts and mathematics the District has determined formative assessments in reading, writing and mathematics. At the Elementary level all teachers administer the Fountas & Pinnell Benchmark Assessments at least 3 times throughout the year. The assessment assists the teachers in determining the students reading level which includes oral reading and reading comprehension. Students in 3rd-8th grade also take the Reading Inventory and if necessary the Phonics Inventory. The information gathered from these assessments assist the teachers in developing teaching points, providing strategy lessons that target the needs of the students. The District has adopted the Readers and Writers Workshop model which includes mini lessons, interactive read alouds, independent reading and writing and conferencing as well as word work.

Using Lucy Calkins, Writing Pathways each student is given a writing prompt in each genre (Narrative, Information and Opinion/Argument) prior to instruction and after instruction and based on the data each teacher develops writing instruction for the whole group as well as individual students. In mathematics, the teachers administer benchmark assessments in order to determine the students acquisition of skills and uses that information to develop whole group and individual student needs. These assessments along with conferencing supports both the grade level and individual students.

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:

RVSD provides training to teachers administering the ELPAC as well as opportunities for the ELL certificated staff to provide the general education teacher professional development in how to adjust delivery of instruction and to include the strategies that are effective within all core academic subjects. Analysis of district and site student achievement data led to specific professional development opportunities to all district and site leadership teams. Teachers in K-12 have received professional development to differentiate support based on researched best practices in forms of Professional Learning Communities, grade level release days both at the sites and across all sites. Intensive coaching support has allowed for teachers to observe one another and create language-rich focused lessons.

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:

Students that are newcomers receive support in their primary language by providing materials in the student's primary language whenever possible. RVSD makes efforts to ensure that newcomers are provided opportunities to demonstrate an understanding of the subject matter in their primary language as they become competent English speakers. RVSD has scheduled intake conferences for any students/families newly enrolled in the US. Through the intake process, we can connect students to additional academic support.

We also provide support to general education teachers to better meet the needs of the immigrant population by having Student Success Meetings in which we can develop an MTSS plan.

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:

Site staff have received professional development to support the students. Academic vocabulary development for ELL students is paramount to support them in becoming competent in the subject matter. The ELL teachers provide supplemental instruction to the students in order to improve their reading and writing skills throughout the school day. At the elementary level word work is incorporated into the ELA program and the District has adopted an Orton Gillingham based instructional program from Kindergarten to 3rd grade. In 4th and 5th grade students use programs like Making Words to expand their knowledge. In addition, the teachers have access to programs such as Read 180/System 44 and use the information provided in the mathematics program to differentiate instruction and provide interventions for ELL learners.

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:

RVSD has dedicated staff at every site that ensures that English Learners achieve English proficiency by providing supplemental certificated staff that monitors all English Learners and recently exited English Learners for two-four years. Long term learners and recently exited English learners will have access to interventions through monitoring. Monitoring includes interventions for long term English Learners, which include an Academic Language Development class at the middle school level in addition to using AVID strategies to support instruction.

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:

RVSD will utilize the funds to support safe and healthy students. There is a need to provide mental health supports for students at all grade levels. These students struggle with appropriate classroom and school behaviors and often do not attend school as much as other students and are considered truant and/or chronically absent. At all our levels we have noticed an increase in the number of students that require intervention for anxiety and other mental health issues specifically as it relates to attendance, family issues that spill over into the school and other challenges such as anxiety and an inability to develop appropriate coping strategies. The District will get support by partnering with Bay Area Community Resources (BACR) to provide support.