

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

School Year

2023-2024

Date of Board Approval

6/20/2023

LEA Name

Huntington Beach City School District

CDS Code:

30 66530 0000000

Link to the LCAP:

(optional)

www.hbcasd.us

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.

Federal funds are used strategically to supplement and increase the English Learner support services the district provides (Goal 4.4 and 5.5 LCAP). We believe, and data has shown, that additional personnel hours provided through Title I and Title III provide students with adequate and additional support services to meet grade level expectations. These support personnel include both classified and certificated staff members who are well-trained in mathematics and literacy intervention practices. In addition to funding personnel, federal funds provide additional and supplemental curricular resources to provide students with adequate materials to meet their needs. Title II funds are utilized to fund professional development and other teacher-leader roles that support overall instructional capacity growth amongst staff. These funds are also used for conference registration and travel costs to allow for teacher release time for collaborative instructional planning or assessment scoring and analysis.

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.

Federal funds are well aligned across programs to support students. In particular, Federal funds are used to supplement and increase the English Learner support services the district provides (Goal 4.4 and 5.5 of LCAP). Title III funds are utilized to fund instructional assistants who provide direct services to students and related support services. Title I funds are allocated to sites to fund program improvement, intervention, and parent engagement activities as outlined in each Title I school's Single Plan for Student Achievement (SPSA), Parent and Family Engagement Policy and School-Parent Compact that is developed in coordination with each School Site Council. Because HBCSD does not receive significant LCFF funding, the Title I funds are the primary resource for additional intervention at sites with a Free and Reduced Lunch population of over 20%, allocated on a per-student basis.

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.

HBCSD utilizes the Free and Reduced Lunch Application to determine poverty criteria.

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:

All teachers are appropriately assigned based on semi-annual assignment monitoring. There are no mid-assignments and a credential audit was conducted by the Orange County Department of Education with no concerns or issues noted. A small number of HBCSD educators are teaching secondary courses at both middle schools (one Title I and one non-Title I) through a Board authorized waiver as they are multiple subject credential holders. When staff transitions or attrition occur, the district replaces these teachers with fully credentialed educators in the necessary content areas through an established hiring process. All newly hired teachers participate in a State approved Induction program. HBCSD currently participates in the Orange County Department of Education (OCDE) Induction Program. Teacher effectiveness is monitored through the annual evaluation process and an assistance plan is developed, if needed; at this time, no teachers at Title I schools within HBCSD have an assistance plan.

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	An ineffective teacher is any of the following: <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

	<ul style="list-style-type: none"> • 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.

Title I schools and district annually updates its Parent and Family Engagement policy to ensure the LEA carries out its responsibility. Additionally, through the LCAP process, parents, families and community members are engaged in the development of the LCAP, ELACs/DELAC and DAC/DELAC provide input and feedback in the development of needs assessment, needs assessment, and parent education and engagement activities.

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.

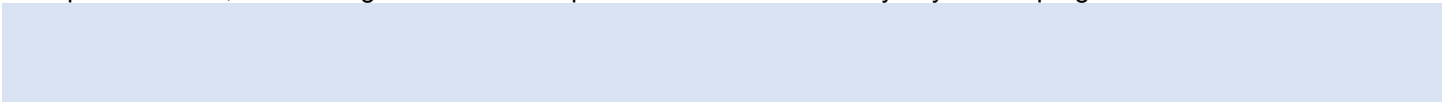
THIS ESSA PROVISION IS ADDRESSED BELOW:

