

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

School Year

2024-2025

Date of Board Approval

June 17, 2015

LEA Name

Menifee Union School District

CDS Code:

33671160000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

LEA's Strategy for Using Federal Funds to Supplement and Enhance Local Priorities

Menifee Union School District strategically uses federal funds to supplement and enhance local priorities and initiatives funded through state resources, as outlined in the Local Control and Accountability Plan (LCAP).

Title I:

Title I funds support the academic needs identified through California School Dashboard data, educational partner feedback, and School Climate and Culture Surveys. These funds advance district goals related to student outcomes, conditions of learning, and engagement. Title I supports include targeted professional development, tiered academic interventions, family engagement strategies, and attendance improvement efforts.

Title II:

Title II funds strengthen professional learning systems for educators and leaders. The district uses these funds to support new and experienced teachers through the Induction Program, which offers mentorship and coaching. Additionally, administrators participate in training focused on academic standards, instructional leadership, and cultural proficiency. These activities align with LCAP priorities to improve instructional quality and build leadership capacity.

Title III:

Title III funds support English learners by enhancing language development programs and fostering inclusive family partnerships. The district uses Title III funds for professional learning that improves instructional strategies for English learners, including collaborative planning and targeted workshops. Family engagement is enhanced through participation in the CAFE conference and resources for newcomer and immigrant families, promoting equitable access and achievement.

Title IV:

Title IV funds address students' social-emotional well-being, school safety, and access to a well-rounded education. The district implements a digital Tier 1 social-emotional learning curriculum and provides Tier 2 small-group counseling supports. Crisis prevention training is offered to special education teachers and site administrators to proactively manage student behavior. Title IV also supports STEAM initiatives through the maintenance of an animatronics lab and supplemental robotics materials.

Rationale and Evidence:

The district bases its use of federal funds on data-informed needs identified in the LCAP. By addressing academic achievement, educator effectiveness, English language proficiency, and student wellness, federal funds complement state-funded strategies. This integrated approach ensures that resources are aligned, student-centered, and focused on equity, continuous improvement, and improved outcomes for all learners.

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.

Menifee USD's LCAP process guides the use of various funding sources, including Title I, Title II, Title III, and Title IV, along with other funds. Each year, the Educational Services Team analyzes student and survey data, sets priorities, evaluates available funds, and makes decisions for the upcoming year. This process ensures alignment across departments and the effective allocation of funds.

Alignment Examples:

1. Professional Learning Days and Multi-Tiered System of Support (MTSS):

- LCFF supplemental and concentration grant funds support district-wide professional learning and teacher release days for collaboration to advance student achievement.
- Title III provides supplemental support for teachers and EL students to advance English Language Development established through coaching and professional learning.
- Title I funds ongoing coaching and supplemental curriculum for multi-tiered instructional n
- A partnership with the Riverside County Office of Education, funded by Title III, supports lead teachers and administrators in implementing MTSS plans for English Learners and Lesson Study for Designated and Integrated ELD.
- LCFF and Title I fund site counselors, intervention facilitators, and community liaisons, with Title III supporting additional bilingual counselors and community liaisons shared across sites.
- Title II funds culturally responsive curriculum and positive school culture initiatives, including Social-Emotional Learning.

2. Technology Support:

- LCFF funds provided Chromebooks for students and teachers to enhance instruction.
- Title I and Title III funds additional technology to support student access to supplemental instructional resources at home.
- Title I funds a community liaison who conducts parent workshops on technology use and assists parents in understanding how to use Chromebooks and related programs.

These efforts demonstrate how Menifee USD strategically aligns federal funds with state and local funds to support cohesive and comprehensive educational programs, ensuring that resources are effectively used to meet the diverse needs of students and improve educational outcomes.

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.

Per above, this is addressed in 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 CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We conducted a comprehensive equity analysis at MUSD using student data to ensure equitable teacher distribution. MUSD ensures all new and veteran teachers possess appropriate credentials for serving our diverse student population. District Personnel diligently identify and register inexperienced teachers in the Center for Teacher Induction program, providing mentorship to support them in addressing student needs with 0% ineffective teachers.

