

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

School Year

2024-2025

Date of Board Approval

August 27, 2024

LEA Name

Newhall Elementary School District

CDS Code:

19-64832-00000000

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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 Newhall School District LCAP has four overarching goals. Within each goal there are action steps aligned with state priorities and the district mission that all students will become global citizens who think critically, solve problems, embrace diversity in people and viewpoints, and have a passion for learning and the arts. The General Fund is used to provide each school with basic services and needs that include qualified staff, clean and safe facilities, and core instructional materials.

Analyzing student performance data illustrates the achievement gap between our overall student population and that of students who are English learners, identified as from a low income household, and those that are in the foster care system. Federal funds are assigned to supplement and expand state funded actions and to support the academic and social emotional needs of these student groups.

The district recognizes the critical importance of providing comprehensive support to ensure the academic success and holistic well-being of all students, particularly those belonging to unduplicated student groups. To address this, the LCAP outlines strategic initiatives that are designed to directly support these student groups. Firstly, teacher instructional training is tailored to the diverse needs of our student population in order to enhance instructional approaches and strategies used in classrooms. Dedicated counseling services support student participation in school, bolster attendance, and provide essential emotional support to students facing socio-economic and personal challenges. Specialized programs offer targeted interventions specifically to address the learning needs of unduplicated students, ensuring equitable access to educational success. Beyond the school bell we provide home access to technology for students who otherwise do not have access, bridging the digital divide and fostering greater equity in learning outcomes. Title funds supplement and expand our strategic endeavors and underscore our commitment to fostering an inclusive and supportive educational environment that empowers all students to thrive academically and socio-emotionally.

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.

State and local funds serve as the foundation for supporting basic and expanded educational programs that benefit all students within the district. These funds are allocated to cover essential operational costs, curriculum development, staffing, infrastructure maintenance, and other core educational priorities.

Federal funds, on the other hand, are strategically directed towards providing focused support for unduplicated students whose needs extend beyond the opportunities afforded by local and state-funded initiatives. These federal resources fund supplementary services designed to address the unique challenges and barriers faced by underserved student populations, including English learners, students with disabilities, foster youth, and those from low-income backgrounds.

Analyzing data and trends at both the school and district levels is crucial for understanding the effectiveness of programs and identifying areas for improvement. School site and district leadership councils and collaborative leadership teams use various types of data including; academic performance, attendance rates, behavior incidents, demographic information, and feedback from parent/teacher/student surveys.

Cross-program alignment coordinates the use of federal funds from different grant programs to avoid duplication of efforts and maximize impact. By leveraging supplementary funding sources and aligning initiatives across federal grant programs we provide a comprehensive support framework that addresses the needs of unduplicated students while promoting inclusiveness, equity and excellence in education for all learners. Through strategic alignment the district will optimize the use of resources to achieve meaningful and sustainable outcomes that enhance student achievement and success.

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 federal lunch application will serve as the tool in identifying poverty eligibility within our student population. The information obtained through the federal lunch application will be treated with the utmost confidentiality and used exclusively for determining eligibility of school sites for a portion of federal funding, as well as assistance programs and services aimed at mitigating the impacts of poverty on educational outcomes.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Newhall School District closely monitors teacher credentials to maintain a high standard of teaching excellence. Currently, there are 238 classroom teachers. Out of field is 0.4% (1 teacher), and 0.8% (2 teachers) that are interns. Of the 7% (17) teachers with less than 2 years of teaching experience, eight were assigned across three different Title I school sites. The remaining 9 inexperienced teachers were assigned to non-Title I eligible sites. These novice educators receive robust support through the Teacher Induction Program, mentorship from experienced teachers, specialized training sessions tailored for new educators, and collaborative opportunities within grade-level teams. Additionally, all teachers in the district benefit from comprehensive support and professional development opportunities to continuously enhance their instructional practices and student engagement strategies.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	<ul style="list-style-type: none"> • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

