

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

LEA name:

Hacienda La Puente Unified School District

CDS code:

19734450000000

Link to the LCAP:

(optional)

<https://www.hlpschools.org/district/education-services-division>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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.

HLPUSD serves a diverse student community with the goal of preparing every student for college and career upon graduation. The District's TK-12 student population (approximately 15,900 students) is 19.2% English Learner (EL), with 75.9% of students classified as Low Income. Our LCFF Unduplicated pupil count is 78.84%.

It is HLPUSD's mission to maximize the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks and standards. Classroom instruction is integrated, thematically applied, technologically integrated, and sensitive to the individual learning styles of students and the needs of the multicultural community we serve.

HLPUSD LCAP reflects our mission, with focus on providing an exemplary TK-12 educational program aligned with the State Priorities. LCAP goals, actions and services address the priorities of basic services, implementation of state academic standards, parent and student engagement, student academic achievement and other outcomes, and school climate. Appreciating that the majority of our students are economically disadvantaged and many of our students are English learners or foster youth, the district provides a core program enhanced with additional LCFF Supplemental and Concentration funds that focuses on raising the achievement of all students with additional services provided to address the needs of our low income, English learner, and foster youth students. Our LCAP describes the core program services for all students, and the additional services that contribute to increasing services and outcomes for our low income, English learner and foster youth student population.

Highlights of continuing and expanding priorities and initiatives reflected in the LCAP include: 21st Century teaching and learning skills to ensure students are meeting high academic standards; standards-aligned core curriculum, materials, and assessment, including ELD curriculum, in which teachers receive training on implementation and usage; professional development (PD) for districtwide instructional improvement including PD that is differentiated; expanded technology

infrastructure, computer labs, technology carts and devices, and integration of technology; reduced class size and combination classes; supplemental instructional support services and staff; College and Career Readiness programs and supports including a-g aligned courses and Career Technical Education (CTE) courses and pathways; access to specialty courses such as Science, Technology, Engineering, Art, Mathematics (STEAM), Visual and Performing Arts (VAPA), Advanced Placement (AP) and Honors, and Dual Immersion; academic and behavioral Multi-Tiered System of Support (MTSS) including intervention programs; Equity and Access student support staff and services for foster youth; counselors and psychologists; Social Emotional Learning (SEL); health and mental health services; parent and family engagement programs; school safety programs.

To inform development of the LCAP, an in-depth analysis of student achievement data is conducted at the District level and at each school to identify academic areas of strength, areas of concern or improvement, and evaluate the effectiveness of instructional strategies and/or programs that support the achievement of all students and student groups. Input from educational partners, including administrators, certificated and classified staff, employee associations, parents, and students are solicited throughout the year and contribute to the development of priorities to consider for the LCAP. The annual districtwide LCAP Survey results, and information from School Plans for Student Achievement (SPSA) provide additional input for LCAP priorities. The needs assessment process, with educational partner input, contributes to decisions for the use of available District funds within the LCAP to support desired outcomes for all students and student groups. All LCAP budget priorities and decisions reflect the Board of Education's vision, mission, and goals.

HLPUSD has integrated federal Title I, Title II, Title III, and Title IV funds into our LCAP. These federal funding resources are utilized to supplement and enhance District goals and priorities and are aligned with decisions on how the District's funds are spent. Decisions for the use of all Title funds are based on the District's needs assessment, with input from educational partners taken into consideration, to ensure priority spending and equitable access to bridge the achievement gap for students who are not meeting, or most at risk of not meeting, state academic standards.

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.

The Hacienda La Puente Unified School District (HLPUSD) will align the use of federal Title I, Title II, Title III and Title IV funds to supplement the priorities, actions and services that are funded with our Local Control and Accountability Plan (LCAP) funding resources, which include Local Control Funding Formula (LCFF) general funds, LCFF Supplemental and Concentration funds, and other federal, state, or local revenues. These supplements will provide expanded opportunities beyond what is capable with LCFF, state and/or other funds, and will align to the existing programs in a way designed to provide more depth and breadth to our core programs, services, and interventions for our students.

Federal Programs are aligned to our District's core programs by providing increased and/or enhanced or improved services to students, especially those not meeting, or at risk of not meeting, state academic standards, and/or are aligned with and utilized in a manner that supports districtwide improvement initiatives. Title I programs comprise the primary supplemental funded activities that build directly upon our state funded programs, including LCFF Supplemental and Concentration funded services, to assist students to meet challenging state academic standards. Title II funding is utilized to provide high quality professional development for staff based on consultation, data analysis and professional learning needs. Title III funding is utilized to supplement and strengthen our English

learner and language development programs beyond what we are able to provide through our core program for English learners and Title I funded activities and programs.

To ensure funds from state and federal sources are used in a coherent manner to support achievement of the District's vision, mission and goals for all students and student groups, District staff work together to plan, monitor, and evaluate the effectiveness of the activities and initiatives funded through federal Title I, Title II, Title III, and Title IV. Each school's School Plan for Student Achievement (SPSA) includes all funding sources that support the goals, actions and strategies to support each school's student population. Title I funds allocated to school sites through the Consolidated Application are utilized within the SPSA to supplement, not supplant, the core, and in schoolwide programs, to upgrade the school's instructional program for all students, especially the most at-risk. Decisions on SPSA Title I expenditures are based on multiple measures, the comprehensive needs assessment, educational partner input, and approved by each schools' School Site Council (SSC) with input from their English Learner Advisory Committees (ELAC). All SPSAs are reviewed by District leadership personnel and approved by the Board of Education. SPSA goals, actions and strategies are aligned to the LCAP goals and priorities.

Federal funds are targeted to support low income students and their families, the lowest achieving students, and English learner students and families to supplement core program activities and services to ensure equity and close the achievement gap for identified student groups.