HBCSD continues to utilize and update the LEA, school site, and PTA/PTSA websites to provide information to parents about programs, action plans and requirements, available student learning programs (including interventions and enrichments), special events and activities, parent education and involvement opportunities, including PTA/PTSA events, advisory group meetings such as School Site Councils, English Learner Advisory Councils, and DAC/DELAC/TI (District Advisory Council, District English Learner Advisory Council, Title I Parents Group). The district also uses digital tools such as ThoughtExchange, Remind, Canvas, ParentSquare and social media to communicate regularly with families and communicate events and programs for SED (socioeconomically disadvantaged) students. The district has hired two community liaisons in order to liaison and communicate relevant issues, such as the intervention program offerings or additional supports, for families. Individual school sites also hold events, such as Back to School Night, Open House and Title I Parent Nights, in addition to District events and Board Meetings to engage with families. HBCSD also has purchased ThoughtExchange to crowdsource ideas and feedback from a wider and broader community engagement. ThoughtExchange and ParentSquare reaches out to parents in their primary language to provide information related to increasing involvement and gathering information to monitor program quality. The results of the exchanges can be disaggregated to determine the approval ratings provided by subgroups of families, including SED families. HBCSD also supports school site staff to involve parents in site decision-making processes and focused instructional activities and practices related to the Single Plan for Student Achievement (SPSA) goals and site advisory councils recommendations.

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

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

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



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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our commitment to providing all students with a high-quality education is rooted in providing an excellent, standards-based education for our students. HBCSD ensures student access to grade level standards by implementing the core curriculum and required instructional minutes with fidelity daily for all students, with a specific focus on effective first-best instruction and differentiation strategies for students from identified subgroups who are not yet proficient. This includes recently adopted curricular materials aligned to the Common Core State Standards as well as high-quality professional development provided for and by our high-quality teaching staff. Our teachers also utilize multiple supplemental programs in addition to materials they have developed as well.

Students residing in local institutions for neglected or delinquent children or in community day school programs, if enrolled, would be provided appropriate educational services as determined through a defined learning plan or Individualized Education Plan (IEP). One institution operates within our boundaries and on occasion has housed a middle school student (most of their resident students are enrolled in the local high school district). When this occurs, HBCSD partners with the organization to provide appropriate services and supports to ensure that the student accesses learning experiences, materials, and resources (depending on the model of their program if it is possible to have students attend HBCSD school during the day), as well as collaborating with services such as counseling. Neglected or delinquent children are afforded the same resources and supports as Foster Youth and Homeless students.

HBCSD operates Targeted Assistance Programs for students who are not yet proficient with grade level standards at Title I sites. These programs assist students in meeting grade-level content standards through the use of effective methods and instructional strategies that are research-based and proven to improve student learning outcomes. These targeted programs include intervention during the school day in addition to providing opportunities for learning before or after school to extend the learning day. HBCSD has established a systematic student achievement monitoring system that aligns learning expectations for all students with common standards sequence schedules and local assessments three times per year to monitor student progress toward proficiency. Multiple measures of student achievement data are included in this progress monitoring system, including ELPAC, SBAC, District writing prompts, classroom grades, and STAR Reading Levels, to create an "At Risk Report" that is provided to each teacher within our data management system to monitor student progress. The above-mentioned "At Risk Report" displays pertinent data for teacher PLCs to collaborate with site and district administrative teams to inform instruction and intervention and/or re-teaching resources, and provide feedback on the effectiveness of programs and practices. Additionally, HBCSD provides sites with a Title I Criteria recommendation that outlines eligibility based on student performance at each grade level for specific assessment tools. Sites have developed and implemented intervention systems using the MTSS model with universal screening and progress monitoring to ensure that non-proficient students receive additional targeted intervention and support needed to attain proficiency. These additional supports include both intervention and after-school supports that provide students with additional opportunities for practice and to engage with academic content.

Each of our schools utilize the Single Plan for Student Achievement (SPSA) process with each School Site Council and English Learner Advisory Council. Data is analyzed prior to each school setting their collaborative goals aligned to the district's overall plan. Processes for improvement include focused instructional practices based on data analysis. Additionally, HBCSD provides professional development opportunities for teachers and administrators in research-based instructional strategies and methods shown to improve achievement for non-proficient students. These include the use of a data analysis system (i.e.: Illuminate Data and STAR Renaissance Assessment Suite) for monitoring student progress and planning instruction and interventions, instruction using first-best teaching methods addressing student engagement, strengthening mathematical reasoning and mathematical relationships through Cognitively Guided Instruction (CGI), implementation of ELA/ELD frameworks through peer coaching, implementation of specific additional supplemental and intervention programs to support concept development and skill learning, and supporting language development. To support this work, administrators conduct regularly scheduled classroom observations and participate in PLC meetings to monitor implementation of the strategies and practices as outlined in the school site SPSA.

