



HOLTVILLE UNIFIED SCHOOL DISTRICT

Governing Board of Trustees

Special Board Meeting

March 21, 2024

Board of Trustees

Jared Garewal, President

Ben Abatti Jr., Clerk

Julie Duarte, Member

Matt Hester, Member

Kevin Grizzle, Member

Superintendent

Celso Ruiz

Assistant Superintendent

John Paul Wells

Holtville

where tradition meets vision



**SPECIAL MEETING
of the
BOARD OF TRUSTEES
HOLTVILLE UNIFIED SCHOOL DISTRICT**

Thursday, March 21, 2024

CLOSED SESSION 2:00 P.M., OPEN SESSION IMMEDIATELY FOLLOWING
Holtville Unified School District, Board Room, 621 East Sixth Street, Holtville, CA. 92250

From time-to-time writings that are public records, which are related to open session items on an agenda for a regular meeting, may be distributed to Trustees after the posting of the agenda. Whenever this occurs, such writings will be available for public inspection in the Office of the Superintendent located at 621 E. Sixth Street, Holtville, Ca. 92250

Members of the public who require disability accommodation in order to participate in the meeting should contact the Superintendent at (760)356-2974, or in writing, at least 24 hours prior to the meeting. (Government Code section 54954.2).

1. PRELIMINARY

Call to Order

Flag Salute

Roll Call

Present Absent

Jared Garewal, President

Ben Abatti Jr., Clerk

Julie Duarte, Member

Matt Hester, Member

Kevin Grizzle, Member

Jasmine Garewal, Student Rep.

2. MODIFICATIONS OF THE ORDER OF THE AGENDA, IF ANY.

Motion: _____ Second: _____ Ayes: ___ Nays: ___ Vote: ___-___

**3. STATEMENTS FROM THE PUBLIC REGARDING ITEMS ON THE
CLOSED SESSION AGENDA.**

At this time, members of the public may address the Board only as to items on the closed session agenda. If you wish to address the Board, please stand, give your name and address and proceed to the podium from which you will speak. Individual presentations shall not be for more than three (3) minutes and the total time for this purpose shall not exceed twenty minutes.

4. CLOSED SESSION

A) Closed Session in accordance with Government Code section 54957: Public Employee Discipline/Dismissal/Release

5. REPORTABLE CLOSED SESSION ACTIONS:

**BOARD OF TRUSTEES
HOLTVILLE UNIFIED SCHOOL DISTRICT
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6. PUBLIC COMMENT ON ITEMS ON THE OPEN SESSION AGENDA AND ON NON AGENDA ITEMS OF INTEREST TO THE PUBLIC THAT ARE WITHIN THE SUBJECT MATTER JURISDICTION OF THE BOARD. *At this time, members of the public may address the Board only as to items on the open session agenda or items within the subject matter jurisdiction of the Board. Public comment will not be taken during the Board's consideration of an item on the open session agenda. If you wish to address the Board, please stand, give your name and address and proceed to the podium from which you will speak. Individual presentations shall not be for more than three (3) minutes and the total time for this purpose shall not exceed twenty minutes. In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. 1) The Board may acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda*

7. CONSENT AGENDA
All matters on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. The Superintendent and staff recommend approval of all Consent Agenda items.

A) GENERAL BUSINESS

The Board is asked to approve the following items:

- 1. Overnight trip for HHS FFA State Leadership Conference to Sacramento, CA 3/19/24-3/24/24 Pg.2*
- 2. Wilkinson Hadley King & Co. LLP audit scope & objectives agreement for 2023-24 SY Pg. 3-12*

Motion: _____ Second: _____ Ayes: ___ Nays: ___ Vote: ___ - ___

8. ACTION/DISCUSSION ITEMS

The Board is asked to approve the following items:

- A) Approve Board Policy BP 6142.7 and Administrative Regulation AR 6142.7 Physical Education and Activity**

(Mr. Velazquez & Mr. Ruiz) Pgs. 14-23

*Motion: _____ Second: _____
Ayes: _____ Nays: _____ Vote: _____ - _____*

- B) Approve Board Policy BP 6174 and Administrative Regulation AR 6174 Education for English Learners**
(Mr. Velazquez & Mr. Ruiz) Pgs. 24-42

*Motion: _____ Second: _____
Ayes: _____ Nays: _____ Vote: _____ - _____*

- C) Approve the updated Holtville Unified School District LCAP Federal Addendum**
(Mr. Velazquez) Pgs. 43-72

*Motion: _____ Second: _____
Ayes: _____ Nays: _____ Vote: _____ - _____*

- D) Approve the updated Holtville Unified School District Parent and Family Engagement Policy**
(Mr. Velazquez) Pgs. 73-78

*Motion: _____ Second: _____
Ayes: _____ Nays: _____ Vote: _____ - _____*

- E) Approve Board Policy BP 5113 and Administrative Regulation AR 5113 Absences and Excuses**
*(Mr. Ruiz & Mr. Lopez) ****

*Motion: _____ Second: _____
Ayes: _____ Nays: _____ Vote: _____ - _____*

**BOARD OF TRUSTEES
HOLTVILLE UNIFIED SCHOOL DISTRICT
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9. FUTURE BOARD MEETING DATE

Monday, April 15, 2024, is the next Regular Board Meeting

10. ADJOURNMENT

****** A copy is available at the District Office and online www.husd.net***

MISSION STATEMENT

The Mission of the Holtville Unified School District is to ensure a standards-based curriculum that promotes excellence in academic, social and emotional growth for every student through the establishment of strong parent/school/community partnerships in a stable and safe learning environment.

HOLTVILLE UNIFIED SCHOOL DISTRICT
School Board Meeting Agenda

CONSENT AGENDA

MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: CELSO RUIZ, SUPERINTENDENT
SUBJECT: OUT OF STATE AND/OR OVERNIGHT TRIPS
DATE: MARCH 21, 2024

The Board is requested to approve the following Out of State and/or Overnight Trips:

1. HHS FFA State Leadership Conference in Sacramento, CA 3/19/24-3/24/24

February 12, 2024

To: Board of Education and Management

Holtville Unified School District

621 East 6th Street

Holtville, CA 92250

We are pleased to confirm our understanding of the services we are to provide for Holtville Unified School District (the District) for the year ended June 30, 2024.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements of the District as of and for the year ended June 30, 2024. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB) who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis (MD&A)
2. Budget Comparison Schedule – General Fund
3. Budget Comparison Schedule – Major Special Revenue Funds
4. Schedule of the District's Proportionate Share of the Net Pension Liability – CalSTRS
5. Schedule of the District's Contributions – CalSTRS
6. Schedule of the District's Proportionate Share of the Net Pension Liability – CalPERS
7. Schedule of the District's Contributions – CalPERS
8. Schedule of the District's Total OPEB Liability and Related Ratios

We have also been engaged to report on the supplementary information other than RSI that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements. The following supplementary information is required by the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*:

1. Combining Financial Statements
2. LEA Organization Structure
3. Schedule of Average Daily Attendance (ADA)
4. Schedule of Instructional Time
5. Schedule of Financial Trends & Analysis
6. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
7. Schedule of Charter Schools
8. Schedule of Expenditures of Federal Awards

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement which exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*.
- An opinion (or disclaimer of opinion) on compliance with state statutes, regulations, and the terms and conditions of state awards that could have a direct and material effect on each identified program in accordance with the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting prescribed in Title 5, California Code of Regulations, Section 19810*.

Auditor's Responsibilities for the Audit of the Financial Statements, Single Audit, and State Compliance Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the provisions of the Uniform Guidance; and the requirements identified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting prescribed in Title 5, California Code of Regulations, Section 19810*, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. AS part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representation from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

1. Improper Revenue Recognition
2. Management Override of Controls

As we continue the audit planning process we may identify additional significant risks. If such risks are identified we will provide an addendum to this engagement letter to communicate these risks. If no additional significant risks are identified, no addendum will be provided.

Audit Procedures – Internal Control

We will obtain an understanding of the school district and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

The *2023-24 Guide for Annual Audits of California Local Education Agencies and State Compliance Reporting* (the Audit Guide) requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state statutes, regulations, and the terms and conditions of state awards identified in the Audit Guide which are applicable to the District based on materiality levels identified in the Audit Guide. For the programs applicable to the District, we will perform the procedures identified in the Audit Guide and report noncompliance in accordance with direction provided in the Audit Guide. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to these programs in our report on state compliance.

Other Services

We will also assist in preparing the financial statements, including assistance with GASB conversion entries, preparing the schedule of expenditures of federal awards, and the related notes of the District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to those previously identified and previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Responsibilities of Management for the Financial Statements, Single Audit, and State Compliance Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for:

1. Designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal and state awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met;
2. Following laws and regulations;
3. Ensuring that there is reasonable assurance that government programs are administered in compliance and with compliance requirements; and,
4. Ensuring that management and financial information is reliable and properly reported.

Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal and state statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside general and subsidiary ledgers). You are also responsible for providing us with:

1. Access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters;
2. Access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under Uniform Guidance and in accordance with the Audit Guide;
3. Additional information that we may request for the purpose of the audit; and
4. Unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence.

At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the school district involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect of the financial statements. Your responsibilities include informing us of your knowledge and of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants.