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

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

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:

Hacienda La Puente USD does not have any disparities that resulted in low income or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The data we used to determine that we did not have disparities is as follows:

- Civil Rights Data Collection (CRDC)
- Teacher Induction information
- Internal Human Resources (HR) Tracking system for newly hired teachers
- CalSAAS Detail Report
- DataQuest Teaching Assignment Monitoring Outcomes
- Title I Consolidated Application
- Title I Comparability Report
- CDE Data Quest: Enrollment by Ethnicity, Low Income/Free or Reduced Price Meals, and Staffing
- CalSAAS Detail Report

The District has 75.9% economically disadvantaged students and all HLPUSD schools have a high percentage of minority students. Each site is tracked for staffing and equity purposes. Teachers are tracked by years of experience as well as credentials held, seniority and contract status. As reported in the 2021-22 CalSAAS Detail Report, which informs the DataQuest Teaching Assignment Monitoring Outcomes, the percentage of fully credentialed and appropriately assigned teachers is 95.1%, which is higher than the state and county average. Human Resources staff meets with each School Team to go over staffing information for the upcoming school year. If a school had disparities, they would be discussed at that time and engage with all educational partners represented at the meeting to determine next steps to address the disparities. HLPUSD's Collective Bargaining Agreement allows the District to be able to transfer teachers from one site to another should the need arise to address any future disparities. The District will continue to track this information using the data presented above.

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:

HLPUSD will involve parents/family members at identified schools in jointly developing Comprehensive Support and Improvement (CSI), Targeted/Additional Targeted Support and Improvement plans through facilitating their engagement in the School Plan for Student Achievement (SPSA) process, including analysis of Dashboard Indicators and other student outcome data, the comprehensive needs assessment, identification of potential resource inequities, and implementation of evidence-based interventions.

HLPUSD encourages parents' active collaboration in school/district decision making, in alignment with the LCAP educational partner engagement process. School Site Council (SSC) develops, and English Learner Advisory Committee (ELAC) provides input for the SPSA, which describes the school's plan for use of Title I and state funding resources to improve student outcomes, aligned to LCAP priorities. The District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC) represent parents from each school to reflect districtwide needs/interests and serve as parent leaders who are provided information/opportunities for input regarding the LCAP and LCAP Federal Addendum which contain and align actions, services and expenditures related to state and federal programs, based on student outcomes/needs. DAC/DELAC members are selected by their peers to serve as representatives on the LCAP Advisory Committee, in collaboration with management, employee bargaining units, teachers/staff to generate advice for LCAP priorities.

Schools engage parents to jointly develop their Title I Parent and Family Engagement Policy (PFEP) and the School-Parent Compact (SPC). School level PFEPs describe how the school will implement its parent/family engagement activities to reflect local needs/interests, in alignment to the Districtwide PFEP (DPFEP). Each school's SPC describes how parents, students and staff share responsibility for supporting student learning/academic achievement. The PFEP and SPC are provided to parents/families annually. HLPUSD monitors parent/family engagement through review of documentation and provides resources, training/technical assistance to support schools' parent/family engagement.

The DPFEP, jointly developed and agreed upon by HLPUSD parents, describes the objectives for meaningful parent/family engagement, and how activities will be carried out districtwide. The process includes participation of the DAC/DELAC in the annual review/evaluation of the content/effectiveness of the DPFEP via participation in a subcommittee to provide input for revisions/updates. Parents/guardians are invited to participate in the annual meeting to review and revise the Title I Districtwide Parent and Family Engagement Policy based on input gathered through parent surveys and discussions. The revised DPFEP is reviewed by DAC and DELAC membership for their discussion, evaluation/input each spring, is submitted for Board approval annually, and is posted on the HLPUSD website for review/feedback. The DPFEP is distributed to all families annually within the District Annual Information Handbook.

HLPUSD will use multiple strategies to facilitate communication to support diverse interests/needs of parents/families. Communication from schools to families will be provided in a timely manner through district/school websites, ParentSquare, marquees, phone messenger system, notices/flyers, newsletters, email/social media, in a format, and to the extent practicable, in a language parents can understand. Accommodations to facilitate communication for families who have accessibility needs

or disabilities, for homeless, migrant, or immigrant families, and for parents/guardians of foster youth will be made through coordination of services.

Multiple strategies assist parents/families to understand state academic standards/assessments, how to monitor student progress, work with educators to improve achievement, and to understand Title I program components. Schools' strategies include Annual Title I parent meetings; parent/family workshops; two-way communication via progress reports/grades, parent-teacher conferences each fall/spring; Back to School Night; Individualized Education Plan and Student Success Team meetings. Aeries Parent Portal provides online access to student progress including grades, assignments, test scores, to help parents monitor their child's progress, and facilitate working in partnership with school staff.

With the assistance of parents, HLPUSD will integrate strategies to educate teachers, principals, school leaders, and educational support staff in the value/utility of parent/family contributions, effective outreach/communication with parents/families, how to work with parents as equal partners, how to implement/coordinate parent programs, and build ties between parents/schools. CDE's Family Engagement Toolkit will guide districtwide efforts to embed educator capacity-building/professional learning within the processes of planning and implementing parent/family engagement activities.

Materials and training to help parents work with their children to improve academic achievement, and foster parental involvement, are based on surveys to determine parent/family needs/interests, including the LCAP survey. Various education opportunities/workshops are offered based on parents' input such as the District Parent University Workshops, HLPUSD Adult Education classes, on topics such as: State standards, technology; family literacy; college/career readiness; interpreting assessment results; Aeries Portal; attendance/behavior supports; MTSS; social emotional learning; mental health.

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:

HLPUSD currently operates 28 Title I Schoolwide Program (SWP) school sites, of which there are fourteen elementary schools, five middle schools, three K-8 schools, four comprehensive high schools, and one alternative high school that includes community day and continuation programs. All SWP schools participating in Title I funded programs via the Consolidated Application process are required to develop a School Plan for Student Achievement (SPSA). All SPSAs are developed, reviewed and updated annually by the School Site Council, and must be aligned to school goals that address how the funds provided will be used to improve students' academic performance. SPSAs must be developed with the involvement of all applicable school advisory committees, including with input and advice from the ELAC, and approved by the SSC and the Board of Education annually.