Data from sites with the highest numbers of low-income and minority students indicate a low percentage of inexperienced, ineffective, or out-of-field teachers. For example, Quail Valley Elementary has 83.5% low-income students and 4.76% inexperienced, ineffective, or out-of-field teachers. Freedom Crest Elementary has 75.2% low-income students with only 7.5% inexperienced, ineffective, or out-of-field teachers. Hans Christensen Middle School has 74.8% low-income students with 9.09% out-of-field teachers and Chester Morrison Elementary School has 72.6% low-income students with 5% inexperienced, ineffective, or out-of-field teachers, Callie Kirkpatrick has 74.42% low-income students with 12% inexperienced teachers, and Ridgemoor Elementary has 70.3% low-income students with only 7.6% inexperienced, ineffective, or out-of-field teachers. There are no disparities indicating that low-income or minority students are disproportionately taught by inexperienced, ineffective, or out-of-field teachers.

Our plan of action includes continuous monitoring of new hires for credentialing, registration of new teachers in the Induction Program, and providing just-in-time coaching support to address the needs of low-income and minority students. Additionally, we prioritize internal hiring and plan to negotiate with the teachers union to facilitate teacher movement to high-need areas. Santa Rosa Academy, an independent charter on the Data Quest list, is excluded from district averages.

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

Parent and Family Engagement

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

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

The district conducts regular meetings with various parent advisory committees, including the District English Learner Advisory Committee, Parent Advisory Committee, and African American Parent Advisory Council, where parents review policies and provide input on parent engagement activities. LCAP educational partner meetings involve parents and representatives from different groups and roles within the community. Based on parent feedback, gathered at these meetings and analysis of family surveys, the district has implemented strategies to increase student attendance, well-being, and engagement, such as providing support and collaboration opportunities for site administrators, counselors, social workers, and teachers to increase and improve parent engagement and involvement with methods such as Family Literacy/Math/ or STEAM nights. The district has also increased support from outside mental health services, expanded

professional learning opportunities, and enhanced administrative support to provide greater access to targeted resources to families. Additionally, the district fosters a culture of inclusivity and celebration of diversity by promoting family involvement and education through collaboration among various staff members to ensure we are locating methods of removing barriers to parent engagement and involvement. Translation and interpretation services have been diversified and expanded, with training provided to staff supporting parent engagement. Training for administrators, community liaisons, counselors, social workers, and lead teachers is also provided to improve collaborative planning of meetings and enhance parent education and involvement in student success.

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:

The strategies for effective parent and family engagement encompass various communication avenues and resources to enhance involvement. Workshops are offered covering state standards, technology usage, and safety. The English Learner District and Site level teams maintain regular communication with families to provide information and support. The Family Engagement Center collaborates with community resources and organizes events like the Community

Resource Fair, offering dental check-ups and mental health resources. Additionally, participation in city fairs raises awareness of community resources and school attendance importance.

Families are provided Chromebooks and tutorials for use, while the Special Education Department offers parent meetings and advisory committees to discuss relevant topics. Translators and interpreters assist with document translation and interpretation at meetings, ensuring communication accessibility. Flyers and invitations for workshops and events are distributed in both Spanish and English through various channels.

These efforts align with the LEA parent and family engagement policy, developed jointly with parents and distributed to them. Assistance is provided to parents to understand challenging state standards, assessments, and their child's progress. Materials and training are offered to help parents improve their children's achievement, and staff are educated on the value of parental contributions and how to effectively engage with parents. Parent involvement programs are coordinated with other federal, state, and local programs, and information is provided in a format and language understandable to parents. The LEA also ensures opportunities for informed participation of parents and family members, including those with limited English proficiency or disabilities. These engagement efforts are aligned with the LCAP educational partner engagement process, ensuring consistency and collaboration in promoting student success.

Where applicable, the LEA involves parents and family members in developing Targeted Support and Improvement (TSI) plans by integrating them into the School Plan for Student Achievement (SPSA) process, aligning with the LCAP development process, Parent Advisory Committees, and LCAP Educational Partner meetings. This involvement will include collaborative discussions, input gathering, and joint decision-making to ensure that the TSI plans reflect the priorities and aspirations of the school community as they relate to the resource inequities identified in the comprehensive needs assessment. The LEA aims to provide clear communication and accessible information to engage educational partners effectively through multiple means of communication.

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.