The Newhall School District does not have any schools that are classified as Comprehensive Support and Improvement (CSI) nor Targeted Support and Improvement (TSI). This section is "Not Applicable". If schools are identified for either program, the district will work with parents to explain the notification and information set out to them regarding this status. Parents will continue to be included in school site level planning and, should the need arise, to address the criteria aligned with being identified as CSI or TSI.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate 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, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure 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 (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide 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 (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parental involvement is highly valued within the Newhall School District. Numerous opportunities are provided for parents to actively participate in various aspects of their child's education and the school community. Parents are engaged in leadership roles through participation in School Site Councils, English Language Learner advisory councils, and Positive Behavior Interventions and Support (PBIS) teams. Parent input is sought out through the LCAP Advisory committee and annual LCAP input events. Additionally, parents join site and district-based parent organizations such as the PTA and foundation, where they contribute to decision-making processes and initiatives aimed at enhancing student engagement and success.

Recognizing the importance of parent education in supporting learning at home, the district offers workshops on topics ranging from academic support to social-emotional and parenting skills. These workshops empower parents with the knowledge and tools necessary to effectively support their child's educational journey.

To ensure effective communication and collaboration between district leaders and parents, routine meetings are held with all site parent leaders, providing a platform for information sharing and feedback exchange. Superintendent Chats offer all parents the opportunity to interact directly with district leadership and discuss matters relevant to student learning, school climate, and more.

Family engagement is promoted through school-based and district-wide events that facilitate interaction among families and showcase students' creativity and talents. These events are held at accessible locations, with transportation provided for those in need. Parents receive timely notifications about school matters through the use of a parent communication system that notifies through an app, texts, emails, and phone calls parents.

Parents and community members are invited to attend school board meetings, and meeting summaries are disseminated afterward to keep parents informed about board actions. The district's policy for parent engagement is readily accessible online, shared in handbooks, and open for discussion at any time. Additionally, the district's website and policy system are equipped with translation features to promote accessibility for all parents.

Through these commitments to parent engagement, the Newhall School District fosters strong partnerships between schools, families, and the broader community, ultimately enhancing student success and well-being.

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.

The Newhall School District does not receive funding for neglected or delinquent children (Title I, Part D). This section is not applicable.

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:

The Newhall School District does not have any targeted assistance schools.

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 McKinney-Vento Homeless Assistance Act mandates that school districts must provide support to homeless students to ensure their educational success. The Newhall School District implements several strategies to support homeless students.

The district has procedures in place to identify homeless students during the enrollment process. In addition, contact information for our homeless liaison is posted publicly at all school sites and on our website. School staff are trained to look for signs of need and to share information with school site leaders for contact and coordination of support.

To support families our district has resource rooms with clothing and school supplies that are accessible to families in need. Coordination with local agencies allows for additional support such items and access to shelter and food. School counselors are on site to work with students that need socioemotional support to overcome barriers to participation in school.

Our academic programs use student performance and assessment data to identify students who require additional educational support. Such support includes additional academic instruction and access to educational resources. The Newhall School District takes a comprehensive approach to supporting homeless students, recognizing the importance of addressing their educational needs as well as their broader well-being and stability.

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.

Transitioning from preschool to kindergarten is a significant milestone for young students, and the Newhall School District implements strategies to support this transition effectively.

Supporting the family as a unit is a first step. In the spring of each year incoming kindergarten families participate in an orientation and school tour. This begins the acclimation process, and allows for the opportunity to share important information, build connections, and open dialogue about student needs.

For any student who is transitioning to kindergarten with an Individualized Educational Program in place, a transition meeting is held with parents, current service providers and school site providers to discuss student service needs and how best to meet those needs in the kindergarten setting. The goal is to have a plan of action agreed upon so that the student is fully supported starting day one.

The night before school starts we host families on our sites to meet the assigned teacher, see the classroom, and review first day procedures. This promotes students being ready for the first day of school.

Throughout the year students are monitored. Academic and social supports are provided as needed. In addition, parent education opportunities are offered to support parents in meeting their children's needs.

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:

Not applicable.

