

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

LEA Name

Hamilton Unified School District

CDS Code:

11765620000000

Link to the LCAP:

(optional)

<https://www.husdschools.org/Page/1850>

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.

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.

Hamilton Unified School District's (HUSD) plan to utilize state and federal funds to augment the following LCAP Actions and Services aligned to LCAP Goals and LCFF priorities:

Provide highly qualified instructors, books/supplies/materials and district infrastructure to promote college and career readiness.

Provide supports in order that all students are achieving college and career readiness status.

Improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.

Based on local and state data, HUSD plans to use funds for on-going professional development in the areas of behavior supports, academic interventions/supports, behavior data collection, including universal screeners and other assessment systems. Professional development will also extend to providing induction, and administrator training and implementation of the community requested dual immersion program. Additionally personnel such as ELD coordinator, Literacy Coach, Family Support Services Coordinator have been added to ensure faculty and students are supported for the various initiatives. Funds will also be leveraged for expanding access to technology and maintaining district infrastructure. Based on parent input, HUSD plans on maintaining outreach events such as Academic Parent Teacher Teams, Coffee with the Principal, ELAC/DELAC during parent lunch meetings, biannual parent conferences as well as other community celebratory events.

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.

HUSD will evaluate the alignment of activities funded by local, state and federal funds through required annual audits. HUSD will make data based decisions using information generated for the CA Schools Dashboard, SBAC testing, local testing measures, and feedback from all stakeholders. Stakeholder feedback will come from surveys, informal meetings (parent lunches, coffee with principal, celebrations, parent conferences, sporting events, etc), school site counsel, ELAC, DELAC, dual immersion committee meetings, staff meetings/district inservices. Federal funds will support efforts and initiatives provided by LCFF/LCAP district funds and other grant funding such as GEAR-UP, Low Performing Student Block Grant, VPA consortium grant, etc.

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.

HUSD continues to develop a well-rounded program of instruction to meet the academic needs of all students. This includes coaching support through New Teacher Center (NTC) trained coaches, support for induction candidates, and new administration. Funding is used to augment staffing to maintain low student to teacher ratios. Additionally teachers work with Special Education teachers and staff to implement UDL strategies to improve initial instruction. Teachers work together during PLC time to identify academic student needs based on progress towards standards, using their standards based report cards. This PLC process complements a robust student study team meeting protocol. The universal screener and curriculum measures are used to identify academic at-risk students. Personnel such as the ELD Coordinator, Counselors, Literacy Coach, and Family Services Coordinator provide wrap around support for high needs students such as Homeless, EL and Socio-Economically Disadvantaged students, and coordinate services with our county partners. In addition there are intervention opportunities (Wolf Time/Braves Time) available for all students at risk of not meeting academic challenges.

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).

HUSD will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

HUSD staff believe in equity and access for all students. This includes student access to the curriculum through high quality first instruction which happens during class. HUSD utilizes the SWIS behavior data monitoring system with the focus on positive behavior interventions, trigger elimination, and building relationships with students. Additionally HUSD will monitor behaviors, setting SMART goals as needed to extinguish undesirable behaviors. A cohort of teacher leaders has been trained on MTSS and PBIS strategies for work with their colleagues. Support for students operating at a Tier II/Tier III level of behavior challenges have access to onsite counseling, HUSD Family Services Coordinator as well as Glenn county mental health services and the SMART team to provide wrap around support.

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.

HUSD assists students with meeting college and career readiness through coordinated strategies that incorporate experiential learning opportunities. This includes work-based learning opportunities for students. HUSD has five career pathways in CTE: Ag Business, Ag Mechanics, Animal Science, Ornamental Horticulture, and Medical Terms/Patient Care. In an effort to increase access to HUSD has multiple classes classified with our local community college that count for dual enrollment purposes. Students can also enroll in job placement opportunities aligned with their CTE pathways. Students participate in internship programs such as HESI in coordination with Enloe Hospital.

HUSD encourages students to participated in multiple opportunities for college tours, and other outreach activities through our partnership with CSU Chico such as Talent Search, and Upward Bound. Counselors meet with students and families individually for college/career planning.

All seniors at Hamilton High School complete a Senior Project. This is a career focused culminating activity that includes a required mentor component. This project also includes a research paper, community service, portfolio and presentation to the community.

HUSD will be partnering with the GEAR-UP grant through UC Davis to increase student/family knowledge and access to post secondary options and preparations. This includes support for career focused electives at the middle school level, such as a coding elective and a publishing/photo/yearbook elective.

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.

The following activities will be implemented by HUSD and will be aligned to help staff/teachers/administrators meet the Common Core State Standards:

Provide Induction for first and second year teachers.

Provide professional development related to PBIS and Trauma Informed Practices. This will minimize student disruptions, and build a positive learning environment for students while reducing suspensions.

