

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

LEA name:

River Delta Unified School District

CDS code:

34-367413

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

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.)*

Title I, Part A

Title II, Part A

Title III, Part A

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.

The River Delta USD administration, teaching staff and support staff believe that all students are capable of high levels of academic achievement if they are assessed properly and frequently, provided with interactive and engaging instruction, and targeted with individualized intervention and enrichment. We expect all employees interacting with our students to seek to understand the learning gap (knowledge, will, capacity, skill, and/or social-emotional) first, assume positive intent and work collaboratively with the student and families to develop the best approaches to filling that gap and monitor his/her growth every step of the way.

We are committed to increasing the student-to-student interaction in the classroom through content-based, thoughtful and well-planned opportunities for engaging our students in academic conversation within every lesson taught. Organization and support for professional development, mentoring, collaboration, and effective use of planning and preparation time is critically important for the success of this strategy.

River Delta Unified School District has developed a comprehensive plan informed by stakeholder input for serving all of our students – struggling, high-achieving, within specific subgroups and our general population. This plan is reflective of and across all accountability documents including the LCAP, Title II Plan, EL Master Plan, Performance Indicator Review (PIR) Plan and Migrant Education District Service Agreement (DSA) to ensure alignment. Our five district goals are as follows:

LCAP GOAL 1: STUDENT ACHIEVEMENT

Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready

LCAP GOAL 2: INSTRUCTIONAL PROGRAM

Provide an instructional program that supports full implementation of the CCSS, NGSS, and ELD Standards in Grades K-12

LCAP GOAL 3: FACILITIES

Provide facilities that are safe and well-maintained with classrooms that are wired and equipped to use technology to support instruction.

LCAP GOAL 4: PARENT ENGAGEMENT

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement

LCAP GOAL 5: SCHOOL AND DISTRICT CULTURE

Foster a school and district culture that ensures academic, social and emotional well-being for all students.

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 program

River Delta Unified School District has developed a comprehensive plan informed by stakeholder input for serving all of our students – struggling, high-achieving, within specific subgroups and our general population. This plan is reflective of and across all accountability documents including the LCAP, Title II Plan, EL Master Plan, Performance Indicator Review (PIR) Plan and Migrant Education District Service Agreement (DSA) to ensure alignment.

The efforts that River Delta USD is making to align the use of federal funds with activities funded by the state and local funds in our LCAP are specifically addressed in the following LCAP goals and actions:

LCAP GOAL 1:

Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready

ACTION 10: Provide administrator to oversee state-funded EL program who will spend approximately 9% of the work year focused on careful monitoring all components of the program.

ACTION 11: Provide ELD specialists at each elementary school site to proceed the EL and LTEL instruction being provided by state funding.

ACTION 12: Provide bilingual assistant to work closely with the onsite ELD Specialist as well as the site and EL program administrator to support communication with families during parent/student team meetings, in district meetings, and school and district informational flyers.

ACTION 15: Provide intervention services to improve literacy and mathematics skills for students in Grades K-6 and monitor the progress of students in Grade TK-12 who are struggling to make adequate academic progress on their curriculum-based assessments, district benchmark assessments, and annual state assessment.

LCAP GOAL 4:

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement

ACTION 2: Provide staff training and opportunities to enhance and improve communication and outreach efforts to families of our English Learners (ELs) and our foster youth families and implement the strategies.

The LCAP process is an on-going process to monitor actions and expenditures in support of our goals, including the aligned allocation of all revenue streams.

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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

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:

River Delta Unified School District is committed to identifying, supporting and monitoring our educators who are ineffective, inexperienced or teaching out-of-field.

For the past three years, we have invested in a Teacher on Special Assignment (ToSA) who is responsible for providing direct and on-going instructional coaching and professional learning opportunities to all tenured and newly hired teachers. The district administration leadership team works in partner teams to complete site walk-throughs to assess the teacher effectiveness focused on our district's instructional improvement initiative. The ToSA uses this walk-through data to respond to the teachers' needs for professional development and coaching.