N/A

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:

In schools operating a targeted assistance program under Section 1115, teachers and school leaders, in collaboration with parents, administrators, paraprofessionals, and specialized instructional support personnel, will use a systematic and data-driven approach to identify the eligible children most in need of services. Here's how they will proceed:

1. **Comprehensive Needs Assessment:** Each school will start with a comprehensive needs assessment. This involves analyzing various data sources to identify the greatest progress areas, greatest needs, and performance gaps.
2. **Collaboration and Consultation:** Site leaders will work with school site councils that include parents, site staff, and other stakeholders. These councils collaborate to write and evaluate the School Plan for Student Achievement (SPSA).
3. **Data Analysis:** The needs assessment will include a detailed review of academic performance data (in areas such as Math, ELD, and English Language Arts), school climate data (PBIS, attendance, suspension rates), and parent engagement metrics. This data helps in setting measurable outcomes for each goal and identifying groups that have performance gaps.
4. **Setting Goals and Actions:** Based on the data, each school sets goals under three main areas:

- Academic Achievement: Actions are crafted for intervention, curriculum and instruction, technology, and RFEP Monitoring in ELA, Math, and ELD.
- School Climate: Actions focus on PBIS, attendance, and suspension.
- Family Engagement: Actions aim to enhance parent engagement through various initiatives.

5. Multi-Tiered Support System:

- Tier 1: Universal support for all students, involving basic behavior expectations and core instruction.
- Tier 2: Additional support for students who continue to struggle, using evidence-based interventions and more frequent progress monitoring in essential standards.
- Tier 3: Intensive support facilitated by intervention specialists for students at risk, based on on-site data for essential standards.

6. Professional Development and Collaboration: Teachers, principals, and other school leaders receive training on professional learning community systems, differentiated instruction, and providing Tier II and Tier III support. Intervention specialists and facilitators collaborate with teachers and site administrators to provide and monitor tiered interventions, meeting monthly with the Educational Services Department to analyze data and support evidence-based practices.

7. Parent and Community Involvement: To increase parent involvement, community liaisons, and site attendance team members actively reach out to parents through phone calls, home visits, and messages via telephone and email systems. They also provide support to access community resources.

8. Funding Allocation: Funds are allocated to each goal and strategy or action as determined by site leaders and parent groups, ensuring that resources are directed towards the most critical areas of need.

Through this collaborative, data-driven, and tiered approach, teachers and school leaders can effectively identify and support the children most in need of services, ensuring targeted assistance aligns with identified needs and goals.

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:

To support the enrollment, attendance, and success of homeless children and youths, the Local Education Agency (LEA) provides a comprehensive range of services coordinated with those under the McKinney-Vento Homeless Assistance Act. Homeless students are allowed to enroll without standard documentation such as proof of residency, immunizations, and birth certificates. The District Liaisons assist families in obtaining these necessary documents by connecting them with local organizations.

Transportation services are available on a case-by-case basis to ensure students can attend their school of origin if transportation becomes a barrier. Additionally, the District Liaison collaborates with school site principals, personnel, and families to provide alternative academic options when necessary. To address the basic needs of homeless students, the LEA supplies essential items such as school supplies, backpacks, undergarments, shoes, and clothing referrals, as well as housing resources.

The LEA offers workshops for parents throughout the year on topics such as attendance, curriculum, assessment, and social-emotional learning, enhancing the support network for homeless students. A coordinated system, which includes a McKinney-Vento questionnaire and a thorough intake process, ensures proper identification and assessment of homeless students. Case management by the District Liaison guarantees that each student has access to free and appropriate public education and related services.

Further support includes additional assistance to families, such as parent workshops, community resource events, home visits, and phone calls as needed. Through these integrated services, the LEA ensures that homeless children and youths are supported in their enrollment, regular attendance, and overall academic success.

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.

To support, coordinate, and integrate services with early childhood education programs, the Local Education Agency (LEA) facilitates a seamless transition from preschool to elementary school. The district operates two preschools and three child development centers, all located within elementary schools. This co-location fosters natural connections between preschool and elementary administrators and teachers, and it helps parents become familiar with the elementary school environment.

Each year, transitional kindergarten, and kindergarten teachers conduct an orientation and parent/student workshop for preschool students at the beginning of the year. During these sessions, parents receive materials to help them use academic strategies at home, and children have the opportunity to meet their future teachers. Additionally, transition meetings are held in May for preschool students in Special Education to determine their appropriate placement in kindergarten.

By integrating these activities and resources, the LEA ensures a smooth transition for children moving from early childhood programs to elementary school, supporting continuity in their educational journey.

