

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

## School Year

2025-2026

## Date of Board Approval

## 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; Title IV 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.

**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 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. On the 2024 CA Schools Dashboard, ELs remained "red" for academic performance and LTEL were "orange" in both ELA and Math.

2025-2026 Title III funds will provide 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.

Rationale: Results from the 2024 Smarter Balanced Assessments indicate that only 30.77% of students met standards in English Language Arts and 25.30% in Mathematics. These outcomes highlight the urgent need to improve academic proficiency for all students. By implementing a Multi-Tiered System of Supports (MTSS) framework, we aim to strengthen data-driven decision-making and provide targeted, differentiated instruction, particularly for unduplicated students and students with disabilities. Through consistent data analysis, progress monitoring, and instructional planning, we can ensure students receive personalized support that fosters growth in core content areas while also building the global competencies and innovation skills aligned with the Sustainable Development Goals.

To support the goal of increasing academic proficiency through a Multi-Tiered System of Supports (MTSS) framework, the following services and programs are funded through federal Title programs:

Title I supports the placement of five MTSS Site Coordinators and MTSS Instructional Assistants to implement and monitor tiered interventions. It also funds sixth grade camp, providing equitable access to experiential learning for all students.

Title II supports professional development for all teachers focused on differentiation strategies, previously known as Universal Design for Learning (UDL), to strengthen inclusive and responsive instructional practices.

Title IV expands access to a well-rounded education, funding the primary grades music program, an estimated \$75,000 increase to support 2nd and 3rd grade level broad course of study, guitars for students with disabilities, and enrichment opportunities such as ballroom dancing or other arts-based programs.

These investments ensure that students receive personalized academic and enrichment supports aligned with equity, engagement, and the development of 21st-century competencies.

Goal 3: Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, students with disability and low income students.

Rationale: With 90% of students in the National School District identified as unduplicated—meaning they are low income, English learners, or foster/homeless youth—it is essential to strengthen family and community engagement as a core strategy for improving academic outcomes and equity. Title I funds are being used to expand collaboration with parents, families, and community partners to remove barriers to learning and increase access to meaningful educational opportunities. Research shows that when families are engaged, students attend school more regularly, perform better academically, and experience improved social-emotional well-being. By investing in culturally responsive outreach, family education programs, and partnerships that support students' needs, the district ensures that its most vulnerable learners are supported not only in the classroom but through strong home and community connections.

2025-2026 Title I funds will be support parent outreach: canvassing, and focus groups to determine parent needs.

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.

Rationale: The 2024 California School Dashboard reports a chronic absenteeism rate of 29% for National School District. In addition, local SEL assessment data shows a downward trend in student engagement, social awareness, and emotional regulation. These indicators signal an urgent need for a more robust and integrated support system to address students' academic, behavioral, and social-emotional needs.

To address these concerns, the district is using Title II funds to provide professional development in Positive Behavioral Interventions and Supports (PBIS) and to support staff and counselor participation in SEL and behavior-focused conferences, as well as ongoing, classroom-embedded professional learning. These efforts build staff capacity to create safe, responsive learning environments and implement consistent Tier I supports.

Title IV funds are being used to increase student access to on-site mental health resources, including services such as CareSolace and Nueva Vista Counseling, ensuring students and families receive timely and appropriate support. In addition, Title IV supports supplemental SEL assessment tools and monitoring systems, which allow for data-driven planning and targeted intervention at the Tier I and Tier II levels.

Together, these investments create a multi-tiered system that promotes student well-being, strengthens school connectedness, and improves individualized outcomes in both behavior and academic achievement.

## 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 (NSD) strategically aligns federal, state, and local funds to ensure coherence, maximize impact, and eliminate duplication of services. Our approach is designed to support an integrated system in which all funding streams contribute to the overarching goals of increasing academic achievement, closing opportunity gaps, and promoting whole child development, especially for our 90% unduplicated student population.

For the 2025–2026 school year, NSD will continue aligning the use of federal funds with LCAP goals and state/local priorities by concentrating efforts on strengthening the Multi-Tiered System of Supports (MTSS) framework, supporting language acquisition, enhancing family engagement, and expanding access to social-emotional and enrichment programs. Each federal funding stream plays a unique and coordinated role in advancing equity and accelerating learning:

Title I funds supplement state-funded core programs by providing centralized staff and resources to build MTSS capacity at each site. This includes targeted academic and behavioral interventions, site-based instructional assistants, planning time for data-informed instruction, and additional opportunities for parent education and outreach. Title II supports system-wide professional development for teachers and leaders, with an emphasis on differentiated instruction, early intervention strategies, and high-quality Tier I instruction aligned with universal design for learning principles. Title III enhances services for English Learners by funding two District Resource Teachers who provide direct support to

educators on language development strategies. Title III also provides supplemental materials and assessments that support language acquisition across content areas. Title IV enriches the whole-child framework by funding well-rounded educational opportunities such as primary music programs, 6th-grade camp, and arts-based enrichment. It also expands mental health access through partnerships like CareSolace and Nueva Vista Counseling and funds SEL assessment tools to monitor student well-being and engagement.