River Delta USD is proud of the well-designed and implemented Teacher Induction Program (TIP) that first and second year teachers holding a preliminary credential can participate in. The program is based on inquiry and reflecting on current practices to improve future practices.

In addition, River Delta USD designed and implemented an Intern Support Program to ensure that our teachers who are simultaneously enrolled in an internship program and assigned to a teaching position receive adequate support from our experience and effective staff members. This support is in addition to the support they receive from the mentor from their internship program.

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:

River Delta Unified School District (RDUSD) recognizes that parent engagement is a vital component that significantly impacts the success of our students. We are committed to actively engaging families into our daily instructional program and operations of our schools for the purposes of improving instructional program and collaborative decision-making for their child(ren).

The LEA and the school sites receiving Title I funds conduct family trainings and parent outreach by offering programs, activities and procedures that have been suggested in collaborative meetings, such as School Site Council(SSC), MEP Parent Advisory Council (PAC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), with our parents. Our sites present the RDSUD Parent Involvement Policy to each parent at their Back-to-School Night to encourage all parents to participate in their child's education. Our parent involvement committees are in place to provide current information, educate the parents on our system and protocols and build leadership skills and self-efficacy within our parents.

It is an expectation of all parent to attend the parent teacher conferences scheduled for them and are strongly encouraged to be present for all awards assemblies, sporting events and all other extra-curricular activities. Parent academies and family nights are offered at our Title I sites. Our student information system, Aeries, offers the parents an opportunity to access their child's grades and attendance records through their Parent Portal.

Early childhood education parenting classes are offered through our First 5 Family Resource Center. They help provide family stability and knowledge for improving their parenting skills. These classes focused on healthy lifestyle choices such as proper eating, exercise, obesity prevention, and nutritious recipes. The learning our parents engage in has a direct impact on our students' achievement.

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:

All of the schools in RDUSD are schoolwide programs. For these programs, we actively monitor the data from our curriculum-based assessments, teacher-created assessments, supplemental curriculum reports, district benchmarks (NWEA-MAP), and all results associated with the CAASPP. Our educational staff, including our paraprofessionals, specialized instructional support staff and administrators, use this data to identify and prioritize students who are in need of academic assistance. Rosters and schedules for newly identified students are adjusted to accommodate their participation in their academic assistance program at their school site. Likewise, students who show marked progress and are identified to be able to exit these programs but are carefully monitored thereafter. Each school site has a Student Study Team (SST) which holds meetings with the parents of students participating in the program to effectively communicate about each student's progress and receive feedback and information from the parent.

RDUSD uses the results of our districtwide parent, staff, and student surveys to identify and target the social and emotional needs of our students, staff and parents. We also rely on the report generated from the California Healthy Kids Survey to educate ourselves on the unhealthy lifestyle practices that our students are engaging in. Our Family and Student Support Coordinator (MSW) provides leadership for our school counselors and works with them to design programs that target our challenge areas. She also works with our teachers, paraprofessionals and administrators to implement effective social and emotional structures to promote student stability and minimize discipline issues. We offer an alternative educational placement at River Delta Community Day School for students struggling to stabilize their behavior and attendance challenges and/or have been suspended or expelled from their comprehensive school setting. The use of TUPE funds from one of our three counties supports drug and alcohol awareness program in one of our middle and high schools by offering classes focused on common trends such as vaping, excessive alcohol consumption and cannabis edibles.

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:

The RDUSD Homeless Children and Youth Services Liaison continuously monitors the academic, emotional and physical well-being of our homeless children and youth. Our educational staff receives training each year on the difficult situations these students are in and how to appropriately assign, adjust and respond to their needs. We purchased a small vehicle to use in the event that must urgently respond to their transportation needs. Our Homeless families are individually contacted at the start of every school year to invite them to visit the Educational Services department where they are offered new backpacks, lunch boxes, a new set of school supplies, school spirit wear and everyday clothing. At that time, they have the opportunity to privately express any additional needs they may have that time that could be a barrier to their child(ren)'s success in the upcoming school year, especially if the child is interested in participating in athletics or other school-related extracurricular activities. Follow up meetings are scheduled during these visits to ensure consistent communication throughout the school year. In some cases where Homeless students have moved

into or out of our district and express the desire to remain in RDSUD schools or in the schools they were previously attending, we work with the family and the surrounding districts to provide appropriate transportation for them.