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:

HBCSD provides Homeless students with school supplies, bus passes, and counseling support (as needed). The Executive Director, Student Services and Director, Student Services and Mental Health regularly monitor the enrollment, attendance, and monitoring of these students and coordinates services with community agencies (as needed). Foster Youth and students residing in a Group Home environment will also receive commensurate services and supports. Utilizing a combination of data, HBCSD continues to focus on preventative academic and discipline measures. The California School Data Dashboard provides site and district leadership teams with disaggregated data for suspensions and expulsions for each student group, which allows site leadership teams to identify if there are higher rates of discipline or attendance concerns for specific student groups in determining needs. Another data system, Aeries, maintains discipline and attendance codes to record and log student data, action steps, preventative measures, and other records. In collaboration with the district's Executive Director, Student Services, site leadership teams analyze the data from Aeries in conjunction with evaluative measures provided with the state to determine additional preventative measures that may be needed to support student academic growth and discipline. HBCSD also is in the progress of implementing a Multi-Tiered Systems of Support (MTSS) initiative to address socio-emotional, behavior, and academic supports for students that provide students with positive behavior intervention supports and other means of addressing behavior and discipline needs prior to other means of correction.

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.

HBCSD's team of specialists hold transition meetings with elementary staff to support, coordinate, and integrate services.

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:

HBCSD operates an Early Childhood Program with a state-funded preschool program offered to income-eligible families and a fee-based program available to others in the community. These programs establish early learning and literacy skills and allow families to partner with the district when children are between the ages of zero and five. HBCSD's Early Childhood program also includes: Learning Link, a kindergarten readiness program for children aged 0-5 and STEAM Summer Camp for children aged 3-5. Transitions to Kindergarten, Transitional Kindergarten are included as part of the services that connect families from the Early Childhood program to the district's TK-8 program.

HBCSD also provides transition services to students from fifth to sixth grade, the elementary to middle school transition in our district. Each of our middle schools host prospective sixth graders to experience life on their campus and learn about their new academic program, including a schedule with multiple teachers, elective courses, and daily physical education. Evening parent events for prospective sixth grade parents are also conducted at each site to describe the academic program and provide best practices to assist students during the transition to middle school. Similarly, HBCSD works with our local high school district to assist students and families during the transition from middle school to high school. Students are invited onto the campuses our district primarily feeds into and HBCSD publicizes these events heavily to aid in the transition for families. HBCSD also collaborates with our high school district in assessing our eighth grade students to gather data necessary for their placement as ninth graders. Similarly, parent nights and visits are coordinated between our middle schools and the high schools. A point of focus at many of these events is the academic pathways, CTE links, and electives offering at the high school, providing families with information to make informed choices.

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:

HBCSD has offered a program for Gifted and Talented Education (GATE) since 1971. Students are identified for placement in GATE using multiple measures, including multiple standardized assessments, teacher input, and performance in the classroom. Students in grades two through five are offered the option of a “cluster” program in their own school. Our teachers differentiate instruction in the classroom for all learners, including GATE students, with research-based instructional practices that are supported through professional development and collaboration. Students are grouped by grade level and receive differentiated instruction in all curricular areas. In the cluster program, students attend their neighborhood school and are grouped by grade level within a specific class. Instruction is differentiated using depth, complexity, acceleration and enrichment. At the Middle School Level, the GATE program shifts towards a performance-based Honors program. Students qualify for math and CORE (ELA and social studies combo) honors courses through multiple criteria measures, including performance on state and other assessments as well as in the classroom. In mathematics, students can be placed into an accelerated seventh and eighth grade math course that condenses three years of math into two years. CORE Honors, integrating English-language arts and History/Social Science, is available to sixth, seventh, and eighth grade students. Additionally, GATE students in middle school are provided with interest-based electives to stay actively engaged and enriched in school. HBCSD offers programs in visual and performing arts, including band, orchestra, choir, art, drama, and music industry courses. Robotics, engineering, animation, industrial technology and home economics courses are offered at the middle school level as well. These elective offerings are vertically articulated with our high schools, as mentioned earlier. Our GATE program is primarily supported out of the general fund; however, our Title I sites may utilize their allocation of funds under this part to support teacher collaboration for differentiated instruction or enrichment opportunities to meet the needs of GATE students, if determined as a need by the School Site Council.