You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reporting audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for review upon our scheduled interim field work dates.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19 related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that:

1. You are responsible for the presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance;
2. You believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance;
3. The methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and
4. You have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that:

1. You are responsible for the presentation of the supplementary information in accordance with GAAP;
2. You believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP;
3. The methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and
4. You have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, and/or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the school district, the California State Controller's Office, the California Department of Education, and the County Office of Education; however, management is responsible for the distribution of the reports and financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Wilkinson Hadley King & Co. LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the California Board of Accountancy or its designee, the County Office of Education, the California State Controller's Office or its designee, the California Department of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Wilkinson Hadley King & Co. LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained to other, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the California State Controller's Office or the California Department of Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Aubrey Mann, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit upon the signing of this engagement letter and will schedule dates for field work accordingly.

Our fee for these services are expected to be \$13,940. Our invoices for these fees will be rendered as work progresses and are payable upon presentation. Upon completion of the audit report and submission to the California State Controller's Office progress billings will be brought to 90% of the contracted amount. The final 10% of the contracted amount will be billed, and is due, upon receipt of the California State Controller's Office certification letter. In accordance with firm policies, work may be suspended if your account becomes 30 days past due and may not be resumed until your account is paid in full. Additionally, an audit report will not be issued for the year ended June 30, 2024 if 100% of prior audit fees have not been paid in full inclusive of the final 10% billed upon receipt of the California State Controller's Office certification letter for the prior period. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended at our standard hourly rates and to reimburse us for all out-of-pocket costs through the date of termination.

The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly. The following are examples of unexpected circumstances that could result in additional fees:

- Significant changes in internal control systems
- Deterioration in the quality of your accounting records during the current year engagement in comparison to the prior year engagement
- Significant changes in your volume of business
- Mergers, acquisitions, or other business combinations
- Changes in audit scope or requirements resulting from changes in your activities
- Erroneous or incomplete accounting records
- Significant delays in responding to our requests for information or supporting documents
- Schedule disruption caused by litigation, financial challenges, lone covenants, etc.
- Identifying a significant number of proposed audit adjustments
- Schedules prepared by your personnel that do not reconcile to the general ledger
- Numerous revisions to information and schedules provided by your personnel
- Lack of availability of your personnel during audit fieldwork

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the governing board of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor’s report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District’s internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District’s internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,



Wilkinson Hadley King & Co. LLP

Response:

This letter correctly sets forth the understanding of Holtville Unified School District.

Management Signature: _____

Title: _____

Date: _____

Approved by Governance at a Public Meeting on: _____

HOLTVILLE UNIFIED SCHOOL DISTRICT
School Board Meeting Agenda

ACTION/DISCUSSION

Regulation 6142.7: Physical Education And Activity

Status: DRAFT

Original Adopted Date: Pending

Instructional Time

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days for students in grades 1-6 and not less than 400 minutes each 10 school days for students in grades 7-12. (Education Code 51210, 51222)

Students in grades 10-12 who have been granted a two-year exemption pursuant to Education Code 51241(b) shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)

Students in grades 10-12 who have been granted a two-year or permanent exemption from physical education pursuant to Education Code 51241(b)(1) or (c) shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Students in a regional occupational program or center who are exempted from physical education pursuant to Education Code 52316 shall have a minimum school day of 180 minutes. (Education Code 52316)

Physical Fitness Testing

During the month of February, March, April, or May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by the State Board of Education. (Education Code 60800)

(cf. 6162.5 - Student Assessment)

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and California Department of Education for all matters related to the physical fitness test. His/her duties shall be those specified in 5 CCR 1043.4, including, but not limited to, overseeing the administration of the test and the collection and return of all test data to the test contractor. (5 CCR 1043.4)

Students shall be provided with their individual results after completing the physical performance testing. The test results may be provided in writing or orally as the student completes the testing. (Education Code 60800; 5 CCR 1043.10)

Each student's scores on the physical performance test shall be included in his/her cumulative record. (5 CCR 1044)

(cf. 5125 - Student Records)

Testing Variations

All students may be administered the state's physical fitness test with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital
3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that they are directly supervised by the test examiner
 2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language
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Policy 6142.7: Physical Education And Activity

Status: DRAFT

Original Adopted Date: Pending

The Board of Education recognizes the positive benefits of physical activity for student health, well-being, and academic achievement. The district shall Board desires to provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's ~~an activity-focused~~ physical education and activity programs shall ~~that~~ supports the district's coordinated student wellness program, ~~builds interest and proficiency in movement skills, and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.~~

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

~~The Board shall approve the components of the physical education program. The district's physical education program shall provide a developmentally appropriate sequence of instruction be aligned with the state's model content standards and curriculum frameworks for physical education and shall include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance.~~

The district's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Instruction ~~An appropriate alternative activity or exemption from the physical education class shall be provided for a students with disabilities in accordance with his/her individualized education program or Section 504 accommodation plan.~~

Physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education ~~appropriately limit the~~

~~amount or type of physical exercise required of students during air pollution episodes, hot weather, or other inclement conditions.~~

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

~~Continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment shall be offered to physical education teachers and to classroom teachers serving as instructors of physical education in order to enhance the quality of instruction and the variety of activities offered.~~

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (**FITNESSGRAM**) to students in grades 5, 7, and 9. (Education Code 60800; **5 CCR 1041**)

Program Evaluation

The Superintendent or designee shall annually report to the Board the results of the physical fitness testing for each school and applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241 as described below, and any other data agreed upon by the Board and the Superintendent or designee to evaluate the effectiveness of the district's program in meeting goals for physical activity.

~~The Superintendent or designee shall report the aggregate results of the physical performance testing in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)~~

Temporary Exemptions

The Superintendent or designee may grant a temporary exemption from physical education under the following conditions: (Education Code 51241)

The student is ill or injured and a modified program to meet his/her needs cannot be provided.

Two-Year Exemptions

With a student's consent, the Superintendent or designee may exempt the student from any two years of physical education courses during grades 10-12 provided that the student has passed the ninth-grade state physical fitness test in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee also may administer the physical fitness test to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

To be eligible to receive the two-year exemption, the student's performance on the state's physical fitness test shall have been classified in the "healthy fitness zone" for five of the six fitness areas tested.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Permanent Exemptions

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)

Other Exemptions

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)
2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)
3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

In addition, the Superintendent or designee may consider other measures of physical fitness including, but not limited to, the student's regular attendance and participation in physical education or other physical activities and the recommendation of the student's physical education teacher.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Description

5 CCR 10060	Criteria for high school physical education programs
5 CCR 1040-1044	Physical performance test
5 CCR 1047-1048	Testing variations and accommodations
5 CCR 3051.5	Adapted physical education for individuals with exceptional needs
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
5 CCR 80020	Additional assignment authorizations for specific credentials
5 CCR 80037	Designated subjects teaching credential; special teaching authorization in physical education
5 CCR 80046.1	Added authorization to teach adapted physical education
Ed. Code 220	<u>Prohibition of discrimination</u>
Ed. Code 221.5	<u>Equal opportunity</u>
Ed. Code 33126	<u>School accountability report card</u>
Ed. Code 33350-33354	<u>CDE responsibilities re: physical education</u>
Ed. Code 35256	<u>School Accountability Report Card</u>
Ed. Code 44250-44277	<u>Credentials and assignment of teachers</u>
Ed. Code 49066	<u>Grades; change of grade; physical education grade</u>
Ed. Code 51210	<u>Course of study for grades 1-6</u>
Ed. Code 51220	<u>Course of study for grades 7-12</u>
Ed. Code 51222	<u>Physical education; instructional minutes</u>
Ed. Code 51223	<u>Physical education; elementary schools</u>
Ed. Code 51241	<u>Temporary two-year or permanent exemption from physical education</u>
Ed. Code 51242	<u>Exemption from physical education for athletic program participants</u>
Ed. Code 52316	<u>Excuse from attending physical education classes; regional occupational center/program</u>

Ed. Code 60800	<u>Physical performance test</u>
Federal	Description
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 106.33	Nondiscrimination on the basis of sex; comparable facilities
34 CFR 106.34	Nondiscrimination on the basis of sex; access to classes and schools
34 CFR 300.108	Assistance to states for the education of children with disabilities; physical education
42 USC 1758b	Local wellness policy
Management Resources	Description
Attorney General Opinion	53 Ops.Cal.Atty.Gen. 230 (1970)
California Department of Education Publication	Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 2009
California Department of Education Publication	Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade 12, January 2005
CDC Publication	School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017
CDC Publication	School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2017
Commission on Teacher Credentialing Publication	The Administrator's Assignment Manual, 2019
Court Decision	Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959
Court Decision	Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975
Court Decision	Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668
CSBA Publication	Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
CSBA Publication	Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
CSBA Publication	<u>Maximizing Opportunities for Physical Activity Through</u>

