

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

## LEA name:

Newhall School District

## CDS code:

1964832

## Link to the LCAP:

*(optional)*

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

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

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title 1, 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.

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.

Newhall School District uses our federal funds to supplement and enhance our LCAP goals and actions while providing school sites supplemental funding to ensure that all students can achieve the expected proficiency levels for their grade levels. Both our LCAP supplemental funding and our Title monies are used to provide specific actions and interventions to support the needs of underperforming student groups. The planned actions at the district and site levels focus on the needs of Socio-economically Disadvantaged students, English Learners, Hispanic, Students with Disabilities and Foster Youth. Title funds are primarily used at the school site where an immediate impact can be seen. Through data analysis and actions planned in site's School Plan for Student Achievement funds are used to support unique student needs.

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.

LCAP actions are determined through needs assessments and data analysis with the purpose of isolating causal factors for poor performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, and staff members. Formal stakeholder input from high needs student groups is ensured through the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) as well as from Title 1 Parent Meetings. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding supplements state funding to enhance various actions.

# 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.

The Newhall School District implements a comprehensive program which includes rigorous instruction in the core content areas by highly qualified teachers. Our teaching staff and administrators have agreed upon best practices that are a part of instruction in every classroom. All students in our district receive instruction that address the Visual and Performing Arts standards.

Teachers and administrators analyze summative assessment data to identify students who may be at risk for academic failure. These assessments include district benchmark assessments and state tests (ELPAC, CAASPP, and CAST).

Systems of support are in place for all students. Within core instructional blocks, teaching is differentiated to address the unique needs of students. Throughout units of instruction, targeted intervention is provided to students based on data from common formative assessments. These cycles of Response to Intervention (Rtl) result in improved student achievement. Teachers meet weekly during collaborative team time to analyze data and determine next instructional steps. When individual students fail to perform despite on-going and targeted academic and behavioral (if needed) interventions, they are referred to a Student Study Team. This team of teachers, administrators, and the student's parents meet to create a more intensive intervention plan to meet

the student's needs.

The Newhall School District has a robust professional development series. All teachers participate in required professional learning around instruction of English Language Arts, Designated English Language Development, Math, and Next Generation Science Standards. In the 2019-2020 school year, all teachers and administrators will have professional development that focuses on equity as we work to eliminate the achievement gap. In addition, teachers have opportunities for additional professional workshops including Guided Language Acquisition and Development (GLAD), Icons, and Thinking Maps.

Administrators and teacher leaders conduct learning walks during the school year to identify trends in student learning and teacher practice. Based on the data collected, the instructional leadership team (ILT) creates a professional development plan specific to the site's needs. Site administrators engage in inquiry cycles to improve their own leadership practices, the instructional practice of teachers, and most importantly, 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).

The Newhall School District is committed to addressing both the academic and social emotional needs of all students. All ten of our school's implement a Positive Behavior Interventions and Supports (PBIS) model. Behavior expectations are taught explicitly and a tiered system of supports are in place for students who need additional support. In order to keep students in school, restorative justice practices are used in place of more punitive consequences. All of our school sites have counselors on staff. In addition, two sites which have the highest number of students in need also have a social worker on campus to support students and families.

## 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.

This does not apply to our elementary district.

## 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.

Newhall School District provides a range of support for new and veteran teachers, administrators, and school leaders.

New teachers and administrators participate in a two-year induction program in which they are paired with a mentor. During those two years, candidates have an area focus and conduct action research connected to the teaching or administrative standards. They have the guidance and support of their mentor throughout the induction process.

All new teachers will attend two and one half days of professional development before the first day of school focusing on the district curriculum and best practices in math, English language arts, English Language Development and science. They will also leave those trainings with an understanding of Positive Behavior Intervention and Supports (PBIS), a model that has been adopted by all ten school sites in the district. Throughout the school year, new teachers will participate in professional development for the district’s coherent writing program, designated and integrated English language development, and district online resources including Aeries, RAZ Kids, Dreambox, IO, and Google. In teachers’ second and third year of teaching, they will also be trained in Guided Language Acquisition Design (GLAD), Thinking Maps, and ICONs.

Administrators who are new to the district will also receive professional development and support. They will attend training in math, English language arts, and science curriculum. Training will also be provided for our various online programs: Aeries, IO, and Ellevation. Most importantly, they will receive ongoing professional development around the 5D Instructional

Framework, 5D+ Rubric, and the 4D Instructional Leadership Framework so that they understand how to implement strengths-based feedback cycles with teachers to improve student learning.