Schoolwide SPSAs are developed and annually updated based on the comprehensive needs assessment to identify strengths and gaps in student performance in relation to state academic standards and progress indicators, particularly the needs of children who are failing or are at-risk of failing to meet state academic grade level standards. SPSA goals, actions, strategies, and planned expenditures must be aligned to the comprehensive needs assessment findings, and describe how the school will implement plan components to provide supplemental resources and services that will support students in meeting challenging state standards and progress indicators. All schools conduct the SPSA Annual Evaluation to determine plan implementation and effectiveness in meeting SPSA goals for student achievement, including any necessary changes and/or improvements to the SPSA moving forward. School site expenditures are based on the priorities, actions, and strategies described in each site's SPSA. Examples of the types of SWP services and resources provided via school sites' SPSA include supplemental instructional support personnel such as interventionists and/or Teacher on Special Assignment (TOSA), additional counselor services, academic and/or behavioral MTSS intervention programs, professional development, extended learning time, supplemental materials and supplies, computers, technology devices and software, and parent involvement. SPSA supplemental actions, services and expenditures are aligned to support the district's academic and performance goals as described in the LCAP.

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:

HLPUSD utilizes a variety of strategies to support enrollment, attendance, and success of homeless children, including pre-school aged children, in coordination with services provided under the McKinney-Vento Act.

The Equity and Access (E/A) Department staff and designated homeless liaison facilitate districtwide implementation of comprehensive program to support McKinney-Vento students and families with services to remove barriers and assist students to succeed academically and socially. The Homeless Education program vision is to strengthen communities by teaching and empowering students to overcome barriers that impact success by providing equitable access to proper supports that prepare students to thrive in and contribute to the global community through graduation and career readiness. Objectives include building cohesion and coordination districtwide through initiatives, joint projects, and coordinated development of solutions to improve academic success for homeless children/youth.

HLPUSD uses the Student Residency Questionnaire (SRQ) to identify eligible homeless students for support services. The SRQ is required to be included in the enrollment packet for all new and returning students, and must be completed for all students annually, including each child in the family and children under the age of five. The SRQ allows families to self-disclose information regarding their nighttime residency, which informs the district's identification of students for homeless program enrollment. Families may self-disclose at any time of the school year, to the school site or to the E/A Department's Homeless Education Program. Schools must enter the Homeless Program code for each identified student in the Aeries student information system and must submit the SRQ form for each student identified for homeless services to E/A support staff. A meeting is scheduled when an E/A team member receives an SRQ that indicates homelessness, to assess the level of support that

can be provided; these in-take meetings are the first level of contact with a parent to ensure support for their child and family. Through the in-take process, a thorough assessment is made of the types of barriers the student and family are currently experiencing, and the supports and/or services that will best address the barriers.

The district's designated homeless liaison will support students, families, and school site staff to ensure compliance with HLPUSD Board Policy and federal mandates regarding educational rights, immediate enrollment, educational placement and access, transportation, and other services and supports for homeless students. The designated homeless liaison will participate in professional development and training via County Office of Education and/or State Coordinator. The liaison will ensure school personnel that provide services to homeless children, youths, and their families receive professional development and other support. The liaison will facilitate coordination of services for homeless students and families in collaboration with school and district staff, and with community and education agencies, to carry out all required legal duties to ensure homeless students enroll in and have full and equal opportunity to succeed in school.

Examples of HLPUSD services and supports to homeless students and families include:

- 1) Removing enrollment barriers including missed applications or deadlines; fines or fees; immunization or other health records; proof of residency; academic records or credit transfer documentation.
- 2) Providing appropriate educational placement, including in school of origin and preschool enrollment; and facilitating access to educational programs and services, including EL, Special Education, Migrant Education, intervention programs, and access to extracurricular programs, summer school, CTE, AP, vocational education, and signature programs.
- 3) Participation in mediation process for school enrollment disputes.
- 4) Providing proper withdrawal from school including timely transfer of credits, grades, and/or records.
- 5) Assisting unaccompanied homeless youth regarding enrollment, educational and vocational placement options, credits for coursework, and with connections to community resources, job placement, post-secondary education, other.
- 6) Dissemination of educational rights for homeless students, per legal requirements.
- 7) Educating students, parents and families about educational rights, opportunities, and/or transportation.
- 8) Assisting with transportation, school supplies, uniforms, hygiene kits, and/or emergency clothing.
- 9) Referrals for health care, dental/vision care, mental health, substance abuse, housing and other services; assistance for required immunizations.
- 10) Facilitate identification of students eligible for AB 1806 graduation exception.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HLPUSD offers multiple opportunities and resources to support effective transitions between programs and school settings for PK-12 students. The District's Early Childhood Education (ECE) programs prepare our youngest students for college and career in their future. ECE programs include Head Start and State Preschool and include a full-day child development center, all with school readiness goals. Twice a year, a Transition Conference is held for principals, TK-K teachers, Head Start/State Preschool, and Child Development teachers who work collaboratively on common goals and strategies in preparing students to successfully transition, socially, emotionally, and academically. Additional activities to support our students' transition to TK-K include parent education and ECE staff PD sessions, Parent Nights to involve parents in the process of preparing and supporting their child's development and school readiness, Early Learning Leadership Program for principals and ECE management team provided by LACOE, plus transition activities for students at schools as collaboratively planned by ECE and TK-K teachers.

Transition strategies and activities to facilitate students' successful transition from elementary to middle school include middle schools' hosting incoming elementary students for orientation, campus tours, and activities designed to engage, motivate, and prepare fifth and sixth grade students for success in middle school. Middle school counselors assist students and families in selection of courses for students' upcoming transition to sixth or seventh grade. Additional supports include elementary Science Technology Engineering Art Math (STEAM) and coding classes.

Transition strategies and activities to facilitate students' successful transition from middle to high school includes each high school hosting orientation sessions for incoming 9th grade students, supported by transition programs such as Renaissance and Link Crew, Advancement Via Individual Determination (AVID), and Associated Student Body (ASB). Each spring, high schools assist incoming ninth grade students in preparing to transition to high school, including information about high school programs, enrollment in courses, a-g and graduation requirements, Advanced Placement (AP) courses, the schools' signature programs, Career Technical Education (CTE) pathway opportunities, extra-curricular activities, and athletics available.