Provide professional development to increase the effectiveness of collaboration time.

Provide professional development in various strategies to increase access for all students through Quality Teaching for English Learners (QTEL), and Universal Design for Learning (UDL).

Continue to develop coaching staff through the New Teacher Center model. HUSD anticipates a coaching protocol in which all teachers benefit from coaching and establish a culture of self-reflective practice through an evidence based collection of artifacts.

Continue to provide access to professional development in the adopted curriculum.

All professional work of teachers and staff is tied to student learning. Each activity should result in data collection (student work, teacher artifacts, etc) in order to reflect on instructional practices to measure growth framed in SMART goal terms.

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.

HUSD has established an ELAC and DELAC committees. These groups work in conjunction with our Site Councils and site administration. HES also has monthly drop-in parent meetings: parent lunch, and coffee with the principal. Informal data is collected regarding school initiatives, and other areas of interest to parents and families. Parent/Teacher conferences district-wide are biannual and typically well attended. Additionally HUSD has added a Family Services Coordinator to help connect students and families with needed school/community services.

Educationally, HUSD continues to support Academic Parent Teacher Teams. These are parent meetings outside the school day in which parents obtain games and activities that parents can use at home with their students to increase particular skills. Teachers focus on essential standards, with pre and post test data to measure improvement.

In addition, based on community input, HUSD began a dual immersion language program in 2019-20.

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.

HUSD uses the CALPADS report to determine how many students qualify for free and reduced meals. These counts determine the poverty count.

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:

Currently HUSD meets all requirements for highly qualified teachers. In the future, if HUSD finds it must hire an intern the district will assign to those interns a subject component master teacher.

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:

HUSD believes in the importance of strong relationships with students and families. HUSD provides many opportunities for family engagement in our school system. The overriding strategy is to offer multiple opportunities, multiple times throughout the day and year, and multiple engagement commitments. This allows parents to participate on a variety of levels. As part of a School Site Council, parents are an integral part of the development of the School Plan for Student Achievement including but not limited to the expenditures of those funds. This is a monthly commitment, all voices are welcome and can be heard through data collection at Parent Lunches or Coffee with the Principal which are drop in commitments scheduled around HES drop off or pick up times. At the high school, parents participate in School Site Council as well. There are also active sports boosters, sober grad, and FFA parent support opportunities to work with faculty, staff, students and administration. HUSD has a Student and Family Services Coordinator to ensure that families are supported with services to guarantee a successful school experience for their children.

As HUSD is made up of 5 distinct schools; one TK-8 elementary school, one high school, one continuation school, one adult education, and one preschool there are many occasions for invitations for family participation. Below is listed a small sample:

Aeries (SIS) (parent portal for TK-12)
Aeries Communication (text, email, and voice in home language for messages home)
Academic Parent Teacher Teams (Teachers work with parents building student capacity on essential standards; Preschool-8)
School Site Councils (HES, and HHS)
Hamilton Unified Leadership Committee HULC (open to all stakeholders)
School Events (Back to School, Open House)
Community Events (Sports, Dance Festival, Carnival, Musical events)
Dual Immersion Committee
Parent Conferences (TK-12; twice per year)
Parent Surveys (Annually)
District Website
District English Learner Advisory Committee
English Learner Advisory Committee
Monthly Parent Lunch (HES)
Monthly Coffee with the Principal (HES)
PTO (monthly meetings with community and staff)
Quarterly grades/progress reports (8 total)
Positive messages home (TK-8)
Workshops available for parents (autism, bully prevention, professional learning communities)
Student and Family Services Coordinator
Sports Booster Club/Sober Grad/Various Fundraisers

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:

NA

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:

Annually, in each student's Back to School Packet, HUSD sends home the Student Residency Questionnaire, McKinney-Vento, to identify eligible students. During the 2017-18 school year HUSD had 55 such students (CASchoolsDashboard) classified as Homeless. Once students are identified our Student and Family Services Coordinator works with HUSD Counselors to ensure these students are given priority counseling services, and academic supports. This team of district counselors and our Family Services Coordinator meets monthly to work with Glenn County Office of Education's Foster Youth Services Coordinating Program arranging programs and services for foster youth/homeless students to be complementary. They also share data and information among the courts, child welfare, probation, and education agencies as necessary for student support academic success. In addition students are given vouchers and other necessary items such as: transportation, backpacks, school supplies, etc. from the County Office to help support these students. HUSD also provides training for school and district staff specific to the needs of this population, as well as more generalized staff development for all teachers and administrators via MTSS and PBIS.

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.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

HUSD believes in a coordinated plan for preschool through 12th grade and beyond to Adult Education. The Coordinator of Educational Services (TOSA) is the bridge between schools and outside programs. Quarterly district-wide cabinet meetings include all support personnel and administration. Additionally, monthly Hamilton Unified Leadership Committee meetings are convened to discuss district-wide initiatives and make stakeholder informed decisions/recommendations.