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:

To facilitate effective transitions for students within the K-8 district, the Local Education Agency (LEA) has implemented several strategies:

1. Preschool to Elementary School:

Preschools and afterschool child care centers are situated within elementary schools, creating natural connections between preschool and elementary administrators and teachers. This setup helps parents become familiar with the elementary school environment. Each year, kindergarten teachers hold an orientation and parent/student workshop for preschool students, providing parents with academic strategy materials and allowing children to meet their future teachers. Transition meetings are conducted in May for Special Education students to determine their kindergarten placement.

2. Elementary to Middle School:

Administrators from middle schools visit feeder elementary schools to discuss the placement of students needing intervention. The special education team collaborates closely with 5th-grade special education teachers to ensure proper placement. Transition IEPs are held for selected students in RSP who are not meeting IEP goals to determine their middle school placement. At the beginning of each school year, 5th-grade students receive an orientation at their future middle school, including presentations by administrators and school counselors on expectations and the transition process. Middle schools also conduct campus tours with student leaders from the WEB (Where Everybody Belongs) program, which helps new students feel connected to the school through social-emotional activities. An evening orientation session allows parents and students to meet 6th-grade teachers and learn about the school and elective offerings.

3. Middle Grades to High School:

As a K-8 district, the LEA coordinates with the surrounding high school district to prepare 8th-grade students for high school enrollment. Counselors communicate with students before they graduate from eighth grade, providing information on enrollment and course offerings. Middle school students attend an assembly presented by high school counselors. Additionally, students in grades 6-8 participate in annual career days to identify their interests and skills.

Since the district only serves grades K-8, strategies for transitions from high school to post-secondary education are not applicable.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Menifee Union School District employs several strategies to assist schools in identifying and serving gifted and talented students and in developing effective school library programs to enhance digital literacy and academic achievement.

For identifying gifted and talented students, the district offers optional G.A.T.E. screening for all second-grade students, third-grade students by recommendation, and 4th to 8th-grade students who exceeded grade-level standards on the CAASPP assessment for Math and ELA with parental permission. The Naglieri Nonverbal Ability Test, a non-verbal measure of reasoning and thinking skills, is used for this purpose. This ensures that the identification process is inclusive and not limited by academic performance alone.

Once identified, potentially gifted and talented students are provided with differentiated learning opportunities tailored to their individual needs, capabilities, and interests. Although there is no separate G.A.T.E. curriculum or pull-out services, differentiation within the regular classroom allows for incorporating depth, acceleration, novelty, and complexity into lessons to challenge these students appropriately. This approach helps develop positive attitudes, independent study skills, research capabilities, critical thinking, and communication skills.

In addition, the district enhances its school library programs to support all students, including the gifted and talented. Monthly training for Library Technicians focuses on developing diverse library collections, designing universally accessible library settings and programs, and increasing access to technology and maker spaces. These efforts aim to foster an inclusive environment that encourages reading and digital literacy. Strategies to increase reading engagement include the use of QR codes tied to student-generated book summaries and student-created advertisements for favorite books. Libraries also support teachers and students by providing access to digital books through platforms like GoFollett, thus enriching the educational experience and promoting academic achievement.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

The Menifee Union School District (MUSD) has developed comprehensive systems of professional growth and improvement for teachers, principals, and other school leaders.

For Teachers:

- Induction programs, including personalized mentoring and reflective coaching, and new teacher academy monthly meetings support new educators.
- Ongoing professional development workshops and training sessions enhance instructional skills, curriculum knowledge, and classroom management techniques.
- Opportunities for differentiated learning ensure that the diverse needs of all teachers are met
- Districtwide support for maintaining a successful Professional Learning Community system

For Principals:

- Tailored training sessions and monthly meetings focus on leadership development, data analysis, and instructional leadership.
- Legal compliance workshops address administrative responsibilities, ensuring effective leadership.
- Continuous learning opportunities foster growth and improvement among administrative staff.

For Other School Leaders:

- Similar to principals, other school leaders benefit from specialized training sessions and opportunities for professional development.
- Targeted support and resources ensure that leaders at all levels can effectively fulfill their roles.

Promotion of Professional Growth:

- Regular assessments and feedback mechanisms measure growth and identify areas for improvement.
- Data analysis, performance evaluations, and surveys inform the development of targeted professional development plans.
- Collaboration with educational partners ensures alignment with district goals and priorities.
- Support Throughout Careers:
- From induction for new teachers to ongoing leadership development for experienced educators and administrators, MUSD supports educators at all stages of their careers.
- Advancement opportunities, mentorship programs, and ongoing training ensure continued growth and advancement.