The Middle School Math Summer Enrichment provides a supplemental transition program for seventh and eighth grade students, designed to bridge students' learning and achievement gaps in mathematics, and increase students' mathematical capacity and achievement as they transition from middle school math to Integrated Math at the high school level. This program is implemented at all four of our high school campuses to further support effective middle school to high school transition for our students.

HLPUSD high school programs offer multiple transition strategies and activities to facilitate students' successful transition from high school to post-secondary education. Highlights include continuing focus on strengthening Career Technical Education (CTE) courses and pathways, to

expand options to prepare our students for post-secondary courses and future careers. Other areas of focus include UC/A-G course alignment, alignment of College and Career Readiness requirements to high school graduation requirements, as well as continuing to expand opportunities and open access for Advanced Placement courses, and dual enrollment in college courses for our students, including opportunities through the Workman Early College Academy Network (WECAN). Further opportunities include offering Project Lead the Way courses, Advancement Via Individual Determination (AVID) programs, implementation of California College Guidance Initiative (CCGI), High School Summer School programs, and the APEX credit recovery program. Our alternative high school provides multiple programs to support students most at-risk of not graduating, including access to CTE courses in collaboration with HLPUSD's Adult Education Program. The District offers programs to subsidize costs for PSAT for grade 9-11 students and for AP exams. The District and school sites' College and Career Fairs, College/University application and FAFSA application support services for students, and Cash for College are additional supports for high school students' successful transition to postsecondary education and career pathways.

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:

In addition to Title I, Part A reservations as required by the Consolidated Application, which include reservations for participating private schools, parent and family engagement, and services for homeless youth, HLPUSD additionally reserves Title I funds for several authorized district-operated services and initiatives to support Title I schools in meeting goals for student outcomes and student achievement. The following authorized districtwide initiatives will be designed and implemented to improve the achievement of Title I students districtwide and are managed at the district level to benefit all Title I schools in the district:

Instructional Improvement Support and Professional Development (PD): Teachers on Special Assignment (TOSAs) will provide supplemental PD, strategic instructional coaching, and additional curriculum, instruction, assessment supports for teachers/administrators to improve effectiveness of instruction and student outcomes in Title I schools, particularly for students most at risk of failing to meet state academic standards. PD and supports are aligned to district needs assessment, LCAP goals and priorities, and are based on academic standards and evidence-based practices.

MTSS Supports for Schools: Student and Family Services and Equity and Access supplemental Counselors provide additional counseling services to support identified high-risk students in Title I schools, including counseling for students; small group intervention, social-emotional learning; working with individual students to support behavioral intervention support plans; pre-intervention supports for mental health services; consulting with parents to support attendance interventions for at-risk students.

Districtwide Literacy PD Initiative: Districtwide PD initiative for Title I schools' TK-12 teachers and administrators to close gap in English Language Arts (ELA)-Literacy achievement by improving ELA/Literacy instruction, especially for students most at-risk of failing to meet state academic standards. Evidence-based PD, including summer PD literacy academies and PD workshops and workshop series will be offered to support teachers' continuous growth and capacity through consultant services. PD will focus on building a strong foundation for teachers' content knowledge and pedagogy for effective literacy instruction, with emphasis on instruction that builds students' reading and writing development.

Middle School Math Summer Enrichment Program: To remove barriers to A-G math course completion and provide support for future success in high school Integrated Math, especially for socio-economically disadvantaged students and ELs, the summer math program provides instruction in Algebra/Math 8 using supplemental, core-adopted, standards-aligned curriculum and instruction, for 600-700 seventh and eighth grade students from Title I schools.

C/STEM Mathematics Intervention: The UC Davis C/STEM mathematics supplemental intervention program is implemented in selected Title I middle and high schools for the most at-risk students in grades 6-9, to address the mathematics achievement gap that exists for students in this grade span. The program will provide mathematics intervention through integration of mathematics with computer coding and STEM to purposefully engage students in learning and application of mathematics. Implementation will include supplemental teacher guides/lessons, student materials, STEM equipment, with professional development for teachers provided through UC Davis.

Credit Recovery: *Apex Learning* provides digital curriculum courses for credit recovery as a districtwide initiative at Title I comprehensive and alternative high schools to support at-risk students in grades 9-12 with additional opportunities to recover credits needed to meet graduation requirements.

Overdrive/SORA Digital Library: To increase Title I students' access to districtwide *Overdrive/SORA* digital library, all schools are provided with access to select supplemental digital library titles. In addition, supplemental books and reading materials for students are provided for school libraries.

Supplemental Online Learning Programs: Evidence-based supplemental online programs are used districtwide to improve education outcomes of students. Lexia, Dreambox, and Discovery Education online learning subscriptions are used districtwide to support teacher instruction, supplement student learning, increase parent engagement, and provide trainings throughout the school year.

Progress Monitoring Assessments: NWEA Measures of Academic Progress (MAP) assessments provide educators the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP tests to develop targeted instructional strategies and to plan school improvement. MAP test results help educators make student-focused, data-driven decisions. Students are tested in Reading, Language Use, Mathematics, and Science. Student growth is monitored throughout the school year and from year to year. MAP data provides information to help inform instructional decisions to improve the academic achievement of low-performing students.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. HLPUSD does not apply for Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

HLPUSD implements professional growth (PG) and improvement initiatives aligned to Board and LCAP goals to assist in recruiting, hiring/retaining effective teachers, principals, or other school leaders, along with opportunities for PG that support teachers and principals from the beginning of and throughout their careers, including opportunities for advancement.

HLPUSD's recruiting/hiring process is enhanced through partnership with local Institutions of Higher Education to increase the opportunities for selection of the highest quality teaching candidates with necessary subject-matter knowledge and teaching skills.

HLPUSD offers a Teacher Induction Program (TIP) approved by the California Commission on Teacher Credentialing for eligible teachers holding a preliminary credential for General Education and/or Special Education. The TIP provides support and mentoring for all new teachers holding a Preliminary Credential. Teachers earn the clear General Education and/or Education Specialist credentials upon successful completion of this two-year program. Each candidate meets with a mentor one hour a week.