	<u>Joint Use of Facilities, Policy Brief, February 2010</u>
CSBA Publication	Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009
CSBA Publication	<u>Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012</u>
CSBA Publication	Physical Education and California Schools, Policy Brief, October 2007
CSBA Publication	Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012
U.S. Dept. of Health & Human Services Publication	Physical Activity Guidelines for Americans, 2nd Edition, October 2018
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Project LEAN (Leaders Encouraging Activity and Nutrition)</u>
Website	<u>Healthy People 2010</u>
Website	<u>President's Council on Sports, Fitness and Nutrition</u>
Website	<u>U.S. Department of Health and Human Services</u>
Website	<u>National Association for Sport and Physical Education</u>
Website	<u>Commission on Teacher Credentialing</u>
Website	<u>CSBA</u>
Website	<u>Centers for Disease Control and Prevention</u>
Website	<u>California Healthy Kids Resource Center</u>
Website	<u>California Department of Education</u>

Cross References

Code	Description
0410	<u>Nondiscrimination In District Programs And Activities</u>
0500	<u>Accountability</u>
0510	<u>School Accountability Report Card</u>
0510	<u>School Accountability Report Card</u>
1240	<u>Volunteer Assistance</u>

1240	<u>Volunteer Assistance</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1330.1	<u>Joint Use Agreements</u>
1700	<u>Relations Between Private Industry And The Schools</u>
3514	<u>Environmental Safety</u>
3514	<u>Environmental Safety</u>
3552	<u>Summer Meal Program</u>
4112.2	<u>Certification</u>
4112.2	<u>Certification</u>
4112.21	<u>Interns</u>
4112.21	<u>Interns</u>
4113	<u>Assignment</u>
4113	<u>Assignment</u>
4115	<u>Evaluation/Supervision</u>
4115	<u>Evaluation/Supervision</u>
4127	<u>Temporary Athletic Team Coaches</u>
4127	<u>Temporary Athletic Team Coaches</u>
4131	<u>Staff Development</u>
4131	<u>Staff Development</u>
4222	<u>Teacher Aides/Paraprofessionals</u>
4227	<u>Temporary Athletic Team Coaches</u>
4227	<u>Temporary Athletic Team Coaches</u>
4327	<u>Temporary Athletic Team Coaches</u>
4327	<u>Temporary Athletic Team Coaches</u>
5030	<u>Student Wellness</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>

5141.23	<u>Asthma Management</u>
5148.2	<u>Before/After School Programs</u>
6011	<u>Academic Standards</u>
6112	<u>School Day</u>
6112	<u>School Day</u>
6141	<u>Curriculum Development And Evaluation</u>
6142.8	<u>Comprehensive Health Education</u>
6143	<u>Courses Of Study</u>
6143	<u>Courses Of Study</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145.2	<u>Athletic Competition</u>
6145.2	<u>Athletic Competition</u>
6145.5	<u>Student Organizations And Equal Access</u>
6145.5	<u>Student Organizations And Equal Access</u>
6146.1	<u>High School Graduation Requirements</u>
6146.1	<u>High School Graduation Requirements</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6162.5	<u>Student Assessment</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6179	<u>Supplemental Instruction</u>
6179	<u>Supplemental Instruction</u>
6190	<u>Evaluation Of The Instructional Program</u>
7110	<u>Facilities Master Plan</u>
7110	<u>Facilities Master Plan</u>

Policy 6174: Education For English Learners

Status: DRAFT

Original Adopted Date: Pending | **Last Reviewed Date:** 03/21/2024

The Board of Education intends to provide English learners with challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts

assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

Language Acquisition Programs

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306)

The district shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP
6. A comparison of current data with data from at least the previous year

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11300-11316	English learner education
5 CCR 11510-11517.5	California English Language Development Test
5 CCR 11517.6-11519.5	English Language Proficiency Assessments for California
5 CCR 853	Administration of CAASPP
5 CCR 854.9	CAASPP and unlisted resources for students with disabilities
Ed. Code 200	Prohibition of discrimination
Ed. Code 300-340	<u>English language education for immigrant children</u>
Ed. Code 310	<u>Language acquisition programs</u>

Ed. Code 313-313.5	Assessment of English proficiency
Ed. Code 33050	Nonwaivable provisions
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 430-446	English Learner and Immigrant Pupil Federal Conformity Act
Ed. Code 44253.1-44253.11	Qualifications of teachers of English learners
Ed. Code 48345	Interdistrict instruction collaboration agreements
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52160-52178	Bilingual Bicultural Act of 1976
Ed. Code 56305	CDE manual on English learners with disabilities
Ed. Code 60603	Definition; recently arrived English learner
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 62002.5	Continuation of advisory committee after program sunsets
Federal	Description
20 USC 1412	State eligibility
20 USC 1701-1721	Equal Educational Opportunities Act
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6801-7014	Limited English proficient and immigrant students
20 USC 7801	Definition of English learner
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
Management Resources	Description
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 40 (2000)
California Department of Education Publication	Summative English Language Proficiency Assessments for California, Assessment Fact Sheet, July 2023

California Department of Education Publication	<u>Englisher Learner, Federal Program Monitoring Instrument</u>
California Department of Education Publication	<u>Monitoring Reclassified Students, December 2019</u>
California Department of Education Publication	<u>California Practitioners' Guide for Educating English Learners with Disabilities, 2019</u>
California Department of Education Publication	<u>English Language Proficiency Assessments for California Information Guide, July 2023</u>
California Department of Education Publication	<u>California Digital Learning Integration and Standards Guidance, May 2021</u>
California Department of Education Publication	<u>Reclassification Guidance for 2020-21 and Statewide Testing Window Extension, CDE Correspondence, June 14, 2021</u>
California Department of Education Publication	<u>Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015</u>
California Department of Education Publication	<u>Accessibility Resources Matrix, 2022</u>
California Department of Education Publication	<u>Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015</u>
California Department of Education Publication	<u>English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012</u>
California Department of Education Publication	<u>California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2017</u>
California Department of Education Publication	<u>Common Core State Standards for Mathematics, 2013</u>
California Department of Education Publication	<u>English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve, 2014</u>
Commission on Teacher Credentialing Publication	<u>Bilingual Authorization Educator Preparation Preconditions, Program Standards, and Bilingual Teaching Performance Expectations, December 2021</u>
Court Decision	Valeria O. v. Davis (2002) 307 F.3d 1036
Court Decision	California Teachers Association v. State Board of Education et al. (9th Circuit, 2001) 271 F.3d 1141

Court Decision	<u>McLaughlin v. State Board of Education (1999) 75 Cal.App.4th 196</u>
Court Decision	<u>Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698</u>
CSBA Publication	<u>English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016</u>
CSBA Publication	<u>English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017</u>
CSBA Publication	<u>English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018</u>
CSBA Publication	<u>English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, September 2016</u>
CSBA Publication	<u>English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014</u>
The Education Trust- West Publication	<u>Unlocking Learning: Science as a Lever for English Learner Equity, January 2017</u>
The Education Trust- West Publication	<u>Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018</u>
U.S. Department of Education Publication	<u>English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), September 2016</u>
U.S. Department of Education Publication	<u>English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016</u>
U.S. Department of Education Publication	<u>Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017</u>
U.S. Department of Education Publication	<u>Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015</u>
Website	<u>California Department of Education, English Language Proficiency Assessments for California (ELPAC)</u>
Website	<u>California Digital Learning Integration and Standards Guidance</u>

Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>National Clearinghouse for English Language Acquisition</u>
Website	<u>The Education Trust-West</u>
Website	<u>California Department of Education, English Learners</u>
Website	<u>California Association for Bilingual Education</u>
Website	<u>CSBA</u>
Website	<u>U.S. Department of Education</u>

Cross References

Code	Description
0200	<u>Goals For The School District</u>
0420	<u>School Plans/Site Councils</u>
0420	<u>School Plans/Site Councils</u>
0460	<u>Local Control And Accountability Plan</u>
1220	<u>Citizen Advisory Committees</u>
1220	<u>Citizen Advisory Committees</u>
3100	<u>Budget</u>
3100	<u>Budget</u>
4131	<u>Staff Development</u>
4131	<u>Staff Development</u>
5020	<u>Parent Rights And Responsibilities</u>
5020	<u>Parent Rights And Responsibilities</u>
5126	<u>Awards For Achievement</u>
5126	<u>Awards For Achievement</u>
6000	<u>Concepts And Roles</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6141	<u>Curriculum Development And Evaluation</u>

6142.91	<u>Reading/Language Arts Instruction</u>
6142.91	<u>Reading/Language Arts Instruction</u>
6151	<u>Class Size</u>
6151	<u>Class Size</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.11	<u>Supplementary Instructional Materials</u>
6162.5	<u>Student Assessment</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program</u>
6190	<u>Evaluation Of The Instructional Program</u>

Regulation 6174: Education For English Learners

Status: DRAFT

Original Adopted Date: Pending | Last Reviewed Date: 03/21/2024

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessment

Upon enrollment, each student's primary language shall be determined through the use of a home language survey. (5 CCR 4304)

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no records of results from an English language development test shall be assessed using the English Language Proficiency Assessments for California (ELPAC) . (5 CCR 11511)

All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section. 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

The district shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days. (5 CCR 11511.5)

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading, and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments.

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his /her child's English proficiency. The notice shall include all of the following: (Education Code 440; P.L. 107-110, Section 1112)

1. The reason for the student's classification as English language learner.
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Parents/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion (SEI) program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11303)

A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if one of the following circumstances exists:

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary, comprehension, reading, and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311 (a))
2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311 (b))
3. Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom, and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological, or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311 (c))

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310,311; 5 CCR 11303)

1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study, and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices.
2. For a request for waiver pursuant to Education Code 311 (c), notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Board-established guidelines.