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

River Delta USD offers multiple opportunities to help our students and parents during a transition from one school to the next. School connectedness is a major focus in the metrics of our LCAP. We acknowledge that a comfortable and smooth transition into a different school setting play a part in making a positive impact on school connectedness. We offer the following transition events but are always open to new and innovative ideas which is why we continually seek student and parent feedback.

In the Winter our elementary site administrators, Kindergarten teachers, and support staff plan and facilitate a Kindergarten Round-Up event at each site. All parents of incoming Transitional Kindergarten and Kindergarten students are invited to attend this event. The purpose of the event is to increase awareness of the registration process, state laws and regulations, instructional program, and social and academic expectations. In addition, our First 5 Resource Team coordinates Kinder Camps at each elementary school. This is a 15-day program for incoming Kindergarten students that benefits the students, parents and Kindergarten teachers. It has a positive impact on teachers being able to identify unaddressed needs of the student and family, decrease any separation anxiety between the student and parent and increase knowledge regarding routines, schedules and expectations.

In January of each school year our elementary and high school counselors partner to meet with each 6th Grade student to ask them about the hopes and dreams for the future and begin the first draft of a six-year plan. At that time, the students are informed about a trip they will take to the middle school they will attend in the following school year. They have an opportunity to ask any questions and express any fears they may have. The Middle School Welcome events are held in the Spring. The 5th Grade and 6th Grade students transitioning receive a tour of the school, meet the principals, teachers, staff members and current students.

Using their six-year plan as a guide, our 8th Grade students transitioning into high school first meet with a staff member from the high school to discuss and select classes for the upcoming school year. At that time, the students are informed about a trip they will take to the high school. They have an opportunity to ask any questions and express any fears they may have about being in high school. The field trip they take to the high school occur in the Spring includes a school tour, a Meet & Greet with the principal, vice principal, teachers, staff members and current students, and welcoming pep rally. There is also a Freshmen Orientation event that these students attend during the summer.

As a way to assist students in navigating their post-high school college and career interests, our Career Technical Education Incentive Grant (CTEIG) funds software licenses for Career Cruising for all Grade 9-12 students. This program offers students an opportunity to identify their strong personality traits and interests and, furthermore, the best career options based on this information. Our high school students have many opportunities to get exposed to college campuses and college life. Each high school has 2-5 field trips to college campuses each year. Our school counselors plan and facilitate parent workshops on the FAFSA, completing college applications, and understanding local scholarships. Our Career Technical Education (CTE) Pathways plan hands-on field trips to workplace setting that are associated with the knowledge and skills being developed in our CTE Pathways. The purpose for these offering is to help students transition as smooth as possible from high school to college or to a career.

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:

RDUSD recognizes the importance of the consistent integration and use of technology by student and teachers. It goes without saying that it is critical to have updated hardware for teachers and students for the sole purpose of being able to administer, navigate, and complete the state assessment. That being said, it is not the only reason we are committed to purchasing additional Chromebooks and charging carts each year. A strong knowledge and skill base for using technology is critical for being college and career ready. We have dedicated time into analyzing our educational technology software platforms to determine their effectiveness and frequency of teacher usage. We use this information to determine which programs we will continue to invest in and which ones we will eliminate.

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:

NA

Formal Agreements

ESSA SECTION 1423(2)

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

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:

NA

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:

NA

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:

NA

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:

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:

River Delta Unified School District (RDUSD) will continue to provide professional development and in-depth support on ELD standards and CCSS implementation for all students, which is facilitated by our ELD Specialists. RDUSD will continue to train our teachers in GLAD-related strategies.

As described in LCAP Goal 1, RDUSD is dedicated to improving and supporting student learning to close the achievement gaps and ensure all students graduate college and career ready.

Action 2: Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of CCSS, NGSS, ELD Standards which will include: integration of technology skills into the classroom, assignments, projects and instruction, ELD and NGSS Standards training, GLAD lesson and strategies, instructional strategies that support the CCSS implementation with a focus on academic conversations in all subject areas, and AVID strategies.

