

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

School Year

2024-2025

Date of Board Approval

June 26, 2024

LEA Name

National Elementary School District

CDS Code:

37682210000000

Link to the LCAP:

(optional)

<https://www.nsd.us/>

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.)

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 LCAP goals drive the planned expenditures of funds for services. Base funds lay the foundation of providing basic services, these services are enhanced and fortified by aligned services using Supplemental Concentration Funds and finally ESSA funds maximize services and actions by supplementing LCAP goals and actions for ESSA eligible students. The actions/services selected for use with federal funds align with and supplement the actions/services provided with LCFF dollars by offering supplementary services. The federal funding provided by ESSA will be used to support aligned instructional practices within and beyond the school day. National Elementary School District (NSD) has 10 elementary schools, all of which are school-wide programs. NSD has four LCAP goals. The key features in the LCAP that are supplemented include the following:

Goal 1: English Learners will demonstrate one-year English language acquisition growth, increased performance on grade level academic expectations and meet reclassification within five years.

Rationale: NSD schools have 40% or higher population of English learners, and 54% Districtwide. Given that most classrooms and most school will have EL, providing effective instructional strategies will support access and student achievement. 2023-24 CA Schools Dashboard data: Reclassification Rate:2023-2024 overall 19.2% Met Level 4; LTEL 25.5%; SWD 1.06%

English Learner annual progress: 2023-2024 overall 53.5% (49%) Making Progress; LTEL 10%, SWD 21%

Title III funds will fund two EL District Resource Teacher Coaches to provide ongoing professional development and in class coaching with certificated EL experts to support the integration of CA ELD standards and roadmap, and ELA/ELD framework to build capacity in research-based language acquisition practices with particular focus on LTEL utilizing GLAD and designated ELD personalized software programming aligned to ELPAC requirements.

Data analysis from the California School Dashboard, local data, and stakeholder input, identified strengths specifically:

- Focused on instruction for English Learners by increased opportunities for linguistic experiences within English Language development
- English language arts and math training with teachers informing their instructional practices through assessments and emphasis standards
- PBIS systems across all schools
- Reduced suspension rates.

Goal 2: Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global citizenship through sustainable development goals, exceptional personalized learning, innovation and competency skills.

Action 1 Data Analysis, Assessment and Instructional Planning: Build teacher capacity by providing ongoing data release and input to analyze and disaggregate student performance data for planning of tiered supports for students, determine progress monitoring and evaluation of effectiveness, implementation of UDL strategies with specific focus on unduplicated students and students with disabilities.

Rationale: 2022-2023 30 ELA Smarter Balanced Assessment results: 30.97% met standards. 2022-2023 math Smarter Balanced Assessment results: 25.38% Math.

Title I funds MTSS Site Coordinators, Impact Teachers, and Instructional Assistance focused on Tiered Intervention Direct Delivery.

Title II funds professional development for site leaders and classroom teachers on research based strategies that are known to have impact on EL, SWD and SED students.

Title IV funds animation to provide workforce pathways and engagement.

Goal 4: Provide an integrated multi-tiered framework of support that incorporates social emotional learning and positive behavior intervention to improve individualized student outcomes and learning.

Action 1: Retain highly qualified teachers/staff with specialized credentials and skills to support unduplicated pupils with particular focus on multi lingual learners, students with disabilities and behavioral and social emotional needs.

Rationale: CA Schools Dashboard 2023 indicates chronic absenteeism at 40%. Local SEL data indicates low trending down scores of engagement, social awareness and emotional regulations.

Title II funds PBIS training and SEL/Behavio conferences for site staff and counselors, and professional development classroom embedded.

Title IV funds access to on school site community resources for mental health support such as CareSolace and Nueva Vista counseling. Also portion of funding from Title IV provides supplemental SEL assessment monitoring.

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.

National School District aims to include actions/services for funding sources to illuminate how all the different actions/services work together to increase student achievement and close the academic and opportunity gap.