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311 (c) (Students with Special Needs) shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 113-3)

When evaluating waiver requests for students who already know English pursuant to Education Code 311(a) (students who already know English) and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be

used. These equivalent measures may include local assessments, local standards, and teacher evaluations.

Parental exception waivers pursuant to Education Code 311 (b) (Students 10 Years or Older) shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311 (c) (Students with Special Needs) shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological, or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

The principal shall consider all waiver requests made pursuant to Education Code 311 (c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.

For all waiver requests, parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11303)

Each waiver shall be considered on its individual merits with great deference given to parental preference of student placement.

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the students to transfer to a public school in which such a class is offered (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

In cases where a parental exception waiver is denied, the parent/guardian shall be informed in writing of the reason for the denial, and if relevant, any procedures that exist to appeal the decision to the Board. (5CCR 11303)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The criteria for determining whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

2. Evaluation by the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student, including, but not limited to, a review of the student's curriculum mastery and academic performance

3. Parent/guardian involvement, including:

a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate

b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

c. Provision of an interpreter for the parent/guardian, when necessary

4. Comparison of student performance on an objective assessment of basic skills in English against an empirically established range of performance in basic skills, based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall provide subsequent monitoring and support for reclassified students, including but not limited to, monitoring the performance of reclassified students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassification, and ensuring correct classification and placement. The monitoring of pupil performance must continue for two years after reclassification.

The Superintendent or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

Advisory Committees

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law.

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

The district's English language advisory committee (DELAC) shall advise the Board on at least the following tasks:

1. The timetable for and development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners.

2. The districtwide needs assessment.

3. Establishment of a district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with applicable teacher or aide requirements.
5. Administration of the language census
6. Review of and comments on the written notification of initial enrollment as required in 5 CCR 11303.
7. Review and comments on any related waiver request.
8. Review of and comment on the district's reclassification procedures.

The Superintendent or designee shall ensure that committee members receive appropriate training and materials to help the members carry out their responsibilities.

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP). Such advisory committee shall provide input regarding the district's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs, in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. If the DELAC acts as the ELAC pursuant to Education Code 52063 and 52062, the DELAC shall also review and comment on the development or annual update of the LCAP. (Education Code 52062, 52063; 5 CCR 11301, 15495)

The DELAC may also serve as the LCAP English learner advisory committee.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11300-11316	English learner education
5 CCR 11510-11517.5	California English Language Development Test
5 CCR 11517.6-11519.5	English Language Proficiency Assessments for California
5 CCR 853	Administration of CAASPP
5 CCR 854.9	CAASPP and unlisted resources for students with disabilities
Ed. Code 200	Prohibition of discrimination
Ed. Code 300-340	<u>English language education for immigrant children</u>

Ed. Code 310	Language acquisition programs
Ed. Code 313-313.5	Assessment of English proficiency
Ed. Code 33050	Nonwaivable provisions
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 430-446	English Learner and Immigrant Pupil Federal Conformity Act
Ed. Code 44253.1-44253.11	Qualifications of teachers of English learners
Ed. Code 48345	Interdistrict instruction collaboration agreements
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52160-52178	Bilingual Bicultural Act of 1976
Ed. Code 56305	CDE manual on English learners with disabilities
Ed. Code 60603	Definition; recently arrived English learner
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 62002.5	Continuation of advisory committee after program sunsets
Federal	Description
20 USC 1412	State eligibility
20 USC 1701-1721	Equal Educational Opportunities Act
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6801-7014	Limited English proficient and immigrant students
20 USC 7801	Definition of English learner
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
Management Resources	Description
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 40 (2000)
California Department of Education	Summative English Language Proficiency Assessments

Publication	<u>for California, Assessment Fact Sheet, July 2023</u>
California Department of Education Publication	<u>Englisher Learner, Federal Program Monitoring Instrument</u>
California Department of Education Publication	<u>Monitoring Reclassified Students, December 2019</u>
California Department of Education Publication	<u>California Practitioners' Guide for Educating English Learners with Disabilities, 2019</u>
California Department of Education Publication	<u>English Language Proficiency Assessments for California Information Guide, July 2023</u>
California Department of Education Publication	<u>California Digital Learning Integration and Standards Guidance, May 2021</u>
California Department of Education Publication	<u>Reclassification Guidance for 2020-21 and Statewide Testing Window Extension, CDE Correspondence, June 14, 2021</u>
California Department of Education Publication	<u>Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015</u>
California Department of Education Publication	<u>Accessibility Resources Matrix, 2022</u>
California Department of Education Publication	<u>Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015</u>
California Department of Education Publication	<u>English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012</u>
California Department of Education Publication	<u>California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2017</u>
California Department of Education Publication	<u>Common Core State Standards for Mathematics, 2013</u>
California Department of Education Publication	<u>English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve, 2014</u>
Commission on Teacher Credentialing Publication	<u>Bilingual Authorization Educator Preparation Preconditions, Program Standards, and Bilingual Teaching Performance Expectations, December 2021</u>
Court Decision	Valeria O. v. Davis (2002) 307 F.3d 1036
Court Decision	California Teachers Association v. State Board of

	Education et al. (9th Circuit, 2001) 271 F.3d 1141
Court Decision	McLaughlin v. State Board of Education (1999) 75 Cal.App.4th 196
Court Decision	Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698
CSBA Publication	English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
CSBA Publication	English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017
CSBA Publication	English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
CSBA Publication	English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, September 2016
CSBA Publication	English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
The Education Trust- West Publication	Unlocking Learning: Science as a Lever for English Learner Equity, January 2017
The Education Trust- West Publication	Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018
U.S. Department of Education Publication	English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), September 2016
U.S. Department of Education Publication	English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
U.S. Department of Education Publication	Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017
U.S. Department of Education Publication	Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
Website	California Department of Education, English Language Proficiency Assessments for California (ELPAC)
Website	California Digital Learning Integration and Standards

	<u>Guidance</u>
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>National Clearinghouse for English Language Acquisition</u>
Website	<u>The Education Trust-West</u>
Website	<u>California Department of Education, English Learners</u>
Website	<u>California Association for Bilingual Education</u>
Website	<u>CSBA</u>
Website	<u>U.S. Department of Education</u>

Cross References

Code	Description
0200	<u>Goals For The School District</u>
0420	<u>School Plans/Site Councils</u>
0420	<u>School Plans/Site Councils</u>
0460	<u>Local Control And Accountability Plan</u>
1220	<u>Citizen Advisory Committees</u>
1220	<u>Citizen Advisory Committees</u>
3100	<u>Budget</u>
3100	<u>Budget</u>
4131	<u>Staff Development</u>
4131	<u>Staff Development</u>
5020	<u>Parent Rights And Responsibilities</u>
5020	<u>Parent Rights And Responsibilities</u>
5126	<u>Awards For Achievement</u>
5126	<u>Awards For Achievement</u>
6000	<u>Concepts And Roles</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
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6141	<u>Curriculum Development And Evaluation</u>
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6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program</u>
6190	<u>Evaluation Of The Instructional Program</u>

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

School Year

2023-24

Date of Board Approval

March 11, 2024

LEA Name

Holtville Unified School District

CDS Code:

13631490000000

Link to the LCAP:

(optional)

<https://husd.net/about/lcap/>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Holtville Unified School District continues to strive to achieve an annual increase in student achievement for all students in English language arts and math; provide a broad course of study to TK to 12; and provide an educational experience that promotes school connectedness and a sense of safety for students, staff and parents.

Holtville Unified School District provides California state standards-aligned instruction in all core content areas. The success of this standards-based instruction is measured by school site and district benchmark assessments and the Smarter Balanced Assessment Consortium (SBAC) scores. Assessments are used as tools by which the district measures the successful proficiency and mastery of standards and to guide further instruction and targeted intervention. The planning and development of the district's Local Control Accountability Plan (LCAP) and each school site's Single Plan for Student Achievement (SPSA) reflect goals to improve student achievement and the adherence to the expectations, procedures, and programs that will promote these goals. The goals developed by the district LCAP committee (students, parents, staff, and community members) are continually being modified and updated to improve academic services to all students.

English language learners are provided with services offered within the district. English learners are provided integrated and designated English Language Development (ELD), small group instruction, targeted intervention, after-school tutoring, and summer programs. The district strives to ensure that all English learners are progressing in English language development so that they can attain proficiency in the English Language Proficiency Assessments for California (ELPAC) and be reclassified.

All students with disabilities are given the same educational opportunities that are offered to the mainstream populations. All special and regular education teachers teach California standards-aligned curriculum. Regular education teachers collaborate with Special Education teachers regularly to review student goals, curriculum pacing, and instruction in grade-level and department teams. This allows the Special Education teacher to provide additional and targeted services and support to all students with disabilities.

Migrant students receive the same instructional services that are offered to all students in the district. In addition, they are given support through the HUSD Migrant program, After School Education and Safety (ASES) program, and Migrant summer school. These services focus on the individual needs of the migrant population. The Migrant Office staff coordinates the district's programs to ensure that the services are not duplicated, but enriched to benefit all migrant students within the district.