We are committed to imagining library/media centers that engage the 21st-century child and build upon their creativity, collaboration, critical thinking skills, and digital literacy and digital citizenship. We also strive to continuously improve our technology capabilities to help students learn how to use digital tools to meet their learning needs. Our libraries are transforming into learning centers of the future with additional technology resources available in addition to creative use of space to encourage student collaboration. Additionally, our libraries are moving toward providing more opportunities for technology and engineering integration, creating "makers" spaces and opportunities for students to code software and robots. Library/media technicians also push into classes to support the continued integration of technology into the core curriculum. Library/media technicians have been important educators in digital citizenship learning opportunities for our students using Common Sense Media lessons. Our libraries are primarily supported out of the general or state funds; however, our Title I sites may utilize their allocation of funds under this part to further support their libraries, if determined as a need by the School Site Council.

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:

HBCSD does not participate in Title I, Part D.

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.

HBCSD continues to provide professional development in instructional practices and strategies as well as with the adopted Common Core-aligned instructional materials in both Mathematics and English Language Arts/English Language Development to support the learning needs of all students. Teachers also have supplemental math programs that provide more tools to differentiate and individualize student instruction. The district also provides teachers with peer support from a group of Teachers on Special Assignment who focus on technology integration and implementation of 21st century classroom strategies. Supporting the critical work of our teachers are additional supports from the district office for students with disabilities, socioeconomically disadvantaged students, and English Learners. This includes funding resources, technical assistance in program development, and professional development services. Professional development activities include: ELA/ELD Coaching, CGI/ECM Mathematics Coaching, GATE Certification training, PBIS, Soliday System training, Middle School literacy workshops, Lexia, New Art and Science of Teaching, Induction, Assessment Analysis/Collaboration, NGSS/STEM professional development activities, 21st century classroom workshops, core novel integration, Google suite training, and Visual and Performing Arts PLC time. HBCSD purchased NGSS standards-aligned science instructional materials during the 2020/21 school year and activities during focused learning. Funding provided under this part cannot sustain the abundance of programs listed above; as such, the general fund primarily supports many of these activities, including fully funding the Induction program for developing educators.

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:

At this time, HBCSD has four schools that have been identified for ATSI. HBCSD will prioritize our budget in collaboration with all stakeholders to ensure appropriate training, services and supports to be implemented to address areas of specific need.

HBCSD continues to utilize and update the LEA, school site, and PTA/PTSA websites to provide information to parents about all programs, action plans and Federal/State requirements, available student learning programs (including interventions and enrichments), special events and activities, parent education and involvement opportunities, including PTA/PTSA events, advisory group meetings such as School Site Councils, English Learner Advisory Councils, and DAC/DELAC/TI (District Advisory Council, District English Learner Advisory Council, Title I Parents Group). The district also uses digital tools such as ParentSquare and social media to communicate regularly with families and communicate events and programs, including meetings of these advisory groups. The district also provides a director and two community liaisons to families in order to liaison and communicate the LCAP and general district budget prioritization process. Individual school sites also hold events, such as Back to School Night, Title I Parent Nights and Open House, in addition to District events and Board Meetings, to engage with families. HBCSD also surveys families, students, and staff using ThoughtExchange. We administer an annual survey of parents in their primary language to provide information related to increasing involvement and gathering information to monitor program quality. The results of this survey can be disaggregated to determine the approval ratings provided by subgroups of families. HBCSD also supports school site staff to involve parents in site decision-making processes and focused instructional activities and practices related to the SPSA and site advisory councils.