NSD will use federal funds to concentrate efforts for the 2023-2024 school year on additional supports needed for our students who are not meeting grade level standards or reaching language proficiency goals.

The following strategies are supplementing NSD LCAP goals:

- Title I: professional learning for staff on evidence-based strategies; centralized services for site-determined supports and interventions, staff to support the fortification of building MTSS components of data, assessments, interventions and support programs for struggling students, release and planning time for teachers to identify student needs, monitor student progress and align instruction to meet student needs, additional parent engagement opportunities and education with parent requested areas of need.
- Title II: professional development for administration and staff to support early intervention and fortified Tier I instruction.
- Title III: professional learning to support instruction for English Learners (EL) through 2-District Resource Teachers focused on language acquisition. Providing supplemental materials for language acquisition.

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.

National School District is district-wide Title I and reports this under the Consolidated Application and Reporting System (CARS).

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 CDEs 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:

Each July and August, NSD participates in the annual Williams Settlement Annual District Visit. an educator credential audit is part of the annual review. In the 2023-2024 school year, NSD had no teachers as being identified as "misassigned". According to Dataquest NSD's average teacher years of service/years in the district is 10 years. These staff are distributed across the 10 sites with no site having more than a total of three first or second year teachers. This distribution ensures that there is no disparity of ineffective, inexperienced teaching low income minority students at a higher rate.

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.

- How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans?

In the 2022-2023 there are no sites identified CSI due to the suspension. However, NSD has all sites the District's Parent engagement policies and involvement opportunities is reviewed by the School Site Council, English Parent Advisory Council and a general open parent meetings (cafecitos). Additionally, as all NSD sites are identified as school-wide, all sites provide a regularly scheduled parents Title I School meeting combined with their Back to School Nights.

In 2022-2023 NSD had sites identified as ATSI and partnered with SDCOE for DA, provided additional stakeholder input meeting to discuss the proposed plan to address chronic absenteeism and special education academic performance. Stakeholder impact is demonstrated in the Single Plan for School Achievement 2023-2024 and will be Board approved by July 1, 2023. Educational Services will continue to work closely with ATSI sites to ensure plan actions requiring District oversight (staff hiring, contracts, etc) are implemented to meet the goals of the improvement plans. Sites will also conduct two town hall meetings to share to date plan implementation and answer questions from parent and community members during the 2022-23 and 2023-24 school year.

- How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans.

In the 2022-2023 ATSI sites provided two townhall meetings, met with parent leadership, partnered with SDCOE DA and created plans to address the targeted areas. At all sites the District's Parent engagement policies and involvement opportunities were reviewed by the School Site Council, English Parent Advisory Council and a general open parent meetings (cafecitos). Additionally, as all NSD sites are identified as school-wide, all sites provide a regularly scheduled parents Title I School meeting. Stakeholder impact is demonstrated in the Single Plan for School Achievement and shared with school site council. Educational Services will work closely with the site to ensure plan actions requiring District oversight (staff hiring, contracts, etc) are implemented to meet the goals of the improvement plans.

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:

NSD LCAP Goal 3 Expand collaboration and engagement with parents, families, and community partners is committed to parent empowerment and family engagement in our school programs. NSD works closely with parent leadership advisory groups to review, update and gather input on Title I parent involvement at sites and District. Annually, NSD solicits information from parents to plan parent education programs and community services. Additionally, the District Resource Teacher- Family Engagement, works closely with our Family Resource Center and community partnerships to outreach efforts are match parent needs. Programs such as food bank, operation school bell, Family Leadership Institute, educational training on State standards and technology, and mental health supports are some of services provided.

Programming and outreach are co-developed through NSD district parent leadership committees, The district annually consults with families as part of the LCAP process through surveys and site/district parent advisory committee meetings. Questions about the effectiveness of family engagement activities, suggestions for improvement, and ideas for parent involvement activities are included. The information is reviewed to identify strengths and areas of improvement, and to make changes to the LCAP, ESSA funding and parent/family engagement protocols and programs.