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:

The Newhall School District's approach to Gifted and Talented Education (GATE) reflects a commitment to inclusivity and providing enrichment opportunities to all students, independent of formal GATE identification status. Teachers employ differentiated instruction techniques to meet the individual learning needs of all students. The district fosters a collaborative learning environment where students can learn from and with their peers. Collaborative projects, group

discussions, and peer mentoring opportunities provide avenues for all students to engage with challenging material and expand their understanding. District wide events stretch student creativity and provide opportunities for parent participation in their child's exploration of their talents.

Ensuring access to a wide range of library books for elementary school children is crucial for promoting literacy, fostering a love of reading, and supporting academic success. To accomplish this, funds are allocated to school sites to enhance and expand school libraries to include a diverse collection of fiction and non-fiction titles that appeal to readers of all levels.

Digital literacy is seamlessly integrated into core instruction. With one-to-one device access, students are able to use digital tools as they demonstrate learning. In addition, platforms that support content learning integrate technology tool practice. Digital literacy skills are developed as students use technology as a tool, and not taught as a separate skill to be learned. To compliment students' use of technology, they also participate in digital citizenship lessons. Through this content students acquire understanding around online safety, personal information, and appropriate ways to interact with others online.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The professional development program in the Newhall School District for administrators, principals, and teachers is comprehensive and tailored to support instructional practices, social-emotional learning, and school systems. This results in ongoing professional growth.

The professional support for administrators is embedded in routinely scheduled administrator meetings. Solid instructional leadership and data driven decision making is the overarching focus and is embedded in training around: data analysis, instructional strategies, school routines, policies, and more. Community and outside resources are aligned with the focus areas for professional growth and student needs.

The professional support for other leaders is through department meetings, focusing on specific areas overseen by that department. In addition, assistant principals have monthly meetings with district leaders focused on job and student specific areas their position supports, as well as preparation for a future principal role.

Teachers participate in professional development and training in multiple scenarios. Regularly scheduled school site staff meetings provide a forum for site leaders to bring site specific training and resources. On occasion a guest teacher may be hired and the teacher may work outside their classroom to participate in a training or data review. There are multiple opportunities for after school teacher professional development. Training is designed to support new teachers, teachers who are struggling, teachers looking for new ideas, and more. Professional training is provided by skilled teachers, administrators, and outside vendors.

The impact of professional development is measured in multiple ways. Student achievement is one way to know if an instructional practice benefits students. Another way to measure impact is through observation of practice ensuring new strategies are being implemented. Coaching and mentoring support implementation and the professional growth of staff at all levels of experience.

A review of student data guides the district in identifying needs for professional development. In addition, state and federal guidelines and policies are resources for training.

Prioritizing Funding

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

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development (PD) in the Newhall School District is prioritized for students of high need and low achievement. This involves focusing on instructional strategies and socioemotional supports that engage students in learning and help mitigate any barriers they may face. This translates into PD being focused towards schools with the highest concentration of unduplicated student groups. Teachers receive training on implementing new instructional materials, integrating technology into instruction, and aligning teaching practices with curriculum standards. Currently there are no CSI or ATSI schools in the district. Should there be in the future, their identified needs would be used as a focus for PD.

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:**Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Professional Development (PD) activities are aligned with the district's strategic goals, curriculum standards, and educational initiatives. This ensures that PD supports broader district priorities and contributes to improved student achievement. Coordinating with special programs and support services, such as special education, English language learner (ELL) support, and socioemotional staff, ensures that educators are equipped with strategies to meet the diverse needs of all students. Training sessions focus on inclusive practices, differentiation strategies, and accommodations to support student engagement in learning.

Data is collected and analyzed to evaluate the effectiveness of PD activities and identify areas for improvement. In addition to state and local achievement data, sources of data include; teacher surveys, classroom observations, and feedback from administrators and instructional coaches. This helps ensure that Newhall School District is able to

provide educators high-quality, relevant, and impactful professional development that enhances teaching effectiveness and ultimately improves student outcomes.