Evaluation and Continuous Improvement:

- Feedback from educators, educational partners, and stakeholders is solicited regularly to assess the effectiveness of professional growth systems.

- Data on teacher performance, student outcomes, and school improvement goals are analyzed to gauge overall effectiveness.
- Adjustments are made based on feedback and data analysis to ensure continuous improvement within the professional growth systems.

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:

The Menifee Union School District (MUSD) employs a systematic approach to determining the allocation of Title II, Part A funding among the schools it serves, with a focus on prioritizing schools implementing Comprehensive Support and Improvement (CSI) activities, Targeted Support and Improvement (TSI) activities, and those serving the highest percentage of children counted under Section 1124(c).

1. Process for Determining Title II, Part A Funding:

- MUSD uses a data-driven process to determine Title II, Part A funding allocation.
- Data sources include evidence and ratings from classroom observations, student achievement data, instructional and professional growth objectives data, and engagement partner feedback.
- Priority is given to schools with the highest concentration of unduplicated students, and student achievement data as identified through data analysis.
- Funding decisions are guided by the district's Multi-Tiered System of Support (MTSS), which emphasizes the reflective use of data to support continuous improvement.

2. Determining Funding for CSI and TSI Schools:

- MUSD identifies schools implementing CSI and TSI activities based on performance data and state accountability measures.
- Schools with the greatest need for improvement, as indicated by data on student achievement and growth, are prioritized for supplemental supports
- Additionally, schools serving the highest percentage of children counted under Section 1124(c) are given priority in decisions for supplemental support

3. Priority for CSI and TSI Schools in Title II, Part A Funding Decisions:

- CSI and TSI schools, along with those serving the highest percentage of children counted under Section 1124(c), receive priority in Title II, Part A funding decisions compared to other schools.

-This priority is based on the district's commitment to addressing the needs of underserved student populations and supporting schools in improvement efforts.

- Funding is directed towards targeted interventions, professional development, and resources aimed at improving outcomes for students in these schools.
- The district ensures that Title II, Part A funding is effectively utilized to support the implementation of comprehensive support and improvement activities and targeted support and improvement activities in these priority

schools.

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.

The Menifee Union School District (MUSD) employs a comprehensive approach to using data and ongoing consultation to continually update and improve activities supported under Title II, Part A. MUSD coordinates these activities with related strategies and programs, including the Multi-Tiered System of Support (MTSS) and the Local Control and Accountability Plan (LCAP). Various data sources, such as Aeries Analytics, CA Dashboard, Panorama Climate and Culture survey results, i-Ready assessments, and CAASPP assessments, inform decision-making and program development.

Data analysis occurs at the beginning, mid-year, and end-of-year to identify areas for improvement. District-wide assessments, including CAASPP interim and summative assessments, provide insights into student achievement and guide decisions on programs and professional development. Regular meetings with educational partners—including community representatives, school administration, and parents—ensure continuous monitoring of the LCAP process and analysis of student achievement data. Stakeholder feedback is collected through surveys, classroom observations, and engagement partner input, informing decision-making and program adjustments.

MUSD monitors data from classroom observations, learning walks, instructional and professional growth objectives, engagement partner feedback, and student achievement data, evaluating the effectiveness of Title II, Part A activities throughout the year. Meaningful consultation with various educational partners—teachers, principals, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and organizations with relevant expertise—ensures their perspectives and insights are integrated into decision-making processes.

Consultation with educational partners occurs regularly throughout the year, aligning with the district's ongoing data analysis and evaluation cycles. Meetings with stakeholders, such as the LCAP meetings MTSS District Leadership Team meetings, Parent Advisory Council meetings, and engagement partner meetings, provide opportunities for ongoing consultation and collaboration. This structured and continuous approach ensures that MUSD's activities under Title II, Part A are effectively supporting student achievement and professional development.

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:

To provide effective professional development for English learners, the district employs a multifaceted approach that meets the outlined criteria:

1. Instruction and Assessment Improvement:

- Utilizes data from the CA Dashboard, curriculum-based assessments, and teacher surveys to identify areas needing improvement in English learner instruction and assessment.