All federal programs are planned and reviewed in conjunction with state and local funds to ensure intentional layering of support and to avoid redundancy. NSD leadership collaborates across departments to analyze data, align actions, and ensure transparency in resource allocation. This coordinated effort ensures that federal funds not only supplement but amplify core strategies to meet the diverse needs of our students.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**TITLE II, PART A**

**Title II, Part A Activities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

**TITLE III, PART A**

**Parent, Family, and Community Engagement**

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.



**ESSA Provisions Addressed in the Consolidated Application and Reporting System**

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

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:

National School District is a single-district LEA and is not required to report under ESSA Section 1112(b)(2).

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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li><li>• 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)</li><li>• An individual who holds no credential, permit, or authorization to teach in California.</li></ul>

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></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"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (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.

No schools in National School District (NSD) were identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under the Every Student Succeeds Act (ESSA) in 2024-25.

National School District (NSD) ensures that all families, particularly those of low-income students, English learners, students with disabilities, and foster/homeless youth, are meaningfully engaged in their child's education. NSD aligns its Parent and Family Engagement Policy with ESSA Section 1116 and implements consistent engagement practices across all ten schools to promote shared responsibility for student achievement.

### Policy Review and Distribution:

Each year, school principals present the Parent and Family Engagement Policy and School-Parent Compact at Back to School Night. These documents are developed with input from the District Parent Advisory Committee (DPAC), District English Learner Advisor Committee (DELAC), School Site Councils (SSC), and English Learner Advisory Committees (ELAC). Policies are approved by the NSD Governing Board and distributed in multiple languages to ensure accessibility.

### Capacity Building and Communication:

Each principal hosts monthly "Coffee With the Principal" meetings to strengthen relationships and gather family input on school priorities. NSD uses Talking Points, a multilingual, multi-platform communication system, to ensure inclusive two-way communication between schools and families. The district offers regular parent education workshops on academic standards, assessments, social-emotional learning, and how to support learning at home. Annual parent input and needs assessment surveys, as well as the California Healthy Kids Survey, inform continuous improvement efforts.

### Coordination with Community Partners:

NSD's family engagement efforts are supported by strategic partnerships with community-based organizations, including UC San Diego, San Diego State University, BCK, ARTS, Olivewood Gardens, Ocean Connectors, National City Police Department, Port of San Diego, Fleet Science Center, Kiwanis Club of Sweetwater, National City Host Lion's Club, City

of National City, National City Fire Department, Mundo Gardens, San Ysidro Health, Rady Children's Hospital, Live Well San Diego, and Sweetwater Authority. These partners provide access to enrichment programs, wellness supports, and civic engagement opportunities that directly benefit students and families.

Through these coordinated strategies, NSD ensures compliance with federal requirements and advances equitable family engagement practices that support improved academic and whole-child outcomes.

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:**

Programming and outreach in National School District are co-developed through district-level parent leadership committees, including the District Parent Advisory Committee (DPAC) and District English Learner Advisory Committee (DELAC). The district annually consults with families as part of the LCAP stakeholder engagement process through

parent surveys, School Site Council (SSC) meetings, English Learner Advisory Committees (ELAC), and districtwide advisory meetings.

These engagement opportunities include specific questions about the effectiveness of family engagement activities, suggestions for improvement, and ideas for future parent involvement programming. Input is analyzed to identify strengths and areas for growth, and is used to inform revisions to the LCAP, allocation of ESSA funding, and continuous improvement of parent and family engagement protocols and services.

This intentional alignment ensures that Title I parent involvement requirements under ESSA Section 1116 are embedded in the district's broader vision for educational partner engagement and supports ongoing collaboration with families to advance equity and student achievement.

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

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

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

All schools in National School District operate Title I Schoolwide Programs (SWP). Each year, through the School Plan for Student Achievement (SPSA) process, schools conduct comprehensive needs assessments and develop action plans that align Title funding to targeted strategies focused on improving student achievement. Implementation and progress monitoring are conducted by each School Site Council (SSC), which also evaluates the effectiveness of the plan's activities. This continuous improvement cycle ensures that services provided through Title I effectively support academic growth for all eligible students.

National School District does not serve children living in local institutions for neglected or delinquent children, nor does it have community day school programs for neglected or delinquent youth.

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 Title I Schoolwide Programs (SWP) and therefore do not operate targeted assistance programs under Section 1115. Each year, through the School Plan for Student Achievement (SPSA) process, teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel collaborate to conduct a comprehensive needs assessment. Based on this, they develop and implement action plans that align Title funding with evidence-based strategies aimed at improving student achievement. The School Site Council (SSC) at each site monitors the implementation and evaluates the effectiveness of these plans annually. This ongoing process ensures that services are effectively supporting the academic growth of all eligible students.