To support new principals/other school leaders and increase the retention of effective leaders, including assistant principals, HLPUSD provides the Clear Administrative Credential Program (CACP)

with the Association of California School Administrators (ACSA), approved by the CTC. This program is designed to help new administrators with a preliminary administrative credential to obtain a clear credential. Coaches and candidates meet 40 hours each year during this two-year program to facilitate the Professional Growth (PG) of each candidate. Coaches attend two ACSA trainings each year to refine coaching practices.

HLPUSD systems that support PG and improvement for teachers include a teacher evaluation system based on the California Standards for the Teaching Profession (CSTP), facilitated through an online employee evaluation platform that generates feedback on teaching, opportunities for reflection, with focus on improving student outcomes. Job-embedded PG opportunities support teacher access to resources/activities that facilitate continuous improvement, such as use of short, focused, formative observations that provide feedback on practice; structured teacher collaboration time including Professional Learning Community (PLC) model; PG Day for teacher collaboration on teacher-selected topics; data-driven, classroom focused opportunities, such as peer observation or lesson study.

HLPUSD systems that support PG for principals/school leaders include:

- 1) District support for establishing, implementing, and monitoring performance goals aligned to New Pedagogies of Deep Learning (NPDL) 6 global competencies.
- 2) Monthly District Leadership Team meetings for principals/assistant principals that provide multiple opportunities for PG focused on building transformative school leadership capacity, including time to reflect on best practices and to collaborate.
- 3) District support is differentiated to build principals'/assistant principals' capacity to successfully lead the instruction and management of schools.
- 4) Job-embedded opportunities that support continuous growth include principals' monthly collaboration in Quadrant team meetings, which utilize strategies such as learning walk-throughs, discussion of student data and best practices.
- 5) Principals new to their position and/or to HLPUSD receive mentorship from District administrators to support administrator retention and successful outcomes for students.

HLPUSD provides leadership development opportunities for teachers, principals/assistant principals. Examples for teachers include school-based opportunities such as School Leadership Teams or School Site Council. District-sponsored leadership opportunities for teachers include serving on various District committees, such as Curriculum Committees. Examples of PG opportunities for school leaders include serving as Curriculum Committee Chairs or on advisory or community partnership committees.

HLPUSD provides job-embedded, data-driven, classroom-focused PD for new/veteran teachers and school administrators, designed to be sustained rather than stand-alone. PD focuses on facilitating teachers' capacity to implement effective, 21st Century instructional methodologies and standards-based curriculum/assessment. PD focus areas include core curriculum, assessment, and intervention, student engagement strategies, integration of technology/VAPA/STEAM, and effective lesson design. PD is provided through in-house and outside agencies, via pull-out/push-in, online, summer, and coaching delivery models; workshops, conferences or consultant services. Multiple measures are used to evaluate PD effectiveness, including monitoring/analysis of state/local student assessment results, surveys, and needs assessment process. Instructional strategies that show evidence of effectiveness will be enhanced, strategies based on evidence and student need will be implemented, and PD that does not result in continuous growth will be adjusted or eliminated.

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:

HLPUSD prioritizes the use of Title II Part A funded services based on the continuous monitoring, review and analysis of data towards reaching District and school goals for increasing all students' and student groups' academic achievement and outcomes in alignment with LCAP goals and Dashboard performance indicators. This data is used in overall PD evaluation, planning, and implementation, as well as to identify schools and/or student groups in need of priority support services. Title II funding will be utilized strategically with other funding streams to enhance PD services for teachers and school leaders beyond our state funded core PD programs, prioritized to address the needs of the highest poverty Title I schools, the lowest performing schools, and/or schools with low performing student groups. Schools identified for Comprehensive Support and Improvement (CSI), Targeted or Additional Targeted Support and Improvement (TSI and ATSI) will be included in the decision-making process about how Title II funded PD services may support and improve teaching and learning to close achievement gaps within the school. Consultation and collaboration between the identified schools and the District will be utilized to determine additional Title II funded support services to be provided to the school and will be based on each school's student data and performance indicators, their comprehensive needs assessment that includes the resource inequity identification process, and their educational partner input process as part of the School Plan for Student Achievement (SPSA) planning cycle.

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:

HLPUSD uses multiple data sources to continuously inform and assess the effectiveness of professional development (PD) activities, including monitoring and analysis of state, local, and common assessment results, review of formal and informal surveys, and through the district/schoolwide needs assessment process, including progress in district and school initiatives. The LCAP and schools' SPSA goals and metrics are aligned and include use of multiple data to facilitate evaluation of District and site-based PD opportunities in relation to improved outcomes for students.

Summative and formative assessment data will be disaggregated by student group, including low income, English learner, special needs, foster and homeless youth, to identify essential student learning strengths and needs to inform areas for instructional improvement and support. In addition, school climate data such as suspension, chronic absenteeism and attendance rates, as well as student outcome data including graduation and dropout rates, and college and career indicators are

disaggregated to help identify areas for improvement to address by strengthening teachers'/school leaders' knowledge and skills.

Survey data, including the districtwide LCAP survey, which gauges the perceptions of staff, parents/guardians, and students regarding academic support and resources, student achievement, parental involvement, and school and district climate provides further analysis upon which to inform decisions. Evaluation surveys of PD sessions/workshop offerings will provide additional feedback data regarding meeting PD participants' learning needs, usefulness, and levels of participation, to help determine next steps in developing and improving pedagogical and/or content knowledge, and planning for PD and support priorities, models, and components.

Information regarding progress towards improvement efforts through implementation of District and schoolwide initiatives, which reflect and are aligned to NPDL's 6 global competencies, is utilized by each site and the District in a cycle of continuous improvement to determine the most essential priorities for PD, and to differentiate PD and support for teachers and school leaders. The LCAP monitoring process including Goal Analysis, and each schools' SPSA needs assessment, mid-year monitoring, and end of year evaluation process contribute to making adjustments to districtwide and school sites' PD and educator support planning, implementation, and priority area focus. Qualitative, quantitative, survey interview data, data dashboards, and correlational study data are additional sources used to help determine effectiveness. Data and instructional program monitoring, review, and planning are incorporated into weekly Education Division meetings, along with regular budget review and planning, to make recommendations and decisions about coordination of Title II funded PD activities within the scope of continuous improvement efforts.