Early Childhood Education

HUSD has 2 feeder preschools located on site at the high school, and the elementary school. The preschool located at the high school offers child care classes as a high school elective. Additionally, the preschool teacher participated in Academic Parent Teacher Teams in coordination with the elementary school in order to build capacity for families of preschool students. Families have multiple opportunities for interactions with kinder teachers and staff at the elementary school prior transition from preschool to kindergarten. Flyers are posted around the town, prior to registration and Kindergarten Round-up. Prior to the start of school there is a Meet and Greet for all incoming parents/students. As part of our newly formed dual immersion track, there are multiple meetings to identify interested dual immersion families. This includes discussions related to the objectives of the program and commitments.

HUSD provides multiple opportunities for students to gain experiences moving from middle school to high school and into college and career readiness status.

Middle school students attend/participate in:

Latina Youth Conference

GEAR UP(UC Davis sponsored events)

8th Grade Career Expo (Glenn County Office of Ed)

Youth Empowered (Catalyst/Boys & Girls Club)

Summer Connection (Butte College)

Butte College Parent/Student Outreach Events (Brenda Rodriguez)

8th Grade visitation day at the high school

Ag day at the high school

Consistent curriculum (ELA and Math) for middle school to 9th grade.

High School

Talent Search

Upward Bound

Campus Tours (twice annually)

Senior Project (career based research project includes: mentor time, research paper, presentation, community service, portfolio)

Dual Enrollment (3 classes taught at HHS coordinated through Butte College)

2+2 Classes

Sophomore student/family counseling

CTE pathways: (Ag Mechanics, Ornamental Horticulture, Ag Business, Patient Care (Health), Plant Science)

Career Focused Electives (Forensics, Ag, Child Care, Medical Terminology, Sports Medicine, Advanced Welding, Floral Design, CAD)

Butte College Registration support at the HS campus, including a tour of the Butte College Campus.

Financial/Scholarship Planning nights for families

STEM Career day (Shasta Office of Ed)

HESI (Health Occupations Internships)

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:

Gifted and Talented
NA

Developing effective school libraries

The high school and elementary school each have a librarian technician/aide who works with students to manage circulation, and the library technology. HUSD has moved to a online system managing the book collections. At the elementary school the librarian tech works with teachers to provide regular access to the library for all classes. The District Literacy Coach works with the elementary librarian technician to improve reading selections and student access for Spanish language literature. Additionally there is a countywide librarian/literacy resource staff that provides access to online and print resources.

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:

NA

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and 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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

Induction for new teachers/administrators

HUSD supports new teachers with a two year induction commitment through the Alliance for Teacher Excellence (ATE) at Tehama County Office of Education. Through this program candidates are paired with like discipline mentors through the district. This develops professional relationships between educators. HUSD also supports induction for the new administration as well through ASCA.

Develop Teacher Leadership

NTC (Coaching Instruction)

HUSD has committed to training a coaching cadre through a three year commitment to the New Teacher Center coaches training. Currently three teachers are enrolled in the program. The focus of the program has been to provide on-going coaching to any teachers who are new to the district.

MTSS

Three teachers at the elementary school have been selected to act as leaders in our collaboration, PLC time. These teachers have been involved in multiple days of training in MTSS, UDL, and PBIS in order to provide direction and support to their grade level teams. These teachers serve on the school-wide leadership team, and facilitate PLC work.

Co-Teaching Student Teacher Mentorship

Seven teachers at the secondary level have been trained through CSU Chico Department of Education in the co-teaching method for developing student teachers. These teachers have had student teachers placed in their classes, in order to plan and co-teach lessons with their partner student teachers. These student teachers have an experience and responsibilities that are similar to the veteran teacher, while still being guided and working in partnership through the reflective practice cycle.

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:

HUSD will prioritize funds for implementing comprehensive support and improvement activities through data analysis to identify our greatest needs.

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:

HUSD will use data generated from multiple sources in order to define professional development needs teachers and district staff. These include:

Annual Staff Surveys
Common Core State Standards Surveys (progress towards implementation)
SBAC Math and ELA data for grades 3-8,11
STAR Test Grades 1-8 (Universal Screener for ELA, Math and SLA)
STAR Early Literacy Test TK-1 (Universal Screener ELA, Math)
Healthy Kids Surveys
Parent Surveys
Suspension Rates
Chronic Absenteeism Rates
Graduation Rates
College and Career Readiness distribution
AP pass rates
English Learner Progress (includes LTELS and RFEPs)
Administration Walkthroughs
SWIS behavior data/Staff Managed Behavior Forms
SWIFT-FIA
Unit Assessments/Benchmark Exams

Each of the above measures will be examined by staff and teachers during weekly PLC/collaboration time, monthly district inservice times or staff meetings. This data will be shared publicly during Board meeting, School Site Council meetings, ELAC/DELAC, Dual Immersion Committee Meetings, Parent Lunches, Morning Coffee with the Principal.