Additionally, National School District does not serve children living in local institutions for neglected or delinquent children, nor does it have 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:**

For the 2025–2026 school year, National School District (NSD) will continue to provide comprehensive and coordinated services to support the enrollment, attendance, and academic success of homeless children and youth in alignment with the McKinney-Vento Homeless Assistance Act.

NSD's Department of Student Support Services oversees the coordination of services for homeless students by working closely with school counselors, school social workers, and the district welfare and attendance clerk. These staff collaborate to ensure that all homeless students are promptly identified, enrolled without delay, and supported through a robust system of tiered interventions.

Student Support Services monitors enrollment trends, attendance rates, and academic progress of identified homeless students. The department facilitates connections to the NSD Family Resource Center and a network of community-based organizations to assist with access to housing referrals, food, clothing, hygiene items, and other basic needs. These efforts reduce barriers that may negatively impact school attendance or performance.

To address chronic absenteeism, NSD partners with South Bay Community Services (SBCS), which provides case management and wraparound support for families. This targeted intervention helps address root causes of absenteeism, including housing insecurity and other family hardships.

In compliance with the McKinney-Vento Act, NSD ensures the following services for all qualified homeless students:

- Immediate enrollment, regardless of documentation status
- Transportation assistance to maintain school stability
- Automatic access to the school meal program
- Counseling for students and families (school-based and through referrals)
- Access to academic intervention and tutoring services

These services are primarily provided through general funds, with additional supplemental support provided by Title I funds reserved under Section 1113(c)(3)(A). Title I funds help expand access to:

- School-based counselors at every site
- Multi-Tiered System of Support (MTSS) site coordinators (shared between two schools)
- Intervention paraprofessionals to assist with Tier 2 academic and behavioral supports
- Outdoor learning experiences and field trips that support engagement and reduce absenteeism
- School-day social-emotional learning (SEL) supports to address trauma and promote student resilience

Through these coordinated efforts, NSD aims to reduce chronic absenteeism, increase student connectedness, and ensure that homeless students have equitable access to a safe, stable, and supportive learning environment.

#### **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 a preschool through sixth grade elementary district and does not coordinate transitions from high school to postsecondary education. However, NSD facilitates key educational transitions by hosting meetings for families transitioning from preschool to transitional kindergarten, and from transitional kindergarten to kindergarten. Additionally, each school site collaborates with the feeder high school district, Sweetwater Union High School District, to support the successful transition of sixth-grade students into middle school.

To support these transitions, sites may utilize Title I, Part A Parent and Family Engagement (PFE) funds to support expenses specifically related to parent engagement in the 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 continuous professional growth and improvement for all educators, including teachers, principals, and other school leaders. The Educational Services Department develops a comprehensive professional development plan grounded in district goals, educator feedback, and student learning needs.

Teachers participate in structured release time cycles to engage in grade-level collaboration, data analysis, and instructional planning. These collaborative sessions are designed to strengthen tiered supports and improve student outcomes. Districtwide professional learning is aligned to California Standards with an emphasis on differentiation, formative assessment, and evidence-based instructional practices. New teachers are supported through induction programs facilitated in partnership with the San Diego County Office of Education. Veteran teachers provide mentorship as part of this process. Teachers also have access to meaningful leadership roles such as grade-level leads, School Site Council members, committee participants, induction mentors, and district-level resource teacher positions.

Principals and school leaders participate in ongoing professional learning aligned to district initiatives and schoolwide goals. Administrators establish annual goals, participate in monthly leadership meetings, and engage in classroom walkthroughs to monitor instructional trends and identify areas for support. Site leaders receive targeted support to lead the implementation of the multi-tiered system of supports and other district priorities.

Other school leaders, including counselors, MTSS coordinators, and district instructional staff, are provided with targeted training and collaboration opportunities to build capacity in their areas of expertise.

NSD evaluates the effectiveness of professional learning through classroom observation trends, administrator and teacher feedback, and analysis of student progress. These findings are used to refine and improve the professional learning system to ensure it meets the evolving needs of staff and students. The district remains committed to supporting educators from the beginning of their careers through leadership development and advancement opportunities.

### **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 currently have any schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI). However, Title II, Part A funds are prioritized based on student need, school context, and alignment with districtwide goals to improve educator effectiveness and student outcomes.

The district allocates Title II funds to all schools, with additional consideration given to those serving the highest percentages of students identified under Section 1124(c), including low-income students, English learners, foster and homeless youth, and students with disabilities. Funding decisions are based on a districtwide needs assessment, LCAP priorities, school site data, and input from educational partners.

Professional development opportunities are designed to support equitable access to high-quality instruction across all sites. These include instructional coaching, leadership development for site administrators, classroom-embedded training, and support for early-career educators. The aim is to strengthen Tier I instruction and ensure all students have access to effective teaching and learning environments.