Mechanisms for input include advisory committees and feedback surveys. These provide a way to identify PD needs and preferences. Teacher collaboration takes place in staff meetings, professional learning community meetings, in evaluation meetings with administrators, and through district and union meetings. School leaders discuss professional development needs during administrative meetings. Community partners and parents provide input through participation in the LCAP parent input meetings, schools and district advisory councils, and through parent surveys. Support staff participate in trainings and discussions with administrators around professional support needs relevant to their positions.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Newhall School District's support for English language learning students is comprehensive and focused on providing targeted resources, professional development, and instructional support to meet their needs. Resources and training support both designated and integrated English instructional practices within content areas. Teachers receive guidance on incorporating language development activities into their lessons across subjects, ensuring that students have ample opportunities to practice and develop their English language skills in context with English speaking peers. One way the district support this instruction is through Guided Language Acquisition Design. District Be GLAD trainers facilitate monthly strategy workshops and full certification trainings during school breaks to infuse these teaching practices across the district. In addition there is a dedicated teacher leadership committee oversees EL instruction, collaborates on curriculum development, shares best practices, and provides support and guidance to colleagues. This committee plays a vital role in ensuring that EL instruction is consistent, effective, and responsive across the district. Materials are selected or adapted to provide appropriate levels of scaffolding at the different proficiency levels to ensure ensuring accessibility. The district offers a specialized program to support newcomer students with intensive English language instruction, cultural orientation, and academic support to help with a successful transition into the school. Teachers have access to a searchable database of integrated English development instructional strategies. This allows them to customize instruction to support language learning. The district regularly reviews data to monitor the academic progress and achievement of English learning students in comparison to the general student population. In addition to the instructional program and digital resources, district wide family events are designed to engage students and parents in experiences connected to student skills in a way that language practice beyond school and into the home. Whenever possible resources to support language literacy at home are provided.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Newhall School District does not receive any additional funding for this student group.

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Newhall School District offers a range of programs and activities designed to support English learning students in developing language proficiency and grade level academic skills.

The core instructional program for English Language Development (ELD) is Benchmark EL. This program is aligned with the district's core language arts program, and provides scaffolded instruction in English language skills. Benchmark EL offers a systematic approach to language acquisition, incorporating research-based instructional strategies, authentic texts, and opportunities for meaningful language practice and application.

Ellevation is a platform that monitors student progress. A supplemental offering is the Ellevation Strategies program. This resource equips teachers with a bank of strategies for providing integrated ELD support across content areas. It offers a repository of instructional resources, lesson plans, and teaching strategies specifically designed to support language development and academic success. Teachers can access Ellevation's resources to scaffold content instruction, differentiate materials, and provide language support within the context of science, social studies, math, and other content areas.

Administrators and teachers work collaboratively with EL students to set ELD goals aligned with their language proficiency levels and academic aspirations. These goals serve as benchmarks for monitoring progress and guiding instruction. In addition, each site hosts workshops and language practice sessions that allow EL students to practice in scenarios that emulate the rigor of the English Language Proficiency Assessments for California (ELPAC). These workshops provide targeted support in areas of need to build student confidence in their language abilities.

Interactive digital supplemental programs are designed to engage students during independent practice with leveled support that increases in complexity as students' progress in their skills. The program targets key areas such as vocabulary development, phonics, reading comprehension, and writing skills. These digital resources offer personalized learning experiences tailored to students' individual language proficiency levels, allowing them to progress at their own pace with targeted support.

By offering these programs and activities, the Newhall School District demonstrates a commitment to providing comprehensive support for students learning English, empowering them to achieve academic success and thrive in a diverse learning environment.

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:

- (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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

It is a district priority that English learning students achieve language proficiency. The English Language Proficiency Assessment for California (ELPAC) and ongoing performance data from classroom assessments and other standardized measures are analyzed to monitor academic growth and language development.

Administrators, teachers, and students collaborate to set individualized English Language Development (ELD) goals based on students' current language proficiency levels and academic needs. This practice engages students in their learning, and cultivates an awareness of the benefits of being English proficient, and therefore bilingual.

At the site level language practice workshops are hosted. In these forums students have opportunities to practice and reinforce English language skills in a supportive and interactive environment. The focus is on developing listening, speaking, reading, and writing skills through engaging activities, discussions, and language games aligned to the rigor of the grade level. Response to Intervention (RTI) support is provided to students based on their academic needs, both within and outside the classroom. Interventions may include small group instruction, targeted language support sessions, or access to specialized language development programs to address areas of difficulty.