This data will identify areas of concern, along with any sub groups that may need additional resources. The sources above also represent the types of data that will be collected and monitored for effective use of resources for intervention purposes and for Tier 1 instruction.

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:

HUSD maintains a half time ELD coordinator/coach and a literacy specialist. HUSD believes in providing on going, sustained professional development services, to the extent possible, in house. This includes support for all staff in integrated ELD practices based on the new ELA/ELD framework. Including work emphasizing addition of a language objective for all classes.

Although, this year as part of our introduction of dual language instruction to our K-5 grades, HUSD is working with a bilingual educational specialist through Santa Clara University, Dr. Rodriguez-Mojica. This professional development work includes lesson development for our dual immersion teachers, but also instruction for all elementary staff in language acquisition and literacy for all students.

In addition to Dr. Rodriguez, HUSD provides infield coaching in order to implement the Language Star Principles for designated ELD within the context of the adopted ELA curriculum. Our ELD coordinator is part of a regional consortium that meets regularly to discuss local and state policies and procedures for ELD practices.

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:

HUSD provides enhanced instructional opportunities for immigrant children and families by providing robust academic support services through a designated ELD coach/coordinator, and full time literacy coach. In addition to these services, HUSD provides extra time during the school day for intervention services through Wolf Time and Braves Time.

Based on recommendations from a committee made up of parents, staff, teachers and administrators HES launched a dual language immersion program. This year a Spanish Kindergarten and First grade class were added to the schedule, with subsequent grades to follow. The long range plan for instruction will enhance Spanish language instruction continuing at the 6-8 grades levels and expanding the Spanish language selections at the high school. Although this is a program within a school, language acquisition training for all staff has been a critical component of the rollout. HUSD continues to make every effort to add bilingual aides and teachers in order to reflect the community served by our district. The commitment to bilingual education is evident through the district commitment to funding curriculum/materials, staffing, and professional development to improve educational outcomes for all immigrant students.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD is committed to developing academic English language proficiency, a positive self image, and reclassification to Fluent English proficiency as well as developing an appreciation of the culture and linguistic diversity English learners bring to the community. In order to achieve these district, state and federal goal, using the California English Learner Roadmap as a guide for the ELD program.

Annual review of the EL Master Plan, up-date as necessary

Follow the adopted assessment plan in order to monitor EL progress

Increased support for students identified as LTEL or in danger of being LTEL.

Track/maintain progress data in an assessment database (IO) for all EL students.

Professional development for teachers of integrated ELD. Focused on ELD standards for all disciplines using content rich academic language.

Professional development for all teachers in designated ELD; using the Language Star methodologies including in field coaching.

Provide a dual language immersion program for K-8.

Require Spanish language classes for all students from grades 6-8.

Support/Celebrate Seal of Biliteracy as an avenue to college and career readiness.

Schoolwide build language and culturally rich environments.

Professional development in Quality Teaching of English Learners (QTEL).

The goal of the HUSD ELD program for EL students is to develop the student's oral and academic language skills in English, enabling students to attain grade level proficiency. The curriculum focuses on the developmental acquisition of language.

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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers and administrators will monitor EL students to ensure that they are developing academic, linguistic and social skills to their fullest potential in order to participate in our multicultural society as specified in the HUSD EL Master Plan. EL students are monitored through our quarterly ELD benchmark exam and other curriculum measures as well as through the new ELPAC. These students are also screened via our Star Reading and Star Math. In addition newcomers are assessed in Spanish as well, to understand a student's academic level in their native language. Teachers, in PLC groups identify EL students in danger of LTEL status in coordination with the ELD Coordinator to develop an individualized plan intervention.

HUSD has adopted ELA/ELD curriculum aligned to the California State Standards. Every student has access to a highly qualified teacher, and literacy coach as needed. All EL students receive integrated ELD services throughout all subjects. Designated ELD is one hour five days each week. For newcomers, access to the core content is available in Spanish as well. This supports the students, but also supports parents at home as well. Support staff, such as counselors, office staff, administration, and family services coordinator are bilingual.

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:

In order to implement our dual immersion program HUSD enlisted the support of Dr. Rodriguez-Mojica from Santa Clara University. She has provided coaching and support for our new dual language teachers, in addition she worked closely with administration to develop a plan for continued program evaluation and improvement. She has also provided whole staff services to build the culture of bilingualism throughout the district. Evaluation will be based on teacher feedback, and student progression towards bilingualism, via the Seal of Biliteracy.