2. Curriculum Implementation Enhancement:

- Partners with the Riverside County Office of Education to deliver comprehensive professional learning opportunities and coaching support for site leadership teams.
- Offers workshops, learning walks, lesson studies, and English Learner student shadowing sessions
- Core Content professional learning focuses on research-based Tier 1 instructional practices and strategies such as examining ELD standards, learner proficiency levels, and language development scaffolds in the ELA/ELD, HSS, NGSS, and Math curriculum

3. Increased English Proficiency and Knowledge:

- Professional learning activities emphasize Designated ELD Lesson Study for teachers and site administrators
- Aim to enhance participants' understanding and implementation of curricula, assessment practices, and instructional strategies tailored to English learners' needs.

4. Intensity and Duration:

- The professional development activities extend over multiple days and include workshops, learning walks, and shadowing sessions.
- The duration ensures a sustained impact on classroom performance, aligning with the requirement for activities to be of sufficient intensity and duration.

5. Supplemental Nature:

- These professional development activities are supplemental to other funding sources available to the LEA, ensuring a comprehensive approach to supporting English learners' needs.

By meeting these criteria, the eligible entity ensures that professional development efforts effectively address the instructional and assessment needs of English learners while also enhancing the capacity of teachers, principals, and other school leaders to support their academic growth and success.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The eligible entity provides a comprehensive array of activities to enhance instructional opportunities for immigrant children and youth. These efforts encompass professional development sessions tailored to address the needs of immigrant students, with a focus on ELD standards and differentiated instructional strategies. Additionally, designated English Learner Leads receive intensive training and conduct learning walks to assess resource accessibility and implementation. Immigrant students are provided with technology support, including Chromebooks for home use and access to online programs designed to support language development and literacy. After-school tutoring programs are established, prioritizing immigrant students, while bilingual community liaisons or support from contracted vendors for interpretation and translation facilitate connections with families, providing resources and conducting home or school visits when necessary. Counseling services are available to address both social-emotional and academic needs. Furthermore, intervention specialists and facilitators provide targeted support based on on-site data, and consultation with parent advisory committees ensures alignment with the needs of immigrant students. Through these initiatives, the eligible entity ensures that immigrant children and youth have access to tailored instructional opportunities that foster their academic growth and success.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district offers comprehensive standards-based programs to cater to the needs of English Learners (ELs). The curriculum integrates English Language Arts (ELA) and English Language Development (ELD) Standards, ensuring EL instruction is embedded within core subjects by authorized teachers. Designated ELD focuses on foundational English language principles, emphasizing meaningful interaction and language structure comprehension. McGraw-Hill programs like Wonders ELA/ELD and StudySync are utilized in elementary and middle schools respectively, with integrated ELD across all content areas. Supplemental resources like Chromebooks provide ELs with access to adaptive digital programs, including translation and read-aloud features. Bilingual community liaisons and contracted vendors for interpretation and translation facilitate connections with EL families, offering support and resources, while counselors provide social-emotional and academic guidance. Workshops covering various subjects are conducted for EL parents, enhancing their involvement in their children's education. The Reading Wonders Adaptive Learning program tailors instruction to individual student needs, ensuring targeted skill development. Assessment data, including ELPAC results, informs instructional planning, with continuous monitoring of student progress along the ELD continuum. Collaboration with educational partners ensures alignment with Title III goals, with input from diverse stakeholder groups contributing to program development and implementation. These initiatives enhance EL language proficiency and support their achievement of challenging academic standards, supplementing the core curriculum and addressing the unique needs of ELs.

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:

Menifee Union School District uses Title III funds to enhance digital access, provide targeted academic support, and build educator capacity to meet the needs of English learners and immigrant students. Title III funding supports the purchase of Chromebooks and headphones for home use, allowing students to engage with supplemental English Language Development (ELD) software outside of the classroom. These tools provide additional opportunities for language practice and reinforce access to core curriculum.

The district implements professional learning for teachers and staff focused on both designated and integrated ELD instruction. This includes training and coaching to support the implementation of iLit, the adopted Designated ELD curriculum for middle school students which include differentiated supports for Newcomers. Through this professional learning, middle school ELD teachers receive curriculum-specific guidance, model lessons, and collaborative planning time to support high-quality instruction aligned with California's English Language Development Standards.

Ongoing professional development also leverages the ELlevation platform to support data-informed instructional planning, goal-setting, and monitoring of English learner progress. These efforts aim to improve outcomes measured by CAASPP, ELPAC, district assessments, and reclassification rates.