The consultation process additionally reflects an ongoing cycle of improvement to continually update and improve professional learning activities aligned to improved student outcomes. The LCAP and SPSA processes are aligned and incorporate the systematic engagement of educational partners, including teachers, principals and other school leaders, administrators, staff, parents and students. Advisory committee contributions include the District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), School Site Council (SSC), English Learner Advisory Committee (ELAC), the LCAP Advisory Committee, and the LCAP Student Advisory Committee, whose input is sought on initiatives implemented at the district and site levels and is used to inform the planning process. Monthly Site Based Leaders (Principals and Assistant Principals) and District Leadership Team (District and School Site Administrators) meetings, as well as partnerships with local bargaining units, Institutions of Higher Learning, mental health providers, LA County Office of Education, and other community partners additionally contribute on an on-going and/or as-needed basis to help link and coordinate District initiatives, PD and educator support systems to goals, objectives, and strategies that will best support improved student academic achievement and successful outcomes.

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:

HLPUSD provides effective, high-quality professional development (PD) related to English learner (EL) needs, for classroom teachers, principals, school leaders, administrators, and other school personnel. PD plan activities are designed to increase and improve educators' capacity to support EL students in reaching expected learning outcomes for English language acquisition and academic achievement. PD activities are aligned to the ELA/ELD Framework, to state academic content standards, including the 2012 ELD standards, and are guided by evidence-based elements within the Quality Professional Learning Standards (QPLS) to increase system-wide PD effectiveness and coherence. HLPUSD's PD system is designed to support continuous improvement over time, is purposeful, job-embedded and collaborative, and is continuously informed by multiple measures of EL student outcomes.

PD for teachers of ELs is focused on facilitating teachers' capacity to implement effective instructional methodologies, standards-based curriculum, and assessment practices to support ELs' success in meeting or exceeding ELD benchmarks and the same challenging academic standards all children are expected to meet, as rapidly and efficiently as possible. Districtwide PD addresses quality core instruction to facilitate educators' capacity to implement state academic standards including ELD standards, utilize 21st Century teaching and learning methodologies, effective lesson/unit design, evidence-based instructional strategies, differentiated instruction, and multi-tiered systems of support for all students including ELs. ELA/ELD teachers additionally have received training on implementation of Wonders and StudySync core adopted ELA/ELD curriculum. Staff meetings at all school sites include components of PD designed to reinforce effective instruction and outcomes for all and EL students.

Principals, assistant principals, counselors, teachers, school office staff, special education staff, district administrators, and other support staff are provided a variety of job-embedded PD and collaboration opportunities to further support increasing capacity to effectively address EL purposes. Examples include ELD Curriculum Committees at elementary, middle and high school levels, consisting of school administrators and teachers, who meet regularly to develop and refine ELD curriculum, assessment, and pacing guides, make recommendations related to effective implementation of core ELD program courses and instruction, and help identify PD needs for ELD teachers. Additionally, every school site has a grade K-5 and/or 6-12 English Learner Facilitator who participate regularly in focused PD/collaborative learning designed to support both practical application and instructional practice for ELs, including EL assessment and progress monitoring systems at each school site.

Multiple data sources help to continuously assess the effectiveness of our EL program and help determine priority focus areas for EL PD. District/school leadership teams regularly review and monitor EL student results on state and local assessments, ELD benchmarks, EL reclassification rates, progress toward LCAP and/or SPSA goals, educational partner input, survey results, and EL PD evaluations to determine high priority needs for PD that will enhance the abilities of teachers and other educators to effectively implement ELD curriculum, assess and monitor EL progress, and utilize effective instructional strategies for ELs.

Based on these needs, Title III funding is utilized for supplemental PD and coaching/push-in support through our EL Teachers on Special Assignment (TOSAs). Supplemental PD for teachers and other educators will be designed to substantially increase subject matter knowledge, teaching knowledge and skills, and/or to increase ELs' English language proficiency. Examples include enhancing/improving: 1) Implementation of ELD curriculum and standards, 2) Designated and Integrated ELD lesson design/curriculum planning, 3) System of formal and informal assessment to monitor progress and drive instruction for ELs, 4) Evidence-based instructional methodology and strategies to increase ELs' access to academic content, such as SDAIE and GLAD, 5) Use of disaggregated EL data to plan tiered intervention for at-risk and LTEL students, 6) Alignment of ELD standards and instruction to ELPAC, 7) Differentiated PD and/or coaching support for teachers, school administrators, PLC

teams, and school site staff. EL PD is designed to focus on clearly identified purposes and needs related to educators' capacity to increase EL students' outcomes, for positive and lasting impact.

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:

HLPUSD will provide immigrant students and their families a variety of supplemental, high-quality programs and services to support immigrant/newcomer students' academic and language development. In addition, social-emotional support is provided to ensure we are meeting the diverse, holistic needs of immigrant students.

The Multilingual Education Department will provide the following enhanced supports for immigrant/newcomer students:

1) Professional development to enhance teacher and administrator capacity including professional learning on culturally responsive teaching strategies and constructive conversation skills. 2) ELD lesson planning and lesson modeling with embedded scaffolds to support immigrant students. 3) Enhanced instructional opportunities to extend their language learning beyond the school day by providing summer and/or afterschool tutoring, intervention, and/or enrichment classes. 4) Supplemental technology and supplemental online educational programs to help students access content to help close academic gaps in their educational progress. 5) Supplemental curricular materials and resources. 6) Quarterly meetings with parents to provide training on how to effectively navigate the U.S. educational system. 7) Specialized support to students and their families beyond core services to help immigrants/newcomers build the necessary foundation to succeed. 8) Custom parent trainings and workshops geared toward immigrant families to encourage engagement in the education process.