Holtville Unified School District will use Smarter Balanced Assessment Consortium (SBAC) scores, STAR assessments, course grades, and teacher recommendations to identify students who need targeted instruction and intervention services. The district provides paraprofessionals in TK-5th grade classes and in 6th-12th grade Special Education classes to provide support services within the classrooms. Additional support is provided to all HUSD students through the ASES & ELOP programs, Summer school, Saturday school, and intersession programs.

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 Holtville Unified School District Director of Projects and administrative leadership teams supervise and direct the use of these federal funds within their programs according to the LCAP. Special Projects director works to make sure that Title I, Title II, Title III, Title IV, Perkins, and CTEIG funds are spent according to their federal rules. All programs are being used, and funds are being spent as instructed by the LCAP to help the program-targeted student groups to succeed. All funds are being applied as instructed by the grant requirements and the LCAP. All programs funded by federal funds are spent according to the rules and regulations set by the federal government as to their appropriate use. Holtville Unified School District does not receive Title I, Part D funds. In addition, the Director of Projects and Special Services, in collaboration with the Assistant Superintendent/Chief Business Officer, works with the site principals to allocate funds, materials and resources in compliance with LCAP goals to enhance, improve, and develop programs and not to supplant existing programs.

The district provides a California standards-aligned curriculum in all academic content areas. Instructional and supplementary services are provided to meet the special needs of English learners, socioeconomically disadvantaged students, gifted and talented education (GATE) students, and students with disabilities. The alignment of federal funds with activities funded by the state and local funds is detailed in each school site's School Plan for Student Achievement (SPSA) and the district LCAP. Regular education and special education teachers work collaboratively to meet the academic needs of all students within the district.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

Holtville Unified School District applies for funds, and reports on their use through the CARS program. HUSD has five Title 1 School Wide schools and one Targeted Assistant school. The one school was identified as a Targeted Assisted school because of the high number of English learners and students who qualify for Free or Reduced-price meals (FRPM) in that school. This year, we continue to operate the five schools that are School Wide Title 1 schools and one that is Targeted Assisted School for the same reasons. HUSD evaluates its FRPM counts by sending income verification surveys to all families every three years and to families of newly enrolled students in our district between those years at the beginning of each school year. This application asks for the household income and the number of family members living in the home. Our FRPM numbers are traditionally high because of the economy of our location and the high unemployment rate in Imperial County. We collect additional data and information from Federal and State resources along with parent, student, and teacher surveys that are administered.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Holtville Unified School District evaluated their data using the Equity Data Collection Analysis Tools along with current HR records, Data Quest and other data as needed to generate the results as shown below.

EE-1

HUSD's goal is to identify disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective/Misassigned, inexperienced, or out-of-field teachers for all our schools. These tools and processes were used this year to identify and determine if any disparities existed in each of our schools and the following results were identified.

EE-2 and EE-3

To summarize our data, this is Educator Equity data for the 2022-23 school year as posted on our School Accountability Report Cards. We have a total of six inexperienced teachers out of over 100 teachers and zero teachers in any of the other categories. This is not unusual since some teachers are hired with still needing to complete some college credits or other additional items.

Name of School / Grade Span / Total Enrollment / % Low Income / % Minority Student / Ineffective Teacher / Out-of-Field teacher / Inexperienced Teacher / Total

Holtville High 0	9-12 1.20	512	78.3%	87.5%	1.20	0
Middle School 0	6-8 0.70	248	89.1%	95.6%	0.70	0
Finley 0	TK-5 0	546	84.2%	95.5%	0	0
Pine 0	TK-8 0	215	60.9%	63.2%	0	0
Freedom 0	K-12 0.70	30	60%	76.7%	0	0.70
Sam Webb 0.50	9-12 0.50	22	86.4%	100%	0	0

1: The number of ineffective teachers, out-of-field teachers, and inexperienced teachers is minimal. All teachers are supported by the Holtville Unified School District and the Imperial County Office of Education (ICOE). Inexperienced teachers complete their clear credential requirements in the teacher induction program through ICOE.

2: The data reflects a minimal number of ineffective teachers, out-of-field teachers, and inexperienced teachers because our district practice is to hire teachers with experience and who are qualified to teach in their subject area. The Superintendent and recruitment efforts have followed this practice and the data reflects this. HUSD continues to hire experienced and qualified teachers to the greatest extent possible. However, in the event we cannot find a qualified teacher, we hire the most qualified teacher and provide all necessary support to assist them in becoming qualified.

EE-4

We believe our disparities are very small compared to schools and districts of our size. We have minimal Ineffective, out-of-field teachers and inexperienced teachers, only 3 out of more than 100 teachers. All three of those who are identified are in programs, either in their colleges of study, our County Office of Education or district-provided supports, and school site level supports that will give them the necessary guidance to move out of this classification. If the teacher is unable to complete the necessary qualifications, the district will provide them a none re-elect letter and open that position to seek a better-qualified teacher.

EE5

HUSD seeks from teacher education programs qualified teachers who are trained in programs, within their colleges of study, and/or County Office of Education programs and/or district-provided supports that are tied to school site level supports. HUSD believes the most effective way to engage students is to provide them with the best trained, most qualified teachers, acquired through a well-planned hiring program, who then are supported locally so they have a successful transition to the classroom, with ongoing training, throughout their careers.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

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

Parent and Family Engagement

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

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

HUSD, with parent and family involvement, has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Parent input is gathered during the meetings of the following district-level parent advisory committees: the District English Language Advisory Committee (DELAC), the Migrant Parent Advisory Committee (MPAC), and the Parent Advisory Committee (PAC). In addition, parent input is gathered during the meetings of the following site-level parent advisory committees: School Site Council (SSC) and English Language Advisory Committee (ELAC). Lastly, parent input is gathered through a Local Control and Accountability Plan (LCAP) parent survey provided to all HUSD parents and families of children served under Title I, Part A. HUSD has distributed the policy to parents and family members of children served under Title I, Part A. The HUSD Title I Parent and Family Engagement Policy is distributed to parents and families through the annual notification, during registration, and via email. All newly enrolled students receive the policy during registration. The HUSD Title I Parent and Family Engagement Policy is posted on the district website. Periodically, the Title I Parent and Family Engagement Policy is reviewed and revised for Board Approval.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Holtville Unified School District developed its LEA parent and family engagement policy collectively through their School Site Councils. Parent input is provided through School Site Councils, questionnaires, ELAC and DELAC meetings, and the LCAP process. The policy is shared with all stakeholders at IEP meetings, Student Study Team (SST) meetings, and parent meetings.

After a student has been absent for more than three days, we require that we talk with the parents and review the needs the student may have with the goal of assisting the student in returning to school. This is a universal support for all students, independent of their academic performance levels. We will, at that time, bring in all reasonable resources to help the student return to class, make up for the lost time, and be successful. We currently do not have any parents or families with severe problems, such as hearing loss, but in extreme cases like this, we work with our county office for assistance and guidance with communicating with the parent.

Holtville Unified School District assists parents helping them better understand subjects like State academic standards, State and local academic assessments, and related requirements, as well as how they can monitor their student's academic progress. Training of parents takes place at many of our school's events, such as parent night, back-to-school night, Math Night, and more. We also have staff on-site that can help, such as our Community Schools coordinator, our district-wide Attendance officer, and school site counselors to help educate our parents as well. During SSTs, parent-teacher conferences, and staff meetings, we will show our parents how to monitor their student success and understand what they see.

In compliance with the Williams Act, all students have access to their curriculum, and resources are available so that students may access the curriculum at school as well as at home. Teachers communicate with parents in several different ways such as, notes sent home, tools on the internet, phone calls, and email. Both students and parents have internet access through such programs as Go Guardian, Reading Plus, parent and student portals, Parent Link, and more. During the pandemic, it was a priority that all students had internet access and a portable device at no cost to families. This year all students were issued computers to take home and use from their house. Access points were checked out to students and families who did not have adequate internet to be able to perform distance learning activities. Computers that were checked out to students had access to the many tools installed on the computer. Focused events such as Math Night, SSTs, and other events took place on Zoom since in-person contact was severely restricted under the pandemic guidance. Most programs, supports, parent contact, student intervention, and more were done through Zoom this year facilitated by a collective effort from all of our stakeholders.

Parent communication with teachers, administrators, and staff is an ongoing process that Holtville takes very seriously. We encourage parents to participate in the LCAP process, school site councils, ELAC and DELAC, Migrant parent events, parent surveys, open houses, parent nights, public schools week events, and SSTs. The County Office of Education here in the Valley has a parent lead group for Special Education and we encourage our parents of special education students to get involved in that group if they can.

We use several tools to coordinate and integrate parent involvement in all programs including the Federal and State-supported tools. We provide a parent resource center at the high school and have a district-wide Community Schools coordinator who works directly with our parents, and a district-wide attendance person, along with counselors, and migrant staff, who works with students and parents on all issues. We have very strong PTOs at all school sites and we take full advantage of our parent programs such as the ELAC, DELAC, School Site Councils, and more.

Holtville Unified School District translates all of our communications to parents into Spanish so our EL parent population is informed. Every school site has several staff members on duty who speak the necessary languages to be able to communicate with all parents. Bilingual counselors are made available to parents and students. All of our mandated documents, like the SARC, are provided in both English and Spanish as well as those that are not mandated.