Through this approach, NSD ensures Title II funds are used strategically to build the capacity of educators in schools where the need is greatest, even in the absence of formal CSI or ATSI designations.

**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 (NSD) uses a comprehensive, data-driven and consultative approach to continually update and improve activities supported under Title II, Part A. These efforts are coordinated with LCAP priorities, site-level School Plans for Student Achievement (SPSAs), and other federal and state programs to ensure alignment with districtwide instructional goals and student needs.

To inform professional learning, NSD conducts an annual professional development needs assessment and collects feedback after each PD session to evaluate relevance, quality, and impact. This input is used to revise offerings and identify trends across content areas and school sites. The district also monitors instructional data, including student outcomes on interim assessments, usage rates of embedded coaching, and walkthrough observation trends to assess the effectiveness of strategies funded by Title II.

Ongoing consultation is central to NSD's improvement process. The district meaningfully engages teachers, principals, paraprofessionals, counselors, and District Resource Teachers in regular feedback loops through advisory groups, surveys, and professional learning communities. Site administrators and teacher leaders also contribute to the development and refinement of the professional learning plan.

Parents, community organizations, and university and nonprofit partners are engaged through LCAP feedback sessions, family summits, and collaboration on grant-funded initiatives. These educational partners offer insight on how educator professional learning can better serve students' diverse academic and social-emotional needs.

Consultation and data review occur at multiple points throughout the year, including fall and spring LCAP engagement sessions, SSC and ELAC meetings, and quarterly instructional leadership meetings. These efforts ensure Title II activities are continuously responsive, equity-focused, and aligned to the instructional core.

## **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:**

National School District (NSD) provides sustained, job-embedded professional development designed to improve instruction and assessment of English learners. Title III funds support two District Resource Teachers for English Language Development (ELD) who lead the design and delivery of this professional learning, including coaching cycles, classroom demonstration lessons, and grade-level collaboration.

Professional development emphasizes the California ELD Standards and Proficiency Level Descriptors, with a focus on integrating ELD instruction into all content areas. Teachers and site leaders are supported in identifying the language demands of academic tasks, setting language goals, and designing scaffolded instruction that meets the needs of English learners at all proficiency levels. This work aligns to NSD's broader instructional vision of providing all students, including English learners, with access to high-quality, rigorous instruction with embedded language supports.

All Title III-funded professional learning is intentionally designed to be of sufficient intensity and duration to impact classroom practice and improve outcomes for English learners. NSD prioritizes ongoing support through in-class coaching, co-teaching, and feedback, rather than one-time workshops.

The effectiveness of Title III-funded professional development is evaluated using multiple measures, including English learner progress monitoring tools, ELPAC scores, reclassification rates, CAASPP performance, and English Learner progress indicators on the California School Dashboard.

These data inform continuous improvement and ensure the work is supplemental to, and aligned with, broader district efforts funded through other sources.

### **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:**

National School District (NSD) uses a comprehensive stakeholder engagement and data analysis process to determine Title IV, Part A program priorities. Educational partner input is gathered through LCAP advisory groups, certificated and classified associations, parent groups, site-level committees, and a cross-partner committee that reviews action items for alignment to the District vision and cost-effectiveness. Parent surveys also inform planning, especially around family engagement and access to supports that promote student well-being and academic success. These efforts serve as the foundation of the District's triennial Title IV needs assessment.

##### **Well-Rounded Education (Section 4107):**

NSD will use at least 20 percent of Title IV, Part A funds to expand access to a well-rounded education by offering targeted literacy instruction in a blended learning format for underperforming 3rd–6th grade students. The program includes an adaptive digital platform that integrates content from science and social studies, allowing students to build literacy skills while engaging in topics across disciplines. Funds will be used for teacher hourly pay, books, and instructional materials during and after school. Objectives include improving student engagement in academic content areas and increasing reading performance. Effectiveness will be measured using Lexile growth data, benchmark assessments, and teacher formative assessments, with summative evaluation based on progress on the state assessment and movement toward grade-level standards. This initiative supports the academic component of NSD's Multi-Tiered System of Supports (MTSS).

##### **Safe and Healthy Students (Section 4108):**

NSD will allocate at least 20 percent of Title IV, Part A funds to enhance mental health and counseling supports for students. Additional resources will be directed to expand Tier II services provided by school counselors and embedded mental health agency partners. This investment responds to a demonstrated need for increased support with school connectedness and coping strategies. The program's objectives are to improve attendance, increase access to mental health supports, and enhance students' sense of belonging. NSD will evaluate success through data on social-emotional screener results (administered each trimester), reduction in Tier II behavior referrals, and improved attendance rates. This aligns with NSD's focus on strengthening the social-emotional component of its MTSS.

