

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

School Year

Date of Board Approval

LEA Name

Hanford Joint Union High School District

CDS Code:

16639250000000

Link to the LCAP:

(optional)

<https://www.hjuhsd.k12.ca.us/site/Default.aspx?PageID=3449>

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 I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(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.

HJUHSD uses federal funds to supplement and enhance actions and services funded with state funds that are designed to provide and support an equitable education for all students to meet the state academic standards, as reflected in our LCAP.

HJUHSD allocates Title I funds by area of most need, focusing use on our most at-risk students. Our theory of action is that by providing more intensive support to low-income and English Learners, we can prepare students to meet state academic standards to ensure success in college and career.

HJUHSD believes the most effective use of Title I funds is to invest in the teachers, tools, and support so they can most effectively instruct our students. Currently, we are providing 2 Academic Coaches that support classroom instruction, utilizing the most current research classroom-based instructional strategies and structures that develop a climate where all students learn. The Academic Coaches work primarily with new teachers, teachers of English Learners, and Intervention Math and English classes.

HJUHSD recognizes that there is and has been a discrepancy between like courses and what students are being taught. Because of this, much time, energy, and effort has been placed on creating an equitable educational climate for all students. We continue the work by identifying Essential Standards, Common Formative Assessments, and Common Pacing. The product of this work has been a Response to the Intervention (RTI) period for students needing intervention and time for extension.

In addition to creating, supporting, and developing an equitable educational environment, HJUHSD strives to foster a school culture rooted in communication and mutual respect for staff and students. HJUHSD has implemented a Restorative model to provide students with a positive school climate. We continue to evaluate, enhance, and alter what we do to give all our students a voice.

Title II funds supplement district funds for professional development for teachers, principals, and other school leaders. Professional development is currently focused on sustaining Professional Learning Communities to provide an equitable education that focuses on what students need to perform at high levels; Restorative practices to decrease disciplinary incidents and increase the number of time students spend in-class learning; a structured Multi-Tiered System of Support (MTSS) to ensure we have systems in place to support students Academically, Behaviorally and Emotionally; and a District-wide Parent Communication platform which will enable us to communicate more effectively with parents and students.

ELD progress continues to be a struggle for us. In 2017 we instituted a new ELD reading and writing program, and we are charting the results of the recent ELPAC scores, our baseline year. The English Learner Progress Indicator on the CDE dashboard indicates that 9.35% of HJUHSD EL students are proficient or well-developed. We need to focus on writing with our ELD students. We continue to improve our instruction and use the Intervention program with fidelity. We met with parents of English learners as part of our LCAP development process. They are pleased with those results and urged us to move beyond a focus on English proficiency to prepare their children for college and career success. They strongly support our need for a communication platform that provides parents who do not speak English a mechanism to interact with what is happening at school and Parent University-style parent education workshops. Parents are interested in learning more about how to help their children negotiate the path to college and support their children better.

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.

Needs assessments and data analysis determine LCAP actions to isolate factors for low performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff, and employee groups. Formal stakeholder input and structure from high-risk groups are ensured through the English Learner Advisory Committee, District English Learner Advisory Committee, and LCAP Community Committee. Monitoring metrics are found throughout the LCAP attached to each of the seven goals. Once needs are identified, qualifying funding is assigned to act. Federal funding is placed alongside state funding to enhance various actions.

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.

Section 1113 of the Elementary and Secondary Education Act (ESEA) provides funding for schools with high concentrations of children from low-income families. The poverty criteria used to select school attendance areas under this section are based on the percentage of children from low-income families residing within a school's attendance area.

The poverty criteria used are based on the number of children from families with income below the poverty level, as determined by the U.S. Census Bureau's official poverty measure. The poverty level is based on the family's size and income. For Section 1113, a child is considered from a low-income family if they are eligible for free or reduced-price school meals, which is determined by family income.

To qualify for funding under Section 1113, a school attendance area must have at least 40 percent of its children from low-income families or have a school where at least 40 percent of the enrolled children are from low-income families. The poverty criteria used to select school attendance areas ensures that funds are directed to schools with the greatest need and the highest concentrations of poverty.

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:

Process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

To determine whether we had disparities, the district used the process for data collection outlined on the CDE website at <https://www.cde.ca.gov/pd/ee/edequity/capaddendum.asp>. Our first step was to pull district and school data from the DataQuest web page using the most recent data (2021-22). The Human Resources Department used the definitions of ineffective, inexperienced, and out-of-field teachers provided on the website, along with DataQuest and local data, to identify teachers in each category and the school where they worked. We put that data into a Google sheet, creating six tables identical in function to the tables provided for the Equity Gap Analysis.