Title III funds also provide direct access to language acquisition software such as Lexia English and Rosetta Stone. These programs are aligned with the state's English language proficiency expectations and support English learners in meeting rigorous academic standards.

To ensure continuous improvement, school sites collaborate with the Educational Services Department to conduct regular needs analyses, align supports with student data, and develop site-level plans focused on English learner progress. Title III-funded activities are supplemental and enhance services provided through core and other eligible funding sources. This coordinated approach ensures English learners have the instructional tools, professional support, and academic interventions necessary to thrive in a rigorous and inclusive learning environment.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Menifee Union School District comprehensive needs assessment process for Title IV funds considers input from various educational partners such as parent committees, district leadership teams, site administrators, and LCAP partners through meetings, surveys, and online platforms. Based on data indicating a need for student connection and safety, the district selects programs to enhance well-rounded education and support social-emotional and behavioral learning (SEL), with technological support.

Title IV funds are utilized for initiatives such as Visual and Performing Arts, including resources for media arts, STEAM integration with animatronics and Lego labs, and implementing the Second Step online SEL program for K-8 students. This curriculum addresses socio-emotional skills with lessons on self-regulation, peer interaction, and emotion navigation, supported by teacher training and family engagement resources. Administrators and educators also participate in crisis prevention training to support nurturing self-regulation skills and de-escalation strategies to promote a safe and engaging learning environment for our students and staff. Additionally, funds are allocated for technology integration, including additional Chromebooks for blended learning approaches that advance these initiatives.

Partnerships with educational institutions and consulting agencies such as Garner Holt for animatronics and Connect Ed STEAM further support college and career readiness initiatives. Program objectives focus on enhancing student well-being, promoting socio-emotional skills, fostering a positive school climate, and integrating technology effectively. The district periodically evaluates program effectiveness to ensure alignment with student and community needs and to facilitate continuous improvement during the annual comprehensive needs process.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

Menifee Union School District uses indicators such as the Master Course Directory meeting minutes and feedback gathered from the School Site Councils, Parent Advisory Committees, LCAP Educational Partner Meetings, MTSS District Support Team meetings, MTSS District Leadership Team Meetings, and Site Administrator professional learning community meetings, and data from the School Climate and Culture Survey to examine needs for continuous improvement as it relates to providing a well rounded education.

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

Activities that support college and career readiness and the advancement of STEAM such as Robotics, Engineering, and enriching Visual and Performing Arts instruction have been identified as needing supplemental support to provide a well-rounded education for our students by our educational partners. There is also recent interest in activities that support bi-literacy.

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?

These activities will be evaluated by analyzing participation of students demonstrating needs, staff and student quality surveys, and annual budgetary analysis.

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.

Menifee Union School District uses indicators such as meeting minutes, and feedback gathered from the School Site Councils, Parent Advisory Committees, LCAP Educational Partner Meetings, MTSS District Support Team meetings, MTSS District Leadership Team Meetings, and Site Administrator professional learning community meetings, and data from the School Climate and Culture Survey to examine needs for continuous improvement as it relates to providing a safe and engaging learning environment.

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

The identified needs from this analysis includes activities that support social emotional learning skills for our students to support self-regulation and building emotional intelligence. In addition, needs for safety training have been identified to promote effective crisis prevention teams at school sites through professional learning and consultation for our site administrators, and specialized staff.

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?

These activities will be evaluated by digital participation logs for implementation of the Social Emotional Learning Curriculum, perception data from the School Climate and Culture Survey, and feedback from the participants of the crisis prevention professional learning sessions.

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.

Menifee Union School District uses indicators such as meeting minutes, and feedback gathered from the Technology Integration Team Meetings, School Site Councils, Parent Advisory Committees, LCAP Educational Partner Meetings, MTSS District Support Team meetings, MTSS District Leadership Team Meetings, and Site Administrator professional learning community meetings, and data from the School Climate and Culture Survey to examine needs for continuous improvement as it relates to promoting effective use of technology.

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 that include providing supplemental support with digital access to programs that promote college and career readiness, STEAM integration, media arts, student safety and well-being or effective analysis of those programs.

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?

These activities will be evaluated by analyzing digital engagement of students and staff, staff and student quality surveys, and annual budgetary analysis.

- 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:

May 31, 2024

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

California Department of Education
February 2022