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.

All National School District schools operate as school-wide program (SWP). Annually, through the School Plan for Student Achievement (SPSA) process, schools conduct needs assessment, action plan, alignment of Title funding appropriate to the actions focused on improving achievement. Each school site council (SSC) monitors the implementation of the plan and evaluates the effectiveness. This cycle repeats annually to ensure services for eligible students are increasing academic performance.

National School District does not have children living in local institutions for neglected or delinquent children, 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 National School District schools operate as school-wide program (SWP). Annually, through the School Plan for Student Achievement (SPSA) process, schools conduct needs assessment, action plan, alignment of Title funding appropriate to the actions focused on improving achievement. Each school site council (SSC) monitors the implementation of the plan and evaluates the effectiveness. This cycle repeats annually to ensure services for eligible students are increasing academic performance. NSD does not have children living in local institutions for neglected or delinquent children, community day school programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

National School District's Department of Student Support Services coordinates all counselors, school social workers and welfare and attendance clerk to ensure that homeless children are identified and provided needed supports. The Student Services department monitors enrollment, attendance, and academic success in school for our homeless children and youth. Additionally, the department provides connections with the Family Resource Center and community agencies to support with basic resources which helps mitigate enrollment and attendance issues.

In 2023-2024 to address the ATSI chronic absenteeism the District has employed SBCS to provide case management support for families to address other basic needs barriers that may be contributing to this issue.

National School District adheres to the provisions of McKinney-Vento Homeless Assistance Act for qualified students. Student Support Services works closely with the welfare and attendance clerk to identify homeless students needs and provide supports including: guaranteed immediate enrollment, family assistance, transportation to and from school, paperwork for school feeding program, counseling (school based and family), and additional academic intervention supports. These services are provided through the general fund.

Title I Funds will supplement support services to counter the negative impact of poverty and increase student attendance and success. They include additional funding for counselors at each site, MTSS site coordinators shared between two sites, Intervention paraprofessionals who will provide additional tier 2 support in partnership with certificated staff at all sites, funds for outdoor learning and field trips. These supplementary services aim to reduce of absenteeism, counter impacts of previous attendance issues on academic performance and provide in-school social/emotional response to address trauma associated with homeless.

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.

N/A

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:

National School District is an elementary preschool-6th grade district. We do not coordinate transitions from high school to postsecondary education. NSD hosts transition meetings for families between preschool to transitional kindergarten, and from transitional kindergarten to kindergarten. Additionally, all sites coordinate with the feeder high school district, Sweetwater Union High School District, to transition 6th graders into middle school. Funds used to host meetings, provide resources, transportation to transitioning site, substitute cost are provided to sites through NSD LCAP Goal 6. Sites also use Title I, Part A Parent and Family Engagement (PFE) to cover expenses related to parent engagement in transition process.

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:

At this time, NSD does not use Title I funding to support the gifted and talented students program, nor do we set aside funds to support 1112(b)(13) B. These items are, however, addressed with LCFF.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

NSD does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding.

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:

National School District does not currently apply for or receive Title I, Part D funding..

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.

National School District is committed to building capacity and leadership throughout the staff. The Educational Services department develops a professional development plan based on a needs assessment and aligned to the district vision.

Teachers:

Teachers are provided release time every 3 weeks focused on data analysis and targeted planning. Data teams provide grade level teachers opportunity to engage improvement science cycle of data based instruction. First and second year teachers are given information annually regarding local Inductions options for clearing their credentials. Teachers may opt to participate in the SDCOE - NSD partnership program which has mentorship component with a veteran NSD teacher. Teachers participate in District wide professional learning on the California standards for ELA, ELD and math. Teachers are given opportunities for meaningful leadership roles in the following ways: site level leadership roles as grade level lead teachers, SSC members, committees, consultation, induction support providers, and District Resource Teacher.