##### **Effective Use of Technology (Section 4109):**



To ensure equitable access and close the digital divide, NSD will use approximately 40 percent of Title IV, Part A funds to enhance technology infrastructure and technical support. This supports the District's 1:1 device program, which aims to allow students to take devices home. Title IV funds will supplement technician staffing to ensure connectivity, cybersecurity, and coordinated services with outside agencies for home Wi-Fi access. No more than 15 percent of this allocation will be used for purchasing devices or digital resources. The program is designed to increase academic achievement, digital literacy, and real-world learning connections by extending learning opportunities beyond the school day. This work aligns with NSD's focus on strengthening the home/family engagement component of MTSS.

#### Partnerships and Evaluation:

NSD partners with mental health providers and digital learning platforms with demonstrated success in delivering high-quality supports. All Title IV activities are integrated with other district programs and initiatives and aligned to the LCAP. NSD will evaluate effectiveness through the use of local and state data, including attendance trends, social-emotional screening results, academic assessments, and stakeholder feedback. Program outcomes and implementation are reviewed annually and revised as needed to ensure alignment with evolving student needs and district goals.

## 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 years (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.

In alignment with ESSA Section 4106(f), National School District conducted a comprehensive needs assessment to identify priority areas for the use of Title IV, Part A funds. Input from students, families, staff, and educational partners was gathered through multiple sources, including social-emotional learning (SEL) surveys, California Healthy Kids Survey (CHKS) results, internal behavioral data, California School Dashboard performance, and community engagement feedback.

#### Social-Emotional Learning and School Climate

SEL survey data has consistently identified the need to strengthen emotional regulation, social awareness, and self-management skills among students. While initial gains were observed—such as 3rd–5th grade students improving from 47% to 67% in emotional regulation and 6th grade from 43% to 63%—more recent data shows a decline (falling to 50% and 44% respectively), indicating the importance of sustained support.

Staff perception of safety has shown strong progress, increasing from 66% to 92% (CHKS 2024), reflecting the effectiveness of districtwide safety efforts. However, student safety perception declined from 73% to 64%, highlighting a need for deeper student-centered safety strategies.

Disciplinary and behavioral data offer further insight. The 2024 CA Dashboard showed an overall decline in the districtwide suspension rate to 1%, with foster youth at 0% and students of two or more races at 1.3%. NSD's internal system also reflected a reduction in major behavioral incidents (from 783 to 483) and minor incidents (from 2,229 to 2,000). Despite these improvements, challenges remain in ensuring consistent implementation of supports across all sites.

To address these areas, the district has implemented professional development in PBIS and Restorative Practices, resulting in 80% of schools meeting Platinum Tiered Fidelity Inventory (TFI) levels. A team of CPI trainers supports crisis response, and trauma-informed care training is planned for future implementation. Additionally, ten school counselors funded through LREBG continue to provide Tier I and II behavioral support and school-based mental health services. Mental health partnerships, including Care Solace and Nueva Vista, further enhance access to care for English learners, foster youth, and students experiencing homelessness.

#### Technology Access and Digital Equity

A districtwide technology “heat map” revealed persistent gaps in digital access among students. These findings reflect broader statewide trends: research shows that 41% of low-income households, 37% of Latino households, and 29% of Black households lack full access to digital learning resources. This digital divide limits educational opportunity and future economic mobility. To address this need, the district has prioritized early and equitable access to devices and connectivity, ensuring students are equipped with the tools necessary for blended learning and 21st-century skills.

#### Family Engagement and Early Education

Family engagement has strengthened due to coordinated efforts across schools and the district. Events like “Coffee with Families,” partnerships such as UCSD Parent University, and active advisory councils have helped increase participation. According to the 2024 CHKS, parent involvement sentiment rose from 45% to 61%. These efforts also supported a significant decrease in chronic absenteeism, dropping from 40% to 29.3%, surpassing the district's 10% annual reduction goal.

In early learning, preschool enrollment rose from 135 to 168 students, with 34 children with IEPs placed in inclusive settings. This demonstrates the district's commitment to expanding access and supporting diverse learners from the earliest years.

The National School District's Title IV, Part A needs assessment points to continued investment in social-emotional supports, school climate, mental health services, digital access, and family engagement. These priorities are embedded

in the district's MTSS framework and align with broader educational equity and wellness goals. Future efforts will focus on sustaining gains, ensuring consistent implementation, and addressing emerging needs with a whole-child approach.

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

To ensure equitable access to a well-rounded education, National School District (NSD) will implement a comprehensive set of activities aligned to student needs and research-based practices. With 90% of NSD students identified as unduplicated—and represented in nearly every classroom—services and supports are designed for districtwide implementation rather than school-specific application.

Activities will include:

National School District (NSD) will evaluate the effectiveness of Title IV, Part A-funded strategies using multiple indicators aligned to student outcomes, staff implementation, and system-wide capacity. Each area of focus is paired with specific data points to guide planning, measure progress, and inform continuous improvement over the three-year needs assessment cycle.