Through the LCAP development process, the district engaged educational partners to help identify the strengths and needs of immigrant students and gathered their feedback on how to improve immigrant student outcomes. Based on district goals, priorities, and needs, and input from our educational partners, Title III Immigrant Funding will be utilized to provide:

1) Parent and family outreach and training. 2) Personnel- Teacher on Special Assignment who has been specifically trained to provide services to immigrant students and professional development to teachers of immigrant students. 3) Supplemental educational technology and software to support immigrants' academic and language development.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English

learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HLPUSD serves a diverse community of approximately 15,900 TK-12 students, of whom about 19.2% are English Learners (ELs). 67.7% of ELs' home language is Spanish, with 18.4% Mandarin, 8% Cantonese, and 1.6% Vietnamese. Additional home languages include Filipino, Korean, Japanese, and Arabic. Our EL students come with a range of cultural and linguistic backgrounds and experiences in the home, school and community. In alignment with LCAP and ELA/ELD Framework goals for ELs, HLPUSD's overarching goal for all EL students is to develop readiness for college, career, and civic life upon graduation, with skills for success in the 21st century. To reach this goal, HLPUSD implements effective language instruction educational program that will help all ELs increase their English language proficiency and meet the challenging state academic standards.

HLPUSD provides two options for TK-12 students identified as EL: Structured English Immersion (SEI), and Dual Immersion (DI). Both program options are based upon the 2012 CA ELD Standards, in correspondence with the ELA/ELD Framework "Circles of Implementation of ELA/Literacy and ELD Instruction" central to our districtwide EL program implementation and PD model. Both options provide EL students with core instruction that includes Integrated and Designated ELD instruction utilizing McGraw-Hill Wonders and StudySync core ELA and ELD curriculum components, including implementation of foundational literacy, core intervention, and EL newcomer components, based on differentiated student learning needs. EL students with disabilities are provided with appropriate special education and EL services/instruction. Implementation of the CA ELD Standards in tandem with academic content standards to support ELs in mainstream and content classrooms is in progress. Both program options are designed to support ELs to attain both ELP and parity of participation in the core instructional program within a reasonable amount of time. EL students at risk, or who become "Long Term English Learners" (LTELs), are provided additional progress monitoring and tiered intervention services to address individual learning needs to ensure progress.

In SEI programs, Integrated ELD instruction is provided to support ELs at their different ELP levels to access grade level academic content areas throughout the day. Designated ELD is provided as a protected time focused on developing essential English language and literacy skills needed for grade level content learning and development of English proficiency. At the secondary level, Designated ELD courses are aligned with the Emerging and Expanding levels of English proficiency. Secondary ELs at the Bridging level of English proficiency receive EL services in Mainstream English classes.

HLPUSD offers DI programs in the target languages of Spanish, Chinese, and Korean. The Spanish program implements the 90/10 model, while Chinese and Korean implement the 50/50 program model. The goal of our DI programs is bilingualism, biliteracy, and sociocultural competence upon graduation. In DI programs, Integrated ELD is utilized during content provided in English, and Designated ELD is focused on developing academic language and literacy needed to develop English proficiency.

Title III funding is utilized for activities that supplement the core program for ELs. Our Title III funded TOSAs conduct activities consistent with Title III purposes, focused on 1) Increasing the ELP of ELs by providing effective language instruction educational programs 2) Providing effective professional development 3) Providing activities/strategies that enhance EL educational programs.

Examples of authorized activities to achieve Title III purposes include 1) Upgrading program objectives/effective instructional strategies including training on Guided Language Acquisition Design (GLAD) strategies. 2) Identifying/improving curricula, materials/assessment procedures including the ELLevation Platform that compiles all student data in one place and enables district administrators to

view, analyze, and track student progress. Administrators can create and save student progress views and dashboards to have easy access to the data needed to set language development goals aligned to ELD standards and to make informed decisions about resources, instruction, and more. 3) Developing/implementing language instruction educational programs coordinated with other relevant programs/services. 4) Improving the instruction of ELs, including ELs with a disability. 5) Providing parent/family outreach/training activities for parents/families of ELs including parent engagement opportunities such as family literacy for parents of English learners through the Latino Literacy Project and CAFE English Learner parent trainings on the EL Roadmap.

Title III activities are designed to help ELs' progress toward ELP and to meet challenging academic standards, including support for DI programs, and integration of VAPA. Activities/PD focus on upgrading EL assessment/progress monitoring systems; improving/increasing use of effective, evidence-based strategies and intervention for ELs; collaboration to improve instruction of ELs with a disability; supplementing District and schoolwide planning processes for ELs, including use/analysis of disaggregated EL data. Plans are in progress to improve/enhance EL parent/family engagement and outreach programs/services, such as parent/family workshops. A portion of Title III funds may be utilized for teachers to attend the Annual Two-Way and Dual Language Education (ATDLE) conference to enhance DI program outcomes.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HLPUSD ensures that elementary and secondary schools assist English learners in achieving English proficiency and will meet the challenging state academic standards within a reasonable period of time. All school sites, including elementary, middle, K-8, and high schools are held accountable to ensure goals, objectives, and outcomes are achieved for their EL students. Multiple sources of longitudinal and periodic data are utilized to help determine the effectiveness of both the district and schools' EL programs in reaching expected outcomes for EL students.

Data collection, progress monitoring, and analysis is continuous and may be disaggregated by school and/or school level, by current EL, Reclassified Fluent English Proficient (RFEP), at risk of LTEL and LTEL, ELs with disabilities, and English Only/Never EL, as appropriate to the monitoring purpose. The purpose of EL program, schools' EL data, and individual EL progress monitoring is to inform decisions about appropriate instruction, intervention, and/or to determine priorities for supplemental PD and/or support services. The monitoring process is supported through the Aeries student information system, which includes EL dashboard data, as well as individual student profiles that include state and local assessment results over time, including results of the initial and summative ELPAC. The District and school sites will utilize a Data Management System to disaggregate state and local benchmark data to support evaluation of EL outcomes.