Over the course of the past four years, the Newhall School District has contracted with the University of Washington's Center for Educational Leadership (CEL) to build the capacity of district and site administrators in order to improve teachers' effectiveness and, therefore, improve student achievement with the ultimate goal of closing the achievement gap. This work will continue in the 19-20 school year with faculty from CEL facilitating professional development including continued inquiry cycle work with district and site administrators, building teachers' understanding of the 5D teaching framework and the 5D+ rubric, and developing coaching skills for our instructional coaches.

At each school site, Instructional Leadership Teams (ILT) create and implement nested professional development based on student data which indicates a problem of practice. During this coming school year, all ILT members will participate in professional development focused on equity. This training will build upon the past two years' trainings around eliminating the achievement gap for our students. In addition to this, all teaching and administrative staff will have a full day of professional development regarding equity before school starts.

During the 19-20 school year, the district will continue its implementation of the Next Generation Science Standards (NGSS). Teachers in grades Transitional Kindergarten, Kindergarten, First, Second, and Sixth will have professional development delivered by our two District Science coaches. Teachers in grades Three, Four, and Five will have ongoing implementation support from the coaches since they are now in full implementation of NGSS.

Our district also has two ELA/ELD coaches to support classroom teachers in eliminating the achievement gap. These coaches will continue to build our teachers' capacity by providing professional development for both Designated and Integrated English Language Development to all TK-2nd grade teachers. Teachers in grades 3-6 were trained last year and will continue to receive ongoing coaching support in ELA/ELD as determined by student data.

In addition to the 4 coaches mentioned previously, a Special Education coach will be hired in the 19-20 school year to provide ongoing professional development and support to both our Special Education teachers and to our General Education teachers who work with students who receive special education services. The effectiveness of professional development will be evaluated through surveys, informal and formal feedback, and ultimately, by the measurable improvement of leadership/teacher practice and improvement of student data. Based on evaluations, professional development will be adjusted to maximize its impact on student learning.

## **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.

The Newhall School District understands the importance of partnering with families and the community to maximize our English learners academic and social-emotional growth. We have learning opportunities and outreach events throughout the school year.

Our District English Learner Advisory Committee (DELAC) meets quarterly. In addition to informing parents of district initiatives which impact English learner students and soliciting parent feedback, these events are also opportunities for parents and students to engage in learning activities connected to the standards. These same types of events are in place for our Gifted and Talented District Advisory Council (GDAC), which includes students who are dually identified English learners and Gifted.

The district’s English learner Collaborative has representatives from all ten school sites. At these meetings, members discuss and address curricular issues impacting English learner students.

In order to meet some of the education needs of English learner parents, we have partnered with our local community college, College of the Canyons, to provide English as a Second Language courses. These free classes are taught by college instructors on two of our school’s campuses.

School sites also provide workshops and outreach programs for their parents based on specific needs. For example, at one school site, parents and children participate in a book club together. enhancing home-school relationships and promoting the importance of reading. The goal of the Book Club is to instill a lifelong love of reading in our at-risk of becoming LTELs. This club provides an opportunity to model informal conversations around what has been a “formal” tool for learning for our students, to build relationships, and light a spark of interest for reading at home for pleasure.” for the 19-20 school year, the book club will be a bit more scaffolded (meetings in between chapters, vocabulary development, modeled routines and strategies for discussion. The club has informal assessments in regards to their conversations around the book.

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

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

# TITLE I, PART A

## Poverty Criteria

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

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

Our elementary district has five Title I schools that have over 40% free and reduced status students.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district engaged in the process of examining educator equity as outlined in the guidance from the

### **Parent and Family Engagement**

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NSD provides additional opportunities for English Learner parent involvement through our site and district committees, biennial Parent Summit or State of the District meetings. We continue to increase the use of our phone messaging system and other electronic communication at sites impacted by large numbers of targeted student groups such as English Learners. We track our English Learner parent volunteer hours, track percentage of English Learner parent attendance at all Site/District events, and provide a 6 hour bilingual Community Liaisons to engage English Learner parents in their child's education and support community connections and outreach programs.

NSD will provide an 8 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Title Schools with the two highest unduplicated pupil count. We will provide a 6 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our three remaining Title Schools. Lastly, we will provide a 4 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Non-Title Schools.

NSD will provide parent workshops and parent engagement opportunities at 3 DELAC and 3 GDAC events.

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

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

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

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All of the Newhall School District's Title 1 sites are schoolwide and are elementary ( TK-6 ) sites. They are all compliant with all state and federal requirements. Each site conducts a data analysis and needs assessment to determine the needs of all students to ensure that all students will successfully achieve grade level standards. Funding decisions are focused on actions that improve learning experiences including: enrichment opportunities, extended learning opportunities along with home-school connections and collaborative opportunities.

## 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:**

supplies.