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.

Holtville is a small community. When students are identified through programs such as SSTs as having extraordinary needs that we may not have the means to address on our own, we look to our community partners for assistance. We can and will send students to outside programs such as the Imperial County Office of Education Special Education Programs. If we have a student with discipline issues, we partner with programs such as Vista Sands. If we have students confined to a hospital or home due to injury, we assign teachers to go to the students and make sure they receive educational services. In most of our cases, we end up transferring that student so they can enroll in the needed program. In the case of Vista Sands, we usually have the student dual enroll. For our students who are confined to hospitals out of our area, those hospitals usually have a program in place to help the student continue their required education studies, so we end up dropping or transferring those students to those programs. If there are other needs that these students need we provide all services at our disposal to those students who fall under the 1114 and 1115 sections.

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:

There are five Title I schools and one Targeted Assisted school in our district. All five of our Title 1 schools are compliant with all state and federal requirements such as the Parent/School Compact, Parent Involvement Policy, and Annual Title I meeting. Each Title 1 School conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program in the school. In addition, our Targeted Assistant schools also use established programs such as SSTs, Special Education, and others to gather parent input on the needs of students and how those needs are met.

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:

Holtville Unified School District is in a small community and housing is a problem for a large number of our families. In most cases, when a family finds themselves homeless they will not let the school know. We typically find out because an SST was initiated due to the student's attendance. We communicate to the parent that our goal is to remove as many barriers as we can so that the student can attend school every day. For example, we will send a van to pick up and take home a homeless student who may have found temporary housing far from their school, even in another city. We also introduce the homeless parents to a list of resources within Imperial County where they can find assistance. Our school keeps a stock of school supplies that they regularly give out to homeless students so parents don't have to struggle to find the funds to purchase those items. All students receive free meals at all of our schools. When allocating funds in the CARS program we allocate federal funds to support our homeless populations. In addition to all of these items, our community will come to the aid of our homeless population of families and assist in several different ways.

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.

The district operates 3 Transitional Kindergarten (TK) classes. TK is the first-year of a two-year Kindergarten program. TK uses a modified Kindergarten curriculum that is age and developmentally appropriate and based on California's Preschool Learning Foundations and Frameworks. The classes are kept at a 1:10 adult to student ratio per state requirements. The classes are taught by teachers with education and experience in early childhood education. The teacher is assisted by a paraprofessional with experience in early childhood education. Starting in the 2023-24 school year, the district admits students into TK who turn 5 by June 2 of the school year. Starting in the 2024-25 school year, the district will admit into TK all students who turn 5 during that school year.

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:

(A) Holtville Unified School District strives to facilitate effective transitions for students from middle grades to high school and from high school to post-secondary education. Counselors continually monitor student progress and ensure that all students take recommended coursework to ensure they stay on track for a successful transition from Transitional Kindergarten through their high school experience. While in high school counselors make sure that all students have the opportunity to complete their A-G requirements as well as AP coursework. They assist students in completing college applications and guide students in applying for grants, scholarships, and funding sources to help with the cost of post-secondary education. Field trips are taken to local two- and four-year colleges. With the help of those colleges, students can see and ask questions about degrees they may be interested in.

(B) College through CTE articulation agreements. Students in CTE pathways are provided opportunities to attain college-level credits while in high school. Working closely with the counselors at Imperial Valley College our students can complete some of their general education requirements while still in High School, allowing them to enter college already having completed some of their general education requirements and having college credit already on their record. In the 2020-21 school year, the high school has increased its college offerings to include Welding, Plant and Soil, and Photo Shop or Mass Media. The success of this program in helping our students enter college with some classes already completed motivates us to continue to increase the number of classes we can offer our students. We are already looking to the future to see what we can add, to help our student better prepare for their college career.

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:

(A) All Holtville Unified School District students have the same access to the education programs and services that are offered. Some of these services include the Gifted and Talented Education (GATE) program, Special Education, A-G required courses, and AP/Honors courses.

We identify students for GATE primarily by going to our second-grade classes each year and administering the non-verbal Raven Standard Matrices Plus test. This test allows English learners to be assessed in a non-verbal format, which does not deprive them of the opportunity to succeed due to the lack of English language proficiency skills.

To identify gifted students, the GATE Coordinator utilizes multidimensional criteria, which include the following:

- Raven assessment
- Teacher recommendation
- Quarterly assessments
- California Assessment of Student Performance and Progress (CAASPP) scores and grades.
- Learning disability, and English learner classification status

All data is used to ensure equal access to program services. This criteria provides students with an opportunity to be identified to participate in the district's G.A.T.E. Program. Parents have the right to opt their students out if they wish.

(B) Unified School District allocates funds to each school site's libraries to increase the accessibility of printed materials at appropriate student levels. HUSD utilizes a computer software program, Destiny, which allows librarians and library technicians to scan books using the barcode, easily access titles of books on their computer and have an accurate record of books they are checking out to students. This system makes the library check-out system work smoothly and allows all students easy access to reading material. HUSD also allocates funds to each school site library to purchase additional books at all grade levels, reading levels, and in a variety of genres.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

Holtville Unified School District strives to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified administrators in schools. The district is committed to ensuring that highly qualified, experienced, and effective teachers teach all students, regardless of ethnicity or socio-economic status. HUSD is also committed to ensuring that all students have the opportunity to attend a school with an effective, experienced administrator.

HUSD advertises for teacher and administrative vacancies promptly to recruit highly qualified candidates. This will ensure that the best available candidates will be hired.

Teachers who are not fully credentialed will be placed on a teacher action plan to ensure that they will become properly credentialed promptly. The plan will include, but not be limited to the following.

- Timeline of expected program completion
- Teachers who qualify will enroll in the Imperial County BTSA Induction Program or Intern Program. Knowledgeable and experienced support providers will mentor and support these teachers to ensure that they complete the program
- Enrollment participation in appropriate college courses
- Passing appropriate exams

The district also provides a variety of professional development opportunities for teachers throughout the year. Some of the training that is attended regularly are the California Association for Bilingual Education (CABE) Conference; Advancement Via Individual Determination (AVID) Institute; Science, Technology, Engineering, Art, and Math (STEAM) Symposium; Benchmark Advance (ELA) and Pearson, My Perspectives (ELA) Planning Training; Two-Way Bilingual Conference; FFA National Convention; Southern Region Ag Teacher's Conference; DUAL Language Institute; Next Generation Science Standards (NGSS) Institute; PRIME Training; Eureka Math Training; Associated Student Body (ASB) Training; Advanced Placement (AP) by the Sea; Computer-Using Educators (CUE) Conference and Grade Level Collaboration time. 100% of HUSD teachers attended at least 2 professional development days this year.

The goals, actions, and services outlined in the district's LCAP, results from assessments such as the SBAC scores, and the state indicators as presented on the California Dashboard hold local educational agencies and schools accountable for improvements in student academic achievement. The data results were presented to the governing board, superintendent, assistant superintendent, administrators, and staff. Areas of strengths and weaknesses were identified and discussed at management meetings, staff meetings, and district advisory committees (LCAP committee, ELAC, DELAC, SSC, and Migrant committee). Stakeholders provided input into the improvement of the LCAP, which directly guides the actions and services that the district will provide. Modifications and changes were made to improve student academic achievement. The systems in place provide transparency to stakeholders and hold the LEA and school sites accountable for continued improvement.

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Holtville Unified School District supports ongoing professional development for all staff. All staff has been trained in the recently adopted Eureka Math program as well as the ELA curriculum, Benchmark Advance (TK-5), Pearson/My Perspectives, and English 3D.

The district advises all site administrators to encourage newly hired, non-credentialed teachers to complete their credentials within 2 years. 100% of staff attend at least 2 professional development days per year. Many attend numerous other trainings throughout the year in addition to the 2 required days. Furthermore, all staff members have the opportunity to engage in ongoing site-based professional development activities and grade-level planning time during the monthly Wednesday staff meeting time. Activities offered have addressed English learner strategies, school-wide discipline, curriculum development/planning, student data disaggregation, technology integration, and parent involvement

The district professional development plan is developed through the collaboration of administrators and staff. The types of professional development desired by the teachers are identified through the yearly staff survey. Administrators (superintendent, assistant superintendent, director of projects, director of special education, and site principals) discuss the professional development needs of the staff based on the results of the staff survey and develop a plan of possible training for the next year. The district plans and calendars the two required professional development days. Another consideration that the district takes into account is prioritizing funds based on the following identified district needs:

- District-wide professional development goals
- Site professional development goals
- Individual professional development goals
- Appropriate teaching credentials

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Holtville Unified School District strives to and understands the importance of involving parents, students, community members, and all stakeholders, including representing the subgroups in the development of the district's LCAP. As a result, HUSD continuously communicates and collaborates with Holtville's educational partners to determine a plan that includes identifying improvement needs as well as establishing goals, actions, and services that will result in continued academic progress.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Holtville Unified School District provides ongoing professional development on the legal requirements and district procedures relating to the implementation of the Master Plan for English Learner Instructional Programs. These trainings include initial identification, placement options and procedures, parental rights, and informed consent, including the parental exception waiver process.