Every elementary and secondary school develops goals, actions and strategies that address EL learning needs and outcomes within their School Plan for Student Achievement (SPSA) EL Action

Plan, which are aligned with district LCAP goals, actions, and expenditures. Schools work with the SSC and other educational partner groups, including with input from ELAC parents, to measure EL progress toward expected outcomes for EL proficiency and academic achievement outcomes, and to address gaps in achievement and/or access for their EL students. Identification of ELs for Reclassification is supported by District generated reports that include most recent EL students' ELPAC and SBAC/local assessment results to assist schools in addressing EL's learning needs, as well as reports to help schools identify at risk/LTEL students.

In addition, every school site is required to embed their sites' at-risk/LTEL action plan within their SPSA's EL Action Plan to proactively address LTEL student needs. A districtwide system to monitor ELs not making sufficient progress (ISPEL) in EL proficiency and/or toward meeting academic standards is implemented to provide at-risk and LTELs with individualized intervention and progress monitoring. School sites additionally utilize NWEA Measures of Academic Progress (MAPs) for ELA, Math, and Science, which can be disaggregated by EL, RFEP, and English Only for comparison of results. TK-12 Schools implement an EL progress monitoring system to identify ELs progress in achieving English proficiency in tandem with academic progress monitoring. The district provides supplemental support to schools to enhance the effectiveness of the EL monitoring process at school sites.

Examples of other data elements that the District and schools collect and utilize to monitor ELs' progress in English proficiency and in meeting academic standards includes EL student grades in content courses, reclassification rates, graduation and dropout rates, suspension rates, attendance and chronic attendance rates, enrollment rates in A-G, CTE, Honors and AP courses.

Monitoring and evaluation systems are currently under development to enhance District and schools' ability to determine if ELs are meeting college and career-ready standards and have equitable access to the same curricular and extra-curricular opportunities as their Never EL peers. In addition, an updated tool to support school sites with the learning walk process to help monitor effective Integrated and Designated ELD implementation was developed to support schools in addressing schoolwide focus areas to support EL outcomes.

To supplement the core program for ELs in support of achieving Title III purposes, implementation of Title III authorized supplemental activities focus on: 1) Upgrading program objectives and effective instructional strategies for ELs. 2) Identifying/improving curricula and assessment procedures for ELs. 3) Improving the ELP and academic achievement of ELs. Some examples of supplemental activities include monitoring school site progress specific to the achievement of ELs in English proficiency and meeting the challenging state academic standards and supporting the school site data collection to monitor English acquisition progress and achievement goals for ELs, above and beyond the data collection for all students.

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:

HLPUSD has and will continue to consult with and engage educational partners in the development, implementation, and improvement of SSAE program activities, through the on-going LCAP educational partner engagement process. Educational partners include parents, teachers, principals, school leaders, students, specialized instructional support personnel, bargaining unit members, with additional input related to SSAE objectives and outcomes from others with relevant expertise, and community-based organizations.

Within the scope of the LCAP goal analysis and development process, HLPUSD conducted a comprehensive needs assessment examining areas of improvement related to: 1) all students' access to/ opportunities for a well-rounded education; 2) school conditions that cultivate a safe and healthy learning environment for students; and 3) access to personalized learning experiences, supported by technology and professional development for the effective use of technology. The comprehensive needs assessment will be conducted at least once every three years.

The comprehensive needs assessment included alignment of SSAE focus area needs within the context of LCAP goals/metrics aligned to state priority areas, the examination and analysis of relevant qualitative/quantitative data, with meaningful consultation with educational partners, including parents, teachers, school administrators, district/school staff, and employee bargaining units. The needs assessment revealed three key needs aligned to SSAE and LCAP goals:

- 1) Increase/improve students' access to a well-rounded education via engagement in authentic, relevant, rigorous, deep learning that integrates content areas, technology, 21st Century skills and global competencies.
- 2) Professional development for teachers/school leaders to support effective implementation of deep learning pedagogies and effective use of technology to enhance students' access to a well-rounded education.
- 3) Enhance secondary schools' conditions for learning, with emphasis on MTSS Tier 2 and 3 supports, social-emotional learning, mental and physical health, and life-skills development for students.

Based on the identified needs, up to 80 percent of Title IV funds will be used for activities related to supporting well-rounded education through implementation of New Pedagogies for Deep Learning (NPDL), an initiative that addresses improvement of teaching/learning for all students by providing an enriched curriculum/education experiences, including integration of multiple academic content areas and technology. NPDL is a global initiative, led by Michael Fullan, Joanne Quinn, and Joanne McEachan, in partnership with Consortium for Education Change (CEC). The CEC coordinates cohorts of participating schools to provide collaboration with other schools, locally, nationally, and globally; and provides direct support and professional development, with links to resources, tools, and local industry partners.

NPDL engages participating schools, teachers, and students in designing content-integrated deep learning experiences including integration of technology, to foster the development of six global competencies that integrate 21st century skills: creativity, communication, citizenship, critical thinking, character, and collaboration.

Funds utilized to improve use of technology to improve academic achievement and digital literacy are embedded within the NPDL activities described above. The district does not plan to spend Title IV funds on additional devices, equipment, software, applications, or other one-time IT purchases.

At least 20 percent of Title IV funds will be utilized for activities to support learning conditions that cultivate safe/healthy learning environments for students. Activities include:

- 1) Implementation of additional counselor services to increase and support Tier 2 and Tier 3 intervention for our highest-need students.
- 2) Implementation of comprehensive MTSS schoolwide positive behavioral interventions and supports in order to improve academic outcomes and school conditions for student learning.
- 3) Implementation of the Teen Workshop Series at each high school campus that includes feeder pattern middle school students.

The activities will be coordinated to include participation of secondary schools districtwide, coordination with school counselors, district departments, programs such as TUPE, and/or MOUs with community-based mental health agencies.

The Teen Workshops will be developed based on topics of interest expressed by secondary students, and include topics that focus on physical, mental, and social-emotional health. These activities will be designed to help students develop healthy and effective life skills for their personal success and success in college and career in the future.

The effectiveness of SSAE Title IV funded activities will be evaluated on an on-going basis through analysis of multiple sources of student outcome data, including state and local assessment data, Dashboard Indicator results, education partner survey data, and progress toward LCAP and SPSA goals.