140 attendees supporting 125 students throughout the year.

and we have created links with our community resource list on the NSD website.

around services for CalFresh/CalWorks, improve communication processes with SCVFSA for Free development for all stakeholders to include proactive strategies for resource connections.

programming to meet student needs; evaluate our process, continuation of on-going professional work.

## Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Newhall School District has created a partnership with Head Start. Head Start serves in two

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district sponsors annual testing to identify students for Gifted and Talented Education. Students

**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:**

We do not receive these funds.

**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:**

We do not receive these funds.

## **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:**

We do not receive these funds.

## **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:**

We do not receive these funds.

## **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:**

We do not receive these funds.

## **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:**

We do not receive these funds.

## **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:**

We do not receive these funds.

## **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:**

We do not receive these funds.

## **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:**

We do not receive these funds.

**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:**

We do not receive these funds.

**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:**

We do not receive these funds.

**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:**

We do not receive these funds.

## **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:**

Newhall School District provides a range of support for new and veteran teachers, administrators, and school leaders.

New teachers and administrators participate in a two-year induction program in which they are paired with a mentor. During those two years, candidates have an area of focus and conduct action research connected to the teaching or administrative standards. They have the guidance and support of their mentor throughout the induction process.

All new teachers will attend two and one half days of professional development before the first day of school focusing on the district curriculum and best practices in math, English language arts, and science. They will also leave those trainings with an understanding of Positive Behavior Intervention and Supports (PBIS), a model that has been adopted by all ten school sites in the district. Throughout the school year, new teachers will participate in professional development for the district's coherent writing program, designated and integrated English language development, and district online resources including Aeries, RAZ Kids, Dreambox, IO, and Google. In teachers' second and third year of teaching, they will also be trained in Guided Language Acquisition Design (GLAD), Thinking Maps, and ICONs.

Administrators who are new to the district will also receive professional development and support. They will attend training in math, English language arts, and science curriculum. Training will also be provided for our various online programs: Aeries, IO, and Ellevation. Most importantly, they will receive ongoing professional development around the 5D Instructional Framework, 5D+ Rubric, and the 4D Instructional Leadership Framework so that they understand how to implement strengths-based feedback cycles with teachers to improve student learning.

Over the course of the past four years, the Newhall School District has contracted with the University of Washington's Center for Educational Leadership (CEL) to build the capacity of district and site

administrators in order to improve teachers' effectiveness and, therefore, improve student achievement with the ultimate goal of closing the achievement gap. This work will continue in the 19-20 school year with faculty from CEL facilitating professional development including continued inquiry cycle work with district and site administrators, building teachers' understanding of the 5D teaching framework and the 5D+ rubric, and developing coaching skills for our instructional coaches.

At each school site, Instructional Leadership Teams (ILT) create and implement nested professional development based on student data which indicates a problem of practice. During this coming school year, all ILT members will participate in professional development focused on equity. This training will build upon the past two years' trainings around eliminating the achievement gap for our students. In addition to this, all teaching and administrative staff will have a full day of professional development regarding equity before school starts.

During the 19-20 school year, the district will continue its implementation of the Next Generation Science Standards (NGSS). Teachers in grades Transitional Kindergarten, Kindergarten, First, Second, and Sixth will have professional development delivered by our two District Science coaches. Teachers in grades Three, Four, and Five will have ongoing implementation support from the coaches since they are now in full implementation of NGSS.

Our district also has two ELA/ELD coaches to support classroom teachers in eliminating the achievement gap. These coaches will continue to build our teachers' capacity by providing professional development for both Designated and Integrated English Language Development to all TK-2nd grade teachers. Teachers in grades 3-6 were trained last year and will continue to receive ongoing coaching support in ELA/ELD as determined by student data.

In addition to the 4 coaches mentioned previously, a Special Education coach will be hired in the 19-20 school year to provide ongoing professional development and support to both our Special Education teachers and to our General Education teachers who work with students who receive special education services. The effectiveness of professional development will be evaluated through surveys, informal and formal feedback, and ultimately, by the measurable improvement of leadership/teacher practice and improvement of student data. Based on evaluations, professional development will be adjusted to maximize its impact on student learning.

## **Prioritizing Funding**

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Newhall School District does not have schools that are identified as CSI and/or TSI. Our staff is committed to eliminating the achievement gap for our neediest students. We recognize that a percentage of our students require additional targeted and systematic support in order to make consistent academic growth when compared to their peers. In support of that work, Title II funding is

rate of poverty. Much of our district's professional development is focused on eliminating the achievement gap for our lowest performing student groups.