Principals/Other School Leaders:

Principals and other school leaders participate in all professional development, leadership and parent advisory groups. Administrators develop professional goals for the school year based on NSD vision and mission. Additionally, walkthrough observations for implementation patterns and trends to support implementation and effectiveness of CA Framework expectations.

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:

National School District does not have schools identified for Comprehensive Support and Improvement (CSI) for 2022-2023. NSD does have schools identified as ATSI for chronic absenteeism and academic performance of special education students. These identified school were provided additional funds prioritized to provide comprehensive support to directly support the District's LCAP goals and principally provide services to targeted students. Specifically, the foci will be data driven action, instructional feedback, and implementation of the expectations of the improvement plan. The improvement plans are developed with stakeholder input and guidance from SDCOE DA. Current LCAP actions and services were determined by stakeholder input, analyzing the data on the California Dashboard, local data, and feedback from surveys

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.

National School District conducted a survey in 2022 to inform districtwide professional development plan. In addition to an annual professional development (PD) needs assessment, the District collects evaluations following PD sessions to ensure effectiveness. NSD also correlates student performance on interim assessments, frequency of use of in classroom coaching and modeling and other instructional data to support continuous improvement.

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:

Professional learning is provided to classroom teachers, principals, and other school leaders on the English Language Development ELD standards and proficiency level descriptors. The learning focuses on supporting teachers with the "actualization" of integrated ELD across content areas through the following: effective lesson design, analysis of language demands and targeted goal setting through proficiency level descriptors. The professional development provided with Title III, builds on the District's vision of providing the classroom teacher with the skills and strategies to execute high rigor lessons in a content area with intentional embedded language supports to ensure access for English learners. Title III funds are used to pay for two District Resource Teachers- English Language Development to lead professional development, ongoing coaching and classroom demonstrations. Evaluation of the impact of the professional development will include ELD progress monitoring assessments, ELPAC scores, reclassification rates, CAASPP results and the California Dashboard indicators for English learners.

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:

National School District was not eligible to receive Title III Immigrant funds this last year. However there are immigrant status students and NSD provides materials and supplies are purchased to support English language development and primary language materials. Federal funds provide targeted supplemental supports to socially economically disadvantaged English learner students at risk of not meeting the state academic standards. The actions/services selected for use with federal funds align with and supplement the actions/services provided with LCAP dollars by offering additional services.

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:

Title III funding is used equitably to provide additional job embedded coaching by the District Resource Teachers on EL data analysis and planning, supplementary materials and support on analyzing student proficiency data. An analysis of this data (needs assessment, student proficiency data) and CA Dashboard EL indicator will be used to measure program success.

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:

All English Learners (EL) in grades TK-6 receive both Integrated and Designated English Language Development daily. Integrated ELD allows students access and opportunity to demonstrate achievement in both the ELD standards and their grade-level content area curriculum. Actions/services to support EL using LCFF Supplemental/Concentration, and federal dollars are secured to ensure robust supports for English learners. An analysis of this data (needs assessment, student proficiency data) and CA Dashboard EL indicator will be used to measure program success

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 LCAP stakeholder input and data analysis process provided data on programming that would increase services to increase well rounded education, safe and healthy students and digital literacy. Stakeholders included NSD staff, certificated and classified associations, site and parent advisory groups, and through two town hall meetings the general public. Input was gathered on each action item, cost effectiveness and alignment to District vision. Additionally, parent surveys were employed to ensure that parent engagement activities and resources were providing them access to supporting their child and expressing their voice for decision making.

- Please describe how the LEA will use at least 20 percent of the SSAE program funds for activities authorized under Section 4107 that support student access to a well-rounded education and how the programs and activities carried out under this section are coordinated with other schools and community-based services.