The Superintendent, the Assistant Superintendent of Educational Services, and the Assistant Superintendent of Administrative Services met to analyze the data. The results of that analysis are shown for each question below. Our district's context is essential in understanding our data. We are a small district located in an area with affordable housing. Although we have had a few challenges filling positions, we have been more successful in staffing our classrooms with fully qualified and appropriately credentialed teachers than many other districts.

Are minority students taught at higher rates than other students by ineffective teachers?

No. We have only 4 (2%) ineffective teachers, and they are identified as "ineffective" because they do not possess a full credential; all teachers are in programs to become fully authorized.

Are low-income students taught at higher rates than other students by ineffective teachers?

No. We have only 4 ineffective teachers (2%), and they are identified as "ineffective" because they do not possess a full credential; all teachers are in programs to become fully authorized.

Are minority students taught at higher rates than other students by inexperienced teachers?

No. In the District as a whole, we have 8% inexperienced teachers. We have six schools, with percentages of minority students ranging from 18% to 37%, with an average of 28% for the District. Of the three schools with the highest minority student percentages (26% to 37%), only one school has a significantly higher number of inexperienced teachers at 16% (Hanford West); however, Hanford West also has the lowest percentage minorities.

Are low-income students taught at higher rates than other students by inexperienced teachers?

No. Hanford West is the only school with a percentage (16%) of inexperienced teachers higher than the district average (8%). The data for all schools show no correlation between the percentage of inexperienced teachers and the percentage of low-income students.

Are minority students taught at higher rates than other students by out-of-field teachers?

No. The district only has 4% of out-of-field teachers.

Are low-income students taught at higher rates than other students by out-of-field teachers?

No. The district only has 4% out-of-field teachers.

Actions to address disparities

Although we do not have disparities for either minority or low-income students, we continue to improve the accuracy of the data tracking process. We remain committed to having all our teachers fully qualified and appropriately credentialed for their assignments. We will continue to have a low percentage of ineffective teachers and few out-of-field teachers. We receive information about retirements and advertise positions earlier, resulting in earlier hiring from larger candidate pools and a better ability to hire fully credentialed teachers.

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.

The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure federal and state regulations compliance. It is updated annually based on recommended changes from CASBO (California Association of School Business Officials) and through feedback from parent advisory groups such as the Superintendent's Advisory, LCAP Committee, School Site Council, and the District English Learner Advisory Group.

Our schools are all Title I funded. Thus, the school's Parent Involvement Policy is reviewed annually by the School Site Council at a regularly scheduled meeting and then by parents at a Title I School meeting. The policy is then revised and approved by the School Site Council, parents, and Hanford JUHSD's Local Governing Board. The Parent Involvement Policy is available on the school's website, with hard copies in the school office.

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:

At the site's annual Title I parent meeting, a review of the school curriculum and grade level standards is included to increase parent understanding of student expectations and requirements. Back to School Night, Open House, 8th grade Orientation Night and College Readiness Night are held at the school sites, with all parents invited to attend. These Nights not only cover the curriculum and standards, expectations, college entrance requirements, career readiness standards, performance results, and scholarship opportunities but also include strategies parents can use to help their students to succeed.

For State assessments like CAASPP (California Assessment of Student Performance and Progress), parents receive an explanation of their child's performance on CAASPP compared to State proficiency expectations each year that their student is tested. The CAASPP score reports, which include this explanation, are mailed to parents within 30 days of district receipt. Parents can ask teachers and other staff questions at any time to better understand State academic standards and other assessments through email, phone contact, or scheduled meetings. In addition, both school webpages and the district webpage have resources for parents regarding State standards and district expectations. Parent involvement in the LCAP process through scheduled meetings provides another venue for parents to ask questions and for the district to give parents information about the LCAP and how it will prepare their children for success.

Training and materials for parents to improve achievement [ESSA Section 1116(e)(2)}

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

HJUHSD provides materials and training through several opportunities in all of our schools. We provide parents of incoming 8th-grade students with an informational night that describes high school graduation requirements, career readiness standards, Response to Intervention (RTI) time, College entrance requirements, and many other tools to support students and parents. We also stress that socio-economic status will not affect parent opportunity to support their child's learning. We also provide an online College and Career Readiness tool (CCGI) that enables parents and students to track a-g courses, colleges, career interests, and personality traits. The tool is highly comprehensive and has provided much-needed support to all our students and extra support, specifically to homes where students are the first to attend college.