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:

River Delta USD prioritizes the funds to schools with the highest percentage of children for the purposes of implementing targeted support and improvement activities by honoring the adopted budget associated with TSI-related goals in the schools' Site Plans.

RDUSD does not have any school that must implement comprehensive support and improvement activities.

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:

Our Principals and ELD Specialists will monitor and ensure students are making adequate progress towards meeting all academic targets districtwide and an administrator has the assignment of monitoring these programs and its impactful implementation. All School Site Councils will monitor programming on campuses and ensure the SPSA plan includes program components and fiscal supports are identified and managed appropriately. The local ELACs will have active involvement in providing feedback to the Title III programs on campuses. The Director of Educational Services and the District EL Coordinator will monitor program implementation at the district level in coordination with site administration.

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:

River Delta Unified School District (RDUSD) will continue to provide professional development and in-depth support on ELD standards and CCSS implementation for all students but with specific focus on English Learners, which is planned and facilitated by our ELD Specialists. RDUSD will continue to train our teachers in GLAD-related strategies. Our professional development sessions occur at our 1-day pre-service training for teachers, at monthly staff meetings, during the school day, after school, during school breaks and during the summer break. Our sessions offered during the school year require substitute teachers to be hired. Our after school, during school breaks, and during the summer breaks trainings require extra compensation pay for the participants.

As described in LCAP Goal 1, RDUSD is dedicated to improving and supporting student learning to close the achievement gaps and ensure all students graduate college and career ready.

Action 2: Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of CCSS, NGSS, ELD Standards which will include: integration of technology skills into the classroom, assignments, projects and instruction, ELD and

NGSS Standards training, GLAD lesson and strategies, instructional strategies that support the CCSS implementation with a focus on academic conversations in all subject areas, and AVID strategies.

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:

Effective instructional strategies will be used in all content areas, including appropriate, enhanced instruction at each site focused on improving language acquisition and student achievement. ELD Specialist provides professional development sessions for all staff during staff meetings and after school and will offer in-class coaching for all content area teachers focused on these effective instructional strategies.

Our immigrant children and youth are provided a wide range of enhanced learning opportunities in our regular year and summer school programs. We provide two instructional assistants that serve four of our schools, which have been identified to have immigrant students that are of the highest priority for enhanced services. Our immigrant students at our high schools have the opportunity to visit several college campuses during the school year. They also have the opportunity to participate in a Speech & Debate class and competition during after school hours.

Our 20-day summer school program is offered available to our immigrant students. For the elementary and middle school students, the instructional focus is on language development, mathematics, and STEM-related activities. For our high school students, the summer program is focused on credit recovery with two different summer enrichment field trips offered for students in good academic standing.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RDUSD will provide intervention and remediation for all English Learners in our district who are not yet proficient in their grade level standards for all content areas. Appropriate supplemental curriculum will be provided as well as professional development associated with said curriculum to ensure effective and consistent implementation. Parent involvement and input will be regularly solicited through advisory meetings at each school site and at the district level.

Some of the effective language instruction educational programs that are currently being implemented are Read Naturally Live, SIPPS, Accelerated Reading, English in a Flash, Seeing Stars,

Lexia, Reading Plus, and Visualizing and Verbalizing. We are committed to evaluating the effectiveness of these programs on a regular basis and are flexible about enhancing or eliminating our programs based on the information we received from the evaluation.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RDUSD will monitor student progress and implement supplemental services designed for English Learners (ELs) and Long-Term English Learners (LTELs) to provide relevant, current data so that decisions can be made about professional development opportunities and instructional design and delivery for our ELD and LTEL courses. Courses specifically designed for LTELs will be provided at both high schools and our Continuation High School.

Our ELD Specialists review the results of each student's English Proficiency Assessment with them, set goals for improving their proficiency in English, and monitor those goals throughout the school year.

The RDUSD counselors at both high schools will meet with all ELs and their parents to support the development and monitoring of the students' six-year plans and provide information regarding college and career options.