The California state content standards drive curriculum development within the district. Teachers instruct students according to a standards-aligned curriculum to ensure that all students either meet or exceed state proficiency levels. Newly adopted Eureka Math, Benchmark Advance (TK-5), Pearson/My Perspectives (6-12), and English 3D are aligned to the state Common Core standards. The district promotes fidelity to the curriculum. Teachers develop pacing calendars and submit them to site principals at the beginning of the year. Teachers also submit lesson plans each week. The systems in place encourage teachers to accomplish teaching all the required standards within the necessary timeframe of the school year.

Curriculum planning occurs through a careful review of district standards, state frameworks, and district policies, a review of CAASPP and ELPAC scores and district multiple measures, and the most recent educational research.

The Projects Department, Curriculum and Instruction Department, and the English Learner Department work together to provide ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of English learner training is to help educators acquire specific skills and strategies needed to work with English learners in the areas of integrated and designated ELD instruction.

Title III Expenditures include the salary of an elementary (TK-5) ELD resource teacher (co-funded with CCSPP) to enhance the ability of teachers to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners, professional learning opportunities to improve English Learner outcomes, and the salary of substitutes to cover professional learning collaboration among teachers to analyze English Learner data and to use the data to monitor student progress toward mastering of challenging state standards while increasing language proficiency.

LCFF expenditures include professional learning opportunities to improve the instruction and assessment of English learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Programs for all students including English Learners and Immigrant youth are addressed in the Local Control Accountability Plan (LCAP). Each school site updates its Single Plan for Student Achievement (SPSA) yearly to maintain strict alignment with the district's LCAP.

Our Immigrant population is very small, and we do not receive funding for immigrant students, but we do serve them nonetheless. All of our Immigrant population comes from Mexico, so their services are provided to them the same as we do for our English Learners. Some of these services are listed below.

Monitor and maintain integrated and designated ELD programs for all English Learners. This will include the following:

- a. Implement standards-aligned ELA and ELD curriculum
- b. Explore additional assessments for English Learners to use as formative assessments.
- c. Provide recognition ceremonies for EL students who have satisfied the requirements to be reclassified to Fluent English Speakers.
- c. Explore English Language Development tools such as web-based software programs.
- d. Maintain an English Learner Projects clerk and assessment team.

HUSD strives to maintain high expectations for all learners. The district desires that all students who need English Language support will:

- Acquire English language proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC), and be pre-designated
- Have access to core curriculum to meet grade-level standards as quickly as possible
- Achieve academic success comparable to English Only (EO) students, including participation in G.A.T.E., Advanced Placement and Honors classes, college entrance exams and/or graduation

Parents of immigrant students are encouraged and have opportunities to be fully engaged in their children's education.

Title III Expenditures include the salary of elementary (TK-8) ELD support teacher (co-funded with LCFF) to provide enhanced instructional strategies for English Learners and immigrant youth, the salary of two elementary (TK-5) paraprofessionals to support small-group instruction and targeted academic interventions for English Learners, and extra duty pay for Saturday enrichment days for English learners and after school tutoring for English learners. LCFF Expenditures include the salary of an elementary (TK-8) ELD support teacher (co-funded with Title III), two secondary (6-8) ELD support teachers, and one secondary (9-12) ELD support teacher to enhance the ability of teachers to understand and implement instructional strategies for English Learners.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All parents/guardians of students newly enrolled in our district are given a Home Language Survey (HLS) to help identify students' language strengths and needs. The survey contains four questions: 1) Which language did your child learn when he/she first began to talk? 2) Which language does your child most frequently speak at home? 3) Which language do you (the parents or guardians) most frequently use when speaking with your child? 4) Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults). If parents/guardians answer anything other than English to any one of the questions, the district will notify parents/guardians via a letter sent by mail confirming that the responses to the HLS indicate that their child's primary language is not English and informing parents/guardians that the district will need to assess their child's English language proficiency using the Initial English Language Proficiency Assessment for California (ELPAC). The district may also schedule a parent conference, in which, a student interview will be conducted. The district will also gather teacher input regarding the student's language strengths and needs. If it is determined that the student may need more English Language support, the student will be scheduled to perform the Initial ELPAC. Based on the results of the Initial ELPAC, the student may be identified as an English Learner, and then placed in an appropriate instructional program. The parents/guardians will be notified of the results of the Initial ELPAC and EL identification. In the notice, parents/guardians are informed of the exit (reclassification) criteria. Furthermore, parents/guardians of English learners are notified of their rights and responsibilities. Before students are enrolled in an EL program, parents/guardians will receive information about all programs that are available within the district and opportunities for parental involvement. Although the district must serve all EL students, parents/guardians will be informed of their right to opt their children out of a school's EL program or specific EL services.

HUSD offers EL placement options:

To meet the educational needs of English learners, all programs must include English Language Development (ELD) and differentiated instructional strategies. Holtville Unified offers the following programs:

Structured English Immersion (SEI)

Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English, but may be supported in the student's primary language, if applicable. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards.

English Language Mainstream (ELM)

Students who score at reasonable fluency in English are placed in an ELM program in a classroom with native speakers of English. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

Alternative Program (Alt.): Students with an approved parental exception waiver receive core instruction through their primary language and instruction in ELD from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

Dual Immersion Program

Dual Immersion Program is a 50% English and 50% Spanish standards-based educational program. Instruction is provided half the time in English and half the time in Spanish. It is offered in kindergarten – 8th grades, offering a sound basis for academic excellence for all students as well as meeting the goal for foreign language learning as a core subject. Students in the dual immersion program develop proficiency in two languages by receiving instruction in English and Spanish.

Title III Expenditures include classroom materials such as supplemental smartboards to enhance small-group instruction and online supplemental programs to increase English language proficiency and meet the challenging State academic standards.

LCFF expenditures include the salary of one testing clerk (co-funded with general funds) and substitutes to improve the assessment of English learners, classroom materials to enhance small-group instruction, and online supplemental programs to increase English language assessment and progress monitoring.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

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

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

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The following Expected measurable outcomes in the district's LCAP specifically address ELs:

- Percentage of ELs making progress in acquiring the English language as measured by ELPAC scores
- Percentage of ELs being reclassified
- Percentage of ELs in each school
- The number of LTELs in each school

The monitoring and evaluation of programs for ELs at Holtville Unified focuses on the disaggregation of data to determine whether students are learning English and literacy as effectively and efficiently as possible and whether ELs are making academic achievement progress in the core curriculum.

School sites will analyze data that has been collected to monitor individual student progress and to define yearly goals and objectives for program improvement to be included in the Single School Plan. Individual students who are not showing progress will be identified for intervention programs.

All school sites will monitor RFEP students for the required four years from the date they were reclassified.

Title III Expenditures include online supplemental programs to increase English language proficiency and meet the challenging State academic standards.

LCFF expenditures include the salary of one testing clerk (co-funded with general funds) and substitutes to improve the assessment of English learners, classroom materials to enhance small-group instruction, and online supplemental programs to increase English language assessment and progress monitoring.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Holtville Unified School District (HUSD) has a memorandum of understanding with Imperial Valley College to provide improved educational opportunities to its students looking for post-secondary opportunities. The Imperial Valley College partnered with Holtville High School to provide dual enrollment courses. They also visit our campus, speak to our senior class and other students, and facilitate a visit to their campus. They come to our school to help with enrolling our seniors into classes for the upcoming year as freshmen at their institution. They provide guidance and strategies to students to develop and implement a college pathway in a field of their choice. In addition, we work closely with the Imperial Valley Regional Occupational Program (IVROP). IVROP has been successful in helping our students prepare for college, as well as working closely with Holtville High School in providing our students with several successful occupational programs and classes. The Imperial Valley Telecommunication Authority (IVTA) has installed an antenna at the High School to provide internet service to all our families through an agreement.

(B) Holtville Unified School District is intended to improve students' academic achievement by increasing the capacity of the district and schools to provide all students with access to a well-rounded education and improve school conditions for student learning. Each school within the Holtville Unified School District develops a school site council (SSC) and English language advisory committee (ELAC) through an election process, both of which meet at least four times a year. On Wednesday short days, administrators meet with school staff. At these meetings, all members have the option to discuss strategies and input to the school site's programs. Principals and other school leaders are also involved in site council meetings, LCAP team, and teacher work days. The resource teacher and counselor are involved in teacher work days, and they also have the opportunity to brief staff regarding individual students who need support in specific ways. Parents are included in SSC and LCAP teams, back-to-school nights, community forums, and board of trustee meetings. Attendance at Board of Trustee meetings has been improved through the student of the month presentations and with Associated Student Body representation on the board. Community partners are invited to community forum meetings and events where the needs of the school, the goals for students, and the use of state and federal funds are discussed. If applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107 are also discussed at these meetings. Holtville Unified School District has chosen to utilize its funds to expand its broad course of study to ensure all students have the support they need to pass core classes and the opportunity to enroll in as many electives as possible. Holtville Unified School District used Title IV funds to help teachers prepare for the new science standards, by attending training, curriculum reviews, and planning programs. At the high school, counselors assist students in choosing a career pathway and college preparedness. All of our schools have counselors and other staff who guide students in STEAM programs and activities. Holtville Unified School Districts uses Title IV, Part A of ESSA to improve students' academic achievement by increasing the capacity of the district and schools to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy for all students.