Through work with an outside consultant, the district is implementing focused instructional cycles that provide rigorous instruction in essential language standards. Aligned assessments are developed to monitor student growth and progress within these language cycles, allowing educators to identify areas of strength and areas needing additional support. Achievement data is reviewed regularly to monitor language proficiency and academic growth. Targeted support and interventions are provided to students as needed, ensuring that they receive the necessary resources and assistance.

Through these coordinated efforts, the Newhall School District is committed to supporting English Learners in their journey toward English proficiency and academic achievement, providing them with the tools and resources they need to succeed in school and beyond.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Newhall School District recognizes the importance of providing holistic support to students, encompassing not just academic needs but also social-emotional well-being and access to resources.

Social-emotional support is facilitated by our counseling staff who are available on-site to provide individual and group counseling sessions to address various social-emotional needs of students. Title IV funds curriculum and materials for lessons that are delivered to classes to promote a positive school climate, foster social-emotional skills, and prevent bullying and harassment. Program resources also connect to counseling groups that offer targeted interventions and peer support for students facing specific challenges. Annual student surveys and office discipline referrals help monitor the impact and guide action steps.

Having one device per student is a benefit to the integrated approach to the effective use of technology by students. Having access allows students to use their device as a tool to demonstrate learning and access digital resources for guided independent practice of content skills. In addition, Home Connect computers provide access for students who may not have access to technology outside of school, ensuring equitable access to educational resources and support. This allows students to access online learning platforms, digital libraries, educational games, and homework help resources, empowering students to continue learning beyond the classroom. Digital citizenship lessons focus on teaching students about online safety, responsible technology use, and maintaining a positive online presence. Annual review of technology use and input during LCAP input sessions will evaluate the impact of technology on campus.

By implementing these initiatives, the Newhall School District creates a positive and modern learning environment that promotes their social-emotional well-being, and empowers them to succeed in school and beyond.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Data in this area is addressed in other funding sources. Newhall School District allocates Title IV funds towards health and safety and technology.

What activities will be included within the support for a well-rounded education?

Actions are addressed in other data sources. Newhall School District allocates Title IV funds towards health and safety and technology.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Programing is addressed through other data sources. Newhall School District allocates Title IV funds towards health and safety and technology.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Data used to examine the needs include; California Healthy Kids Survey, LCAP student, parent and teacher input, and discipline referrals. The ultimate goal is for 100% of students to feel safe, included, and happy at school. This would likely result in a reduction of office referrals.

What activities will be included within the support for safety and health of students?

Counseling staff supports the social-emotional and school climate status through whole group, small group, and individual learning sessions. They are an integral part of the Positive Behavior Interventions and Support (PBIS) program. Subscriptions to curriculum and materials that are used to facilitate student social-emotional learning are used with students to support students taking a leadership role in a positive school climate.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The effectiveness of strategies and activities funded under Title IV, Part A will be evaluated and monitored annually through the actions of the Local Control Accountability, social-emotional screeners, and responses on student parent, and staff survey, as well as student data on the impact of support systems on achievement. Effectiveness indicators include increased academic performance as evident in student scores on local and state assessment, social improvements reflected in the number of office discipline referrals, and the approval rating reflected in parent and staff surveys. The ongoing analysis of these data points will guide how we adjust and refine our programs to better meet the needs of our students. This may include expanding successful initiatives, modifying existing programs, or introducing new activities to address emerging needs.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To measure the needs for support with technology usage we measure the number of current devices available to students compared to enrollment. We survey parents about access to technology at home to ensure we can provide access to those that need it.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

In school students use technology as a tool to demonstrate learning. This is evident in work product that is digitally produced. In addition, student access skills based programs that support content area learning. The goal is for students to learn to use technology tools as they interact with content material and for technology to not be a standalone subject to learn.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Looking forward the district will be looking at data that reflects how technology is used and for input on ways to plan to expand effective use. This could include new technology products or supplemental instructional support and training.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

June 2024 and ongoing

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022