Integrated Social-Emotional Learning (SEL):

Effectiveness of SEL strategies will be measured using Panorama's SEL Competency and Well-Being survey. The district aims to increase the percentage of students reporting "strength" or "high strength" in engagement by 3% annually. Current data shows a decline from 58% in 2023–2024 to 53% in 2024–2025, signaling the need to deepen classroom integration and consistency in SEL practices. Data disaggregation will help ensure the effectiveness of supports for unduplicated students, who make up the majority of the district's enrollment.

Multi-Tiered System of Supports (MTSS) with PBIS Integration:

PBIS implementation will continue to be evaluated using the Tiered Fidelity Inventory (TFI). As of Spring 2025, 8 of 10 schools applied for Platinum Distinction from the California PBIS Coalition. Districtwide PBIS coaching, behavior data analysis, and ongoing staff development ensure sustainability of Tier I–III interventions. The goal is to maintain or expand the number of schools reaching Platinum-level implementation annually.

Data-Driven Instructional Planning and Academic Outcomes:

To improve outcomes for the 70% of unduplicated students not meeting grade-level standards on the SBAC—45% of whom are scoring in Level 1—NSD is committed to data-driven decision-making (DDDM). Effectiveness will be measured using:

SBAC performance in ELA and Math

- i-Ready diagnostic growth and placement reports
- Teacher use of classroom-based progress monitoring
- Digital software usage audits (2024 data shows 75% of instructional software is used as intended)

School Safety and Climate:

CHKS data will be used to monitor school climate and student perceptions of safety. While staff perceptions improved from 89% to 92% between 2023 and 2024, student ratings declined from 73% to 64%. The goal is to increase student-reported feelings of safety by 5% through strengthened restorative practices, expanded student voice, and schoolwide safety planning.

Student Engagement Programs:

Student engagement will continue to be monitored through the Panorama SEL survey and CHKS results. A 2% decline in SEL engagement—especially among unduplicated students—drives the need for expanded access to enrichment, arts, and leadership opportunities. The district will evaluate participation rates and cross-analyze with achievement and attendance data to monitor program impact.

Wraparound Services and Specialized Supports:

NSD will continue tracking the impact of counseling, school-based health care, School Resource Officers, specialized staff, and transportation through metrics such as:

- Chronic absenteeism rates
- Suspension and incident trends (major incidents declined from 783 to 483 from prior year)
- Access to services for English Learners, foster youth, and students experiencing homelessness

- Feedback from CHKS and parent surveys

#### Professional Development and Capacity Building:

Staff training effectiveness will be measured through implementation benchmarks such as:

- TFI scores across schools (currently 80% at Platinum)
- Completion of training cycles in PBIS and restorative practices
- Teacher self-report via annual surveys on confidence and implementation of learned strategies
- Onboarding rates of new staff in trauma-informed and inclusive practices

These evaluation tools form an integrated framework to monitor, refine, and expand the district's Title IV, Part A-supported programs. NSD's commitment to data-driven planning ensures equitable access to a well-rounded education, particularly for its large population of unduplicated students.

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?

National School District (NSD) uses a comprehensive, multi-tiered evaluation framework to assess the effectiveness of Title IV, Part A strategies. This framework supports continuous improvement and future planning, with a focus on student outcomes, implementation fidelity, and alignment to the needs of the district's predominantly unduplicated student population (90%).

#### Key Evaluation Measures –

##### Social-Emotional Learning (SEL) Outcomes:

NSD administers the Panorama SEL Competency and Well-Being Survey annually to monitor students' engagement, emotional regulation, and self-management. The goal is to increase the percentage of students rated as "strength" or "high strength" in SEL engagement by 3% each year. Current data shows a decline from 58% (2023–2024) to 53% (2024–2025), signaling a need to reinforce SEL strategies districtwide. These findings are triangulated with CHKS data, which provide insight into mental health and perceptions of school connectedness.

##### School Climate and Safety:

The California Healthy Kids Survey (CHKS) remains a core measure of perceived safety and motivation to learn. In 2024, staff-reported school safety increased from 89% to 92%, while student-reported safety declined from 73% to 64%. This disparity will be addressed through student-centered improvements, including expanded restorative practices, student voice in safety planning, and increased peer leadership. NSD aims to improve student-reported safety by at least 5% in the next cycle.

##### Academic Achievement and Data-Driven Instruction:

NSD continues to monitor Smarter Balanced Assessment (SBAC) scores and internal assessments (e.g., i-Ready diagnostics) to evaluate the impact of instruction and interventions. In 2023–2024:

- 30.77% of students met standards in ELA
- 25.30% met standards in Math
- Approximately 70% of unduplicated students did not meet grade-level standards, with nearly 45% performing at Level 1 in both areas. Teachers use data from classroom progress monitoring, software platforms, and districtwide benchmark assessments to inform instructional planning and targeted interventions. A 2024 software utilization audit found that 75% (9 of 12) of digital tools are being used as intended.