## **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:**

The Newhall School District does not have schools that are identified as CSI and/or TSI.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Newhall School District is interested in building the expertise of teachers, coaches, teacher leaders, principals, and district leaders so they can support students' academic English language development in the context of their literacy instruction and English Language Development standards. The proposal below follows from the University of Washington Center for Educational Leadership (CEL) theory of action that student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice. CEL's leadership workshops and studios for teachers and leaders will help leaders and teachers by building a shared vision for effective English language development instruction, by developing deeper content knowledge around reading and reading development, and by supporting leaders' ability to organize professional development and provide pertinent feedback to teachers. Newhall expects the professional development will result in a 10% increase in overall district literacy scores, particularly for the English Learner (EL) group. This group is currently underperforming when compared with their native English speaking peers.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We do not take any funds specifically for immigrant children and youth.

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NSD provides all teachers at all schools long-term sustainable support in implementing the ELA Common Core State Standards and the English Language Development Standards to eliminate the achievement gap with our English Learners. The Newhall School District retains two English Language Development/Literacy coaching positions (Teacher on Special Assignment [TOSA]). The coaches will be responsible for: 1. Supporting the implementation of the new ELA/ELD curriculum. 2. Deepening teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeling lessons specifically geared towards Integrated and Designated ELD supports aligned to research based instructional practices to eliminate the achievement gap of our English Learners. 4. Coaching teachers to: -Be a facilitator of learning –Maximize the use of sentence stems and academic discourse -Utilize formative assessment data - Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data.

NSD provides all teachers long term sustainable support in implementing the upcoming Next Generation Science Standards (NGSS) and technology integration in classroom activities and science labs in order to eliminate the achievement gap with our English Learners. The Newhall School District will retain two Teacher on Special Assignment (TOSA) positions to lead the District planning and implementation on the Next Generation Science Standards in grades 1-5 during the 2017-18 school year. One coach will support primary teachers and one coach will support upper grade teachers. The coaches will be responsible for: 1. Implementing a District-wide K-6 NGSS framework 2. Training and supporting science curriculum specialists at all school sites 3. Modeling lessons that integrate the instructional shifts 4. Coaching teachers to: - Be a facilitator of Learning -Maximize the use of Academic Discourse -Utilize formative assessment data -Create a 21st Century

Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data 6. Leading review of potential NGSS aligned resources.

## **English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NSD identifies an English Learner Lead Teacher at each school site to participate in our District English Learner Collaborative to deepen supports and training to sites on the following:

Modeling Common Core aligned lessons that include grade level English Learner standards at staff meetings, using language objectives and the standards to plan instruction, debriefing the implementation and monitoring Integrated and Designated EL supports in classrooms to guide future professional development and aligning GLAD strategies to the standards

In order to provide additional instructional support for teachers and English Learners beyond on our core program the district purchased Ellevation. Ellevation is a software company exclusively focused on English Learners (ELs) and the educators that serve them. Ellevation will provide all teachers additional instructional support beyond the core ELD curriculum. The program uses a digital student monitoring system-allowing students to be grouped by English Language Proficiency assessments. Teachers can view student programs and interventions by grade level. The program addresses six essential practices for the effective teaching of English learners, and classroom activities with highly engaging strategies designed to improve the achievement of our English learners.

NSD provides access to additional targeted instructional support (including professional development for teachers) through Response to Intervention (RTI) models within and outside the classroom for English Learners/unduplicated pupils. The District continues to work with a math consultant from Solution-Tree, to help clearly define Core (Tier 1) instruction and then how teams can create systems to provide Tier 2 support in the classroom. The plan will be for each school site to create a Response to Intervention team who will work with the consultant before school begins to review prior year data and formalize the plan for each site. There will be a follow-up training with each school site to assess progress and make recommendations moving forward with the intent to have all formalized structures in place for the school year.

NSD will assess incoming English Learner kindergarten students prior to the start of school with a District Support Team model using the ELPAC to maximize student learning time based on initial data. District Support Team will conduct the listening and speaking assessment for all students on their annual assessment.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Newhall School District will offer a variety of after school programs which will be made available to our targeted student groups.

We are currently seeking a partnership with California Institute of the Arts (Cal Arts) for a digital media course for students. The estimated cost of this program is \$19,000.

In order to support a well-rounded education, we are planning a theater class with an emphasis on social-emotional learning through the art form. Additionally, we will offer after school counseling. The estimated costs of these programs is \$19,000.

Students will be offered a series of micro-classes in a variety of topics including keyboarding, financial literacy, and coding. The estimated costs of these programs is \$19,000.

The objective of these programs is to encourage students to take risks in learning, self-advocate, and build confidence. The programs will be evaluated through the use of self-reflection surveys given at the beginning and end of each of the courses.