National School District will use 20% of the funds to provide instruction to allow for students to engage in literacies across content areas development in a blended learning environment during tier II support during and after school by providing teachers access to an online differentiated literacies program for 3rd-6th underperforming students. The blended learning environment allows students to learn and engage in learning on a broad course of literacies study (science, history social science). This innovative approach will allow students alternative method to develop greater engagement on topics across content areas, while increasing their reading skills through the "smart" adaptive software. 20% of the funds will be used for the hourly pay of extra teachers serving students during and after the regular day, books and materials used with the blended program. The intended objectives of this program will focus on increasing literacy skills for 3rd-6th grade students performing below grade level. NSD will monitor will use Lexile growth data from the blended software system, growth on District benchmarks and teacher formative assessment to monitor continued literacy growth for students. A summative evaluation of the program will be based on the the growth on the State test and distance from standard. This will coordinate with National School District focus on build stronger and more cohesive integrated academic component of our MTSS.

- Please describe how the LEA will use at least 20 percent of the SSAE program funds for activities authorized under Section 4108 that support safe and healthy students and how the programs and activities carried out under this section are coordinated with other schools and community-based services.

National School District will use 20% of the funds to augment the funding of school-based mental health services and counseling. Staff analysis of this pattern indicated a need to support students in feeling connected to school and developing strategies to mitigate outside school factors. School counselors provide tier I services and additional funding will allow for more resources to support tier II. The objective of this program is to increase attendance, provide needed mental health services on site and ensure students' sense of connection to school. NSD will monitor the effectiveness of this program by monitoring the the growth on the social/emotional screener given each trimester, the reduction of tier II behavioral referrals and the increase of attendance rate. This will coordinate with NSD focus on build stronger and more cohesive integrated social emotional component of our MTSS. Funds will be used to provide supplemental services for mental health agencies to be embedded in school site for student access.

- Please describe how the LEA will use a portion of the funds to improve the use of technology to improve academic achievement, academic growth and digital literacy of all students.

National School District's LCAP is providing students TK-6 with personal devices with the intent of moving to a take home system. This shift aims to close the digital divide and will especially benefit our most disenfranchised students. To provide this equity requires significant support in infrastructure, cybersecurity and coordinating systems with outside agencies to ensure wifi connectivity. NSD will use 40% of the funds to augment technician support. Ensuring the connectivity and device access for all students will allow teachers to improve technology integration into instruction. Also, the take home system will allow teachers the opportunity extend the school day learning and connect it to real world opportunities, that would not be available without an Internet device. NSD will not spend more than 15 percent of funding in this section on purchasing devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. This will align with National School District's focus on build stronger and more cohesive family/home component of our MTSS.

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.

2023-2024 SEL survey data indicated low student self reporting on ability to "emotional regulation" (2.5 out of 5), "social awareness" (2.0 out of 5) and "self management" (2.0 out of 5). Additionally, 2023 CA Schools Dashboard indicated NSD is "orange" overall, with a .8 increase in suspensions, and African American students identified as "red" with an increase of 5% in suspensions. NSD has placed a significant focus on restorative approaches and core mental and behavioral health to address this need. Also, parent survey 2024 has indicated that SEL support during school with students in the number one requested need for direct student services and parent workshops. 2024 Educational Partner input has shown consistently that community resources at school are a valued service that needs to continue. 2023 CHKS 39% of students reported that "Student Depression or Other Mental Health Issues are a Problem". 2023-2024 SEL survey data indicated low student self reporting on ability to "emotional regulation" (2.5 out of 5), "social awareness" (2.0 out of 5) and "self management" (2.0 out of 5). Additionally, 2023 CA Schools Dashboard indicated NSD is "orange" overall, with a .8 increase in suspensions, and African American students identified as "red" with an increase of 5% in suspensions. NSD has placed a significant focus on restorative approaches and core mental and behavioral health to address this need through an integrated MTSS founded on PBIS practices. NSD internal data system indicates a trend of reducing "major" behavior incidents .