##### Technology Integration and Digital Equity:

Each year, NSD conducts teacher surveys to measure the integration of student-centered technology in instruction, with a goal of increasing both the quality and frequency of use. Digital access audits and ongoing software reviews inform technology equity planning and professional development needs.

##### Multi-Tiered System of Supports (MTSS) and PBIS Implementation:

Implementation fidelity of PBIS is measured using the Tiered Fidelity Inventory (TFI). As of Spring 2025, 8 out of 10 schools applied for Platinum Distinction from the California PBIS Coalition, up from 60% in 2023. NSD will continue to track progress through TFI scores, intervention databases, and coaching logs. Suspension rates continue to decline (to 1% in 2024), with expulsions at 0%, and major behavioral incidents falling from 783 to 483.

#### Program Participation and Specialized Supports:

Wraparound services—such as counseling, mental health support, and transportation—are monitored through access and impact data. Ten school counselors delivered Tier I and II supports, contributing to reduced chronic absenteeism (29.3% in 2024, down from 40% in 2023) and improved student outcomes. The district also tracks professional development attendance, site-based substitute coverage, and participation in MTSS-aligned collaboration.

#### Parent Engagement and Community Support:

CHKS parent perception data guides evaluation of family involvement. The 2024 survey shows parent-reported engagement rose from 45% to 61%, with 93% describing schools as welcoming. Participation in UCSD Parent University, district advisory councils, and site events such as “Coffee with Families” is tracked to assess the reach and quality of family partnerships.

#### Future Program Planning:

Findings are shared during LCAP engagement sessions, School Site Council meetings, and through district advisory groups. Disaggregated data by student group, feedback from stakeholders, and evaluation results guide adjustments to Title IV, Part A-funded activities, ensuring that strategies remain equitable, effective, and aligned to the district’s commitment to a well-rounded, safe, and supportive educational experience for all students.

### 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.

National School District (NSD) employs a comprehensive, data-driven framework to identify needs and evaluate progress in the Title IV, Part A priority content areas, supporting continuous improvement, stakeholder engagement, and evidence-based decision making.

In academic achievement, CAASPP results for English Language Arts show little change between the 2022–2023 and 2023–2024 school years, with 30.97% and 30.77% of students meeting standards, respectively. The district has set a goal to increase this rate by 2% annually. Similarly, mathematics proficiency rates were 25.38% in 2022–2023 and 25.30% in 2023–2024, and NSD aims to improve math proficiency by 2% each year through targeted instruction and data-driven interventions.

Social-Emotional Learning (SEL) outcomes are measured annually using the Panorama SEL surveys, which assess student competencies such as engagement, emotion regulation, social awareness, and self-management. The district seeks to increase the percentage of students rated as “strength” or “high strength” in these areas by at least 3% annually. Additionally, data from the California Healthy Kids Survey (CHKS) helps triangulate these findings by measuring student perceptions of safety, engagement, and mental health needs.

Regarding school climate and safety, CHKS data indicate that 64% of students feel safe at school, with the district aiming to raise this to at least 70%. Staff perceptions of safety remain high, above 90%. Suspension and expulsion rates are monitored through local indicators and the California Dashboard, providing insight into the effectiveness of Positive Behavioral Interventions and Supports (PBIS) and restorative justice initiatives.

Technology integration and digital equity are evaluated through a 2024 software utilization audit, which found that 75% of district-adopted digital tools are being used for their intended purpose. Annual teacher surveys gauge the frequency and perceived impact of student-centered technology use, with the goal of increasing positive ratings year over year. Student access to devices and connectivity is also monitored through digital access surveys and site-level audits.

Program participation and implementation fidelity are assessed using Tiered Fidelity Inventory (TFI) scores and California PBIS Coalition recognitions, including recent Platinum-level applications by eight out of ten NSD schools. Site-based Multi-Tiered System of Supports (MTSS) implementation is tracked through attendance at data team meetings, case study documentation, and coaching logs. Participation records, professional development evaluations, and satisfaction surveys from staff and families further inform continuous improvement efforts.

Parent engagement and community support are measured using CHKS parent data, with the goal of increasing parent-reported involvement above 61%. Attendance at family workshops, UCSD Parent University sessions, and “Coffee with Families” events is tracked to assess outreach effectiveness.

Evaluation findings from these measures are shared with educational partners through Local Control and Accountability Plan (LCAP) input sessions, School Site Councils, and stakeholder advisory groups. NSD uses disaggregated data and stakeholder feedback to refine Title IV, Part A strategies to ensure alignment with district goals and to provide safe, equitable, and engaging learning environments for all students.

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

To support the safety and health of students, National School District implements a comprehensive set of activities designed to promote academic, behavioral, and social-emotional achievement through a Multi-Tiered System of Supports (MTSS). Professional development and training are provided to staff, including Speech-Language Pathologists (SLPs), on MTSS and Response to Intervention (RTI) frameworks to ensure consistent and effective multi-tiered intervention strategies across all sites.