All of these means for engaging parents serve as an important process in prioritizing our budget in collaboration with our stakeholders.

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.

HBCSD utilizes multiple data sets to determine actions steps for improvement and we consult regularly with our Orange County Department of Education and CA Department of Education support staff. California has developed a system for evaluating schools and districts that includes multiple measures of student success. The California School Dashboard provides a way to view and share state and local data to help schools achieve better outcomes for California's students, replacing previous accountability models. The website features easy to read reports on a variety of indicators including the following: Academic achievement in ELA and Mathematics, English Learner proficiency and progress, Suspension rates, Chronic absenteeism. Equity is at the heart of the new accountability system and will help parents, educators, and community members determine potential areas of need to assist targeted student groups. Through the Dashboard, districts and schools have access to the information they need to make the best local decisions about the education of children. The Dashboard provides a more complete picture of all the ways schools are helping students succeed and will be enhanced over time with additional metrics, data, and reports. By building on our strengths, the Dashboard data will help us meet the needs of various student groups included in our LCAP and SPSAs, and will support us to identify and improve areas of low performance.

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:

Title III funding is primarily used in our district to provide direct services to EL students. A very small percentage of the grant allocation is utilized to fund a portion of district office personnel who coordinate professional development and processes related to EL students. One activity that the district office has supported is the work of literacy coaches at each of our elementary schools through grant funding. These coaches worked with their peer colleagues to share research-based instructional practices and assistance with the implementation of the ELA/ELD core adopted instructional materials that support the needs of students who are not proficient in English.

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:

HBCSD employs Bilingual Instructional Assistants who provide intervention and additional supports to Immigrant students across the district. The district identifies students who need additional support and provides Bilingual Instructional Assistant interventions at each school site using core, intervention, and supplemental instructional materials. These employees provide a smaller-group or individual setting for students to practice their productive language skills and other ELD standards utilizing research-based literacy intervention programs. EL students are also encouraged to attend before/after school extended learning programs to support literacy skills and reading comprehension.

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:

HBCSD employs Bilingual Instructional Assistants who provide intervention and additional supports to EL students across the district. The district identifies students who need additional support and provides Bilingual Instructional Assistant interventions at each school site using core, intervention, and supplemental instructional materials. These employees provide a smaller-group or individual setting for students to practice their productive language skills and other ELD standards utilizing research-based literacy intervention programs. Additionally, the district supports the overall English Learner program with a district Director and EL Technician who provides sites with data and support the assessment and identification/reclassification processes.

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 California School Dashboard website provides an English Learner Progress Indicator that examines the percent of English Learners who made progress towards English proficiency. Reclassifications and performance on state assessments are also included in this indicator. California has been implementing the English Learner Proficiency Assessments for California. Our results will allow us to establish targets for performance to monitor progress against annually. Results will also inform the plan for revision of the District English Learner Master Plan. The Dashboard provides a more complete picture of all the ways schools are helping students succeed and will be enhanced over time with additional metrics, data, and reports. By building on our strengths, the Dashboard data will help us meet the needs of various student groups included in our LCAP and SPSAs, and will support us to identify and improve areas of low performance in order to meet the State's goals for EL students.

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:

After providing equitable share funding to verified private schools, funds under this part will be used in full to fund the purchase of social-emotional learning (SEL) and prevention curriculum and associative professional development at elementary and middle school levels; with the balance of the cost covered by the district general fund. This updated curriculum improves the well-rounded nature of our academic program by providing students with a fully integrated framework for promoting social, emotional, and academic success. The curriculum combines opportunities for students to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills in addition to bullying prevention to form a cohesive and safe, supportive school. The curriculum also supports the effective use of technology through the use of its digital components. This effort will also complement the MTSS initiatives which are in focus of the LCAP, SPSAs, and strategic plan. Effectiveness of the new curriculum will be determined through teacher curriculum implementation logs (organized by learning unit), student counseling data and focus groups, as well as data related to school safety and climate that is gathered through the annual district survey of students, staff and parents, as well as the California Healthy Kids Survey.