(C) Holtville United District supports safe and healthy students in several ways, including enrolling in free meal programs, so all students receive free meals. The district also updates its wellness plan semi-annually. The district also brings in speakers to educate students about drug prevention. Holtville Unified School District administers questionnaires asking for input from parents, students as well as teachers. This year we administered the Healthy Kids Survey to all students in grades 7 and 9, according to the guidelines of the program. The management team decided to exclude the fifth-grade population from the Healthy Kids Survey. Annual staff training includes training on the use of the Automated External Defibrillator (AED). The district also constantly reviews and updates our emergency procedures based on the most current studies and research.

(D) Holtville Unified School District continues to follow its technology plan to improve students' academic achievement by supporting schools as they transition to one-to-one internet devices, providing all students with access to technology to improve academic achievement and digital literacy for all students. Schools are increasing the use of web-based programs. Holtville Unified School District supports the effective use of technology by having technology-related classes and growing access to computer applications, desktop publishing, and communications. In addition to building a one-to-one program, all school sites have a computer lab containing Chrome books for students. The High School has provided each of their students with Chrome books and allows them to take their units home. The infrastructure, security, speed, access, and performance of Holtville Unified District's network have been upgraded so we are assured of having the latest software available to our students, and to more closely resemble the post-secondary world in college and career settings. Holtville Unified School District has partnered with Imperial Valley Telecommunication Authority (IVTA) in providing all families in Holtville with free access to the internet.

(E) When evaluating students using local or other forms of measurement tools such as surveys, Holtville Unified School District requires parents to give consent before students are allowed to participate. Parents have the right to exclude their students from any participation, but this option is rarely exercised by parents. Holtville Unified School District enjoys strong support from their parents and legal guardians.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

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

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

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

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

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

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

California Department of Education
February 2022



Title I LEA-Level Parent and Family Engagement Policy
2023-24 School Year

- 1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2]) Every year, the LEA-level parent and family engagement policy is developed jointly with, agreed on with, and distributed to, parents and family members of participating children. The LEA-level Parent and Family Engagement policy is submitted to the HUSD Governing Board for review and approval. With the updates, the policy is distributed to parents and families.
- 1.1 Holtville Unified School District has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2].) The LEA-level parent and family engagement policy is developed jointly with, agreed on with, and distributed to, parents and family members of participating children on an annual cycle. The policy is distributed to parents at the beginning of every school year by sending a paper copy home with students, emailing an electronic version to all families, posting a paper form in the school office, keeping extra copies in the school office, and posting the policy on the school website. This allows parents to become aware and familiar with the policy independently. The policy is reviewed at a DELAC/LCAP Parent Advisory Committee meeting. Input from parents and other members at those meetings helps develop the plan. Further discussion and review help the committee agree on the policy. Furthermore, the policy is discussed at site-level staff meetings and School Site Council meetings. Additional input is gathered through an annual LCAP Parent survey offered to all families at HUSD. The policy is submitted to the HUSD Governing Board for review and approval. With the updates, the policy is distributed to parents and families. The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2]) The HUSD LCAP addresses parent and family engagement in Goal 3: HUSD will provide an educational experience that promotes a culture of school connectedness and involvement, student health and well-being, and the safety and security of pupils, staff, and parents. Goal 3, Action 3 is to provide additional parent involvement.

To involve parents and family members in the Title I program at Holtville Unified School District, the following practices have been established:

- a) The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])
One metric in goal 3 is the percentage of parents who feel their child's school seeks parent input in decision making and encourages parental participation. A



question in the LCAP Parent survey asks parents and families to rate the level at which they agree their child's school seeks parent input in decision making and encourages parent participation. In the 2023-24 Parent LCAP Survey, 81.6% of parents agree or strongly agree. The results from the LCAP Parent survey help inform the development of the LCAP, LCAP Federal Addendum, and the LEA-level Parent and Family Engagement policy.

- b) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. All school sites facilitate parent-teacher conferences during the 2nd week of the 2nd quarter. In the conferences, teachers review California state standards, the assessments that students will take during the year, and strategies for improving their child's success and helping their child's learning at home. Strategies include setting up online, two-way communication between teacher and parents, resources for homework help, online gradebook access for parents. The district provides support to school staff on creating communication platforms such as Remind and technical assistance to school staff and parents on ParentVue, the online gradebook portal. Other activities include parent information nights, achievement ceremonies, academic content nights, reading on the lawn, and carnivals. Activities for each site are described in each school's Title I Parent and Family Engagement Policy and their School Plan for Student Achievement (SPSA).

- c) To the extent feasible and appropriate, the LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies of other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

Parent and family engagement is prioritized in the HUSD LCAP, Migrant Program, SPSAs, and EL Master Plan. For example, Goal 3 of the LCAP involves school connectedness. One of the actions for Goal 3 is additional parental involvement. HUSD coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

- d) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

HUSD collaborates with various parent advisory committees with the goal of improving student outcomes. This includes presentations on LCAP goals, CA School Dashboard data, and Local Priorities data. HUSD administers surveys to all parents seeking input regarding school climate, parent engagement,



professional development needs, and top priorities for LCAP targeted actions. Annually, parent advisory committee members participate in the evaluation of the Title I Parent and Family Engagement Policy by providing input at district and site meetings and by completing the LCAP survey.

The LEA identifies the following:

1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])

HUSD annually conducts a needs assessment with parents and families to evaluate the effectiveness of the parent and family engagement policy and to identify barriers to greater participation by parents in activities authorized by this section with particular attention to parents who are disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The needs assessment is conducted through a combination of parent surveys, parent committee meetings, staff meetings and leadership team meetings.

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])

Needs and barriers are identified through this process, then actions are developed to address the needs of families, such as providing translated information and presentations, offering flexible meeting times, and distributed information using various methods. The LEA also supports learning at home by offering homework support for parents.

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

One barrier that has been identified is communication from the school. HUSD offers alternative options for parent communication, including phone, email, and communication apps such as Remind. Parents recommend the district send more information, such as current class grades.

- e) The LEA uses the findings of such evaluation in section 1.1(d) of the CE program instrument to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

As stated in the previous paragraph, the results from parent surveys and the needs assessment are used to implement evidence-based strategies to improve family engagement and to revise the HUSD Title I Parent and Family Engagement Policy regularly. For example, teachers at Holtville High School



- f) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

Every year, HUSD engages with parents and families from the following committees to gather input regarding the HUSD Title I Parent and Family Engagement Policy and the use of Title I, Part A funds, including how funds reserved are allotted for parental involvement activities: DELAC, PAC, and MPAC. In addition, all parents can provide input through the LCAP Parent Survey. Discussion in the meetings and questions from the survey include improving parent and family engagement strategies by providing professional development for LEA and school personnel. The input gathered through the advisory meetings and the survey helps to develop, review, and revise the current parent and family engagement policy.

- 1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (EC §§ 11502, 11504, 11506)

- a) Engage parents and family members positively in their children’s education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children’s academic efforts at school and their children’s development as responsible future members of our society. (EC § 11502[a])

Every year, the LEA conducts parent-teacher conferences. During the conferences, the California Common Core State Standards are reviewed with parents. The annual summative state assessments are also reviewed with parents. Annually, the district reviews the results of the summative state assessments at a regular school board meeting and at staff meetings at each of the school sites.

- b) Inform parents that they can directly affect the success of their children’s learning, by providing parents with techniques and strategies that they may utilize to improve their children’s academic success and to assist their children in learning at home. (EC § 11502[b])

The LEA conducts interim assessments for CAASPP and ELPAC assessments throughout the year in class. The LEA also reviews the availability of practice tests to complete at home.

- c) Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])

The LEA uses Title I reservations to provide direct services to students and to enhance parent and family engagement by providing school sites with online communication surveys. During back-to-school nights at school sites, instructions on setting up Remind classes for parents are reviewed and distributed to the



parents unable to attend the back-to-school night. The two-way communication between family members and the school allows parents to ask the teacher questions to better assist their children in support of classroom learning activities. Furthermore, the two-way communication allows the teacher to extend class time and availability to family members.

- d) Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])

The LEA supports teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners by providing training on Remind, the online, two-way communication tool. Furthermore, the LEA supports all staff by offering professional learning opportunities before the school year begins and throughout the school year.

- e) Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])

Parent and family engagement is prioritized in the HUSD LCAP. For example, Goal 3 of the LCAP involves school connectedness. One of the actions for Goal 3 is additional parental involvement. The LEA uses the responses from the LCAP surveys to update the HUSD LCAP.

- 1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])

In LCAP Parent surveys, parents prefer alternative options for parent communication, including phone, email, and communication apps such as Remind. In LCAP Parent surveys, parents recommend the district send more information, more frequent communication, and constant communication with student and parents. As a result, the LEA uses Title I funds to enhance parent and school communication using online two-way communication tools such as Remind.

- 1.4 Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of



economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])

- d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

The LEA uses Title I reservations to provide direct services to students and to enhance parent and family engagement by providing school sites with online communication tools, such as Remind. Furthermore, reservations are used to partially fund direct administrative services including AVID District Leadership and administrator professional development which include strategies to enhance parent and family engagement.

*It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.

**The policy must be updated periodically to meet changing needs of parents and family members and the LEA. If the LEA has a process in place for involving parents and family members in planning and designing the school's programs, the LEA may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.