Mental health resources play a central role in this support system. The district offers access to programs such as CareSolace and Nueva Vista, which provide timely and culturally responsive mental health services. These supports are especially focused on meeting the needs of vulnerable student populations, including homeless and foster youth, English learners, and low-income students, ensuring equitable access to necessary care that fosters learning and well-being.

Counselor professional development is ongoing, equipping staff with the skills needed to deliver Tier 1 in-class social-emotional learning lessons, facilitate restorative practices, and support behavioral interventions. Counselors also lead PBIS assemblies and activities that reinforce positive behavior and a safe school climate.

Parent engagement is actively encouraged through workshops and communication efforts that promote collaboration and awareness around student safety and mental health supports. Together, these activities create a layered, proactive approach that addresses the whole child, academically, socially, and emotionally, to support student success and safety.

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 activities supporting student safety and health will be evaluated through multiple data sources and ongoing monitoring to guide future program planning. Key indicators include student and staff responses from the California Healthy Kids Survey (CHKS) to assess perceptions of safety and well-being, as well as Panorama Social-Emotional Learning (SEL) survey results that measure student engagement and emotional competencies. Counselor logs and participation records from Tier 1 lessons, PBIS assemblies, and parent engagement events will be reviewed to monitor program reach and fidelity. Additionally, usage data from mental health resources such as CareSolace and Nueva Vista will be tracked to evaluate access and responsiveness to student needs. Professional development completion rates and feedback surveys from staff will help assess training effectiveness and inform adjustments. All data will be analyzed annually and shared with educational partners to ensure continuous improvement and alignment with district goals, allowing the district to refine supports and address emerging needs effectively.

## **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.

Indicators and measures used to examine needs for improvement in the Title IV, Part A priority content areas include academic achievement data such as Smarter Balanced Assessment Consortium (SBAC) results in English Language Arts and mathematics, with a focus on increasing the percentage of students meeting or exceeding standards by at least 2% annually. Social-emotional learning (SEL) outcomes are assessed through annual Panorama SEL surveys, tracking the percentage of students demonstrating “strength” or “high strength” in engagement and related competencies. The California Healthy Kids Survey (CHKS) provides key data on student, staff, and parent perceptions of school safety, engagement, and mental health needs, with targeted goals to improve students’ sense of safety and connectedness by 5% annually. Suspension and expulsion rates, along with attendance data, serve as behavioral indicators reflecting school climate and discipline effectiveness. Technology integration is evaluated through software utilization audits,

annual teacher surveys, and implementation of the district's technology plan, measuring the frequency and impact of student-centered technology use. Program implementation fidelity is assessed using the Tiered Fidelity Inventory (TFI) for PBIS and monitoring participation in professional development, counseling services, and parent engagement activities. These data points collectively inform continuous improvement efforts and guide future program planning to ensure Title IV, Part A activities effectively support well-rounded, safe, and engaging educational experiences.

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])

Activities supporting the effective use of technology will include providing ongoing professional development for teachers to integrate technology meaningfully into instruction, ensuring access to up-to-date devices and digital resources for students, and implementing a comprehensive technology plan that promotes equitable access and digital literacy. The district will conduct regular software utilization audits to monitor and maximize the use of educational technology tools. Additionally, activities will include student training on responsible technology use and digital citizenship, support for differentiated instruction through adaptive learning platforms, and technical support to maintain reliable connectivity and device functionality across all schools. These efforts aim to enhance student engagement, personalize learning, and prepare students with the technology skills needed for academic success and future opportunities.

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 activities funded under Title IV, Part A will be evaluated through a comprehensive, data-driven approach that combines multiple indicators and measures to inform ongoing program planning. Key evaluation components include analyzing annual student performance data such as CAASPP results in English Language Arts and Mathematics, with targets to increase proficiency by 2% each year. Social-emotional learning outcomes will be measured through the Panorama SEL survey, aiming for a 3% annual increase in students rated as "strength" or "high strength" in engagement and related domains.

School climate and safety will be monitored using California Healthy Kids Survey (CHKS) data, focusing on improving student perceptions of safety from current levels, while maintaining high staff perceptions of safety. Suspension and expulsion rates will also be reviewed annually to assess behavioral outcomes linked to PBIS and restorative practices.

Technology integration will be assessed through software utilization audits and annual teacher surveys that track the frequency and impact of technology use in classrooms, along with monitoring equitable student access to devices and connectivity.

Program fidelity and participation will be evaluated through Tiered Fidelity Inventory (TFI) scores for PBIS, attendance at professional development sessions, coaching logs, and feedback from staff and families via surveys.

Finally, parent engagement data from CHKS and participation metrics from family outreach events will guide improvements in community involvement.

Findings from these indicators will be reported to stakeholders through LCAP input sessions, School Site Councils, and advisory groups, ensuring continuous refinement of Title IV, Part A strategies to meet the evolving needs of students and the district.

- 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 2025

California Department of Education  
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022