A "heat map" of technology access for NSD showed that a large number did not have access to a device or connectivity. According to Policy Institute *feb 2024), forty-one percent of low-income households still do not have full digital access for distance learning; neither do 37% of Latino households and 29% of Black households. Providing devices to ensure early access is crucial for closing the opportunity gap. The digital divide can significantly impact economic opportunities for individuals and areas without connectivity. Those lacking digital skills may struggle to secure higher-paying jobs. Ensuring that everyone has access to digital devices helps bridge this gap, fostering equal opportunities for education and economic advancement from an early age.

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

CA Dashboard "orange" overall level indicates the need to address this action across schools. 88% of NSD students are identified as unduplicated and represent the majority of students within classrooms. Specialized support like counseling, medical care, SRO, specialized teaching credentials and transportation help lead to positive student results, better attendance, behavior, social skills, and academic performance and will be accessible to all schools since the distribution of students is across the district and services would not be provide access in only specific schools. 88% of NSD students are identified as unduplicated and represent a significant population in each classroom. On local SEL: Student Competency & Well-Being Measures survey students in 3-5 (67%) and 6th (47%) reported a sense of belonging to school site, which is in the lower quartile when compared to National reports for the same area. Research indicates positive effects for schools that effectively implement PBIS, especially in elementary settings. These outcomes include improved school climate, increased perceptions of safety, improved academic achievement, and fewer suspensions. Providing tiered PBIS services is proactive and helps address issues before they escalate. A review of studies found that schools using PBIS had a significant reduction in suspensions compared to those not using PBIS. CHKS 2023 data is shows 75% of students indicate that schools "Provides Adequate Counseling and Support for Students" indicating that supports are meeting student service needs. Data is indicating that the support system is meeting student needs and needs to continue to maintain.

Nearly 70% of NSD unduplicated students do not meet grade level proficiency as indicated by SBAC, with nearly 45% falling into the not met (level 1) performance band in both ELA and math. Research indicates that DDDM increases student achievement through targeted and personalized planning. 2022-2023 30 ELA Smarter Balanced Assessment results: 30.97% met standards, 2022-2023 math Smarter Balanced Assessment results: 25.38% Math. Local data as measured by SEL: Student Competency & Well-Being Measures that students report a a 2% decline in engagement(64%), the majority of which are identified as unduplicated students. Research indicates that students who have campus engagement (valuing, sense of belonging, and participation) increases class engagement (cognitive, emotional, and behavioral engagement) and student achievement. Providing breadth of high interest programs focuses to reverse this trend.

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?

Software audit 2024 data: 90% of software is utilized for expected purpose. Increase rating of the percentage of students integrated use of technology in annual teacher survey.

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.

Increase 2% annually:

CHKS 2022-2023 data indicates: 64% of students, 92% of staff feel safe at school,
2023-2024 Suspension 2% FY 0% Two or More 1.2%

2023-2024 Expulsion Rate: 0%; 92% attendance rate

Increase 3% annually:

2022-2023 30 ELA Smarter Balanced Assessment results: 30.97% met standards; 2022-2023 math Smarter Balanced Assessment results: 25.38% Math; CAST 2023-2024 18.43% met standard.

English Learner Progress 2023-2024 53.5% Making Progress

EL CAASPP 2023-2024 13.08% Met/ Exceed ELA; 2023-2024 12.56% Met/ Exceed

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

Counseling access, Tier 1 in class lessons, PBIS assemblies and activities, parent engagement

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?

In alignment to to Goals 1, 2, 3 metrics noted in the NSD LCAP.

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.

Annual surveys and implementation of technology plan.

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])

Professional development and stakeholder input.

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?

In alignment to to Goals 1, 2, 3 metrics noted in the NSD LCAP.

- 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:

January - June 2024

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