In 2017 our parents requested a better form of communication, one that can be translated into a language spoken at home and text-based. We looked around and found that several of our teachers were already using the accessible version of Remind, so we contacted Remind to seek out a more comprehensive plan. In response, we now have a system that, as a District, can manage and provides text, email, or even a phone call (if preferred) to all our parents, specific groups, teams, clubs, or grade levels, all with a single sign-on for parents as well as the ability to select the language they prefer. We provide parents with instructions on how to use this system at our back-to-school night.

Teachers, Academic Coaches, and Administrators provide group and individual training to parents about how to use the student information system portal to access real-time attendance and grade information. During this training, we also show parents how to access Google Classrooms and utilize Google Docs.

Staff education on working with parents [ESSA Section 1116(e)(3)]

Our teachers and staff value parent participation, and high attendance at parent conferences, parent nights, and events such as sporting events, award ceremonies, and performances demonstrate effectiveness in this area.

Special Education staff receive training and coaching on working with parents through the IEP process. Our Academic Coach model, this work with staff, demonstrates how to provide extensive, clear explanations free of jargon. We provide interpretation as needed.

We have provided our front-line staff with customer service training presented by an outside expert to improve our user-friendliness and to make our schools more welcoming.

Parent involvement programs and activities [ESSA Section 1116(e)(4)]

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.

The principals reach out to families of eligible students for Title I services. They use multiple communication methods; it starts with the annual Title I parent meeting right before Back-to-School Night, so parents can come to a single evening event and participate in both. This has dramatically increased parent participation in the Title I meeting.

Communication with parents in format and language parents can understand [ESSA Section 1116(e)(5)]

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.

Information related to school and parent programs, the Title I Compact, meetings, and other activities is sent to parents of children participating in Title I services (and all children) through multiple avenues. Parents, including those of children receiving Title I services, prefer texts, e-mail communication, and phone calls if they are not too frequent. We use Remind, Illuminate Education, and Blackboard to meet this need, which supports multiple languages with automatic text-to-text translations. A parent can send the teacher a message in Spanish that is automatically translated into English. The teacher's return message in English shows up as Spanish for the parent. For many languages, our families speak, the program also provides text-to-speech translation, where it reads a message sent in English to the parent in their home language.

It can be challenging to engage parents, and because of that, messages through Remind work for many parents. To reach additional parents, we send information about services, meetings, parent education sessions, and services available in the community through the mail. Administrators and bilingual aides also call parents of children who would benefit from services, after-school tutoring, or summer programs if initial outreach through standard communication channels could be more practical.

Support for parental involvement activities requested by parents [ESSA Section 1116(e)(14)]

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

The LCAP process has increased requests for parent involvement activities. Parents have requested after-school tutoring and time during the day for intervention. Because of this, we have developed an RTI structure where students can receive the help they need during the day.

Informed parent participation [ESSA Section 1116(f)]

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.

In consultation with parents and families, supplemented by input from our ELAC meetings, we heard that our autodialer was irritating, overused, and did not meet their needs. In response, we transitioned to a more targeted approach, where the autodialer is only used in emergencies or when the message is essential, all other mass communication will go out in text or email (whichever the parent prefers), which includes two-way communication features.

Although we have a small number of English learners, we have many students whose families speak a language other than English at home. ParentSquare provides auto text-to-text two-way translation for all of our families' languages. A message in English is translated to the home language where parents have selected a language other than English. Parents can also message the teacher in their home language, automatically translating the message into English. In addition, text-to-speech translation is available for about half the languages our families speak.

Alignment required in Section 1116 to LCAP stakeholder engagement process

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

Just as Title I funded activities are supplemental to actions and services provided through LCFF (including Supplemental Grant Funds), we have an extensive LCAP stakeholder engagement process supplemented at our Title I school with parent and family involvement activities required by ESSA.

Our LCAP stakeholder engagement process is detailed in our LCAP. In summary, we consult with many stakeholders about their priorities in meetings, supplemented with additional information gathering, communication, and focus groups. For parents and family members, we hold meetings where families provide input on their priorities for the LCAP. Principals discuss the LCAP in School Site Council meetings and other parent meetings, gatherings, and training. We consulted with parents to get their input on what groups they feel will provide the best opportunity to provide a broad range of parents with the ability to influence district direction. In response, we also meet regularly with other parent groups to plan and review drafts of the LCAP. We need to go to parents who may not come to us.

The processes above involve all schools. In addition to the LCAP stakeholder involvement process above, we also hold parent meetings specific to the requirements of Title I, where we work with parents on planning the use of Title I funds and the collaborative development of a parent and family engagement policy that includes information about improving academic achievement.

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.

Academic Tutoring or a Response to Intervention (RTI) program has been developed during the school day to increase student learning. In Hanford Joint Union High School District, we require student participation in RTI or intervention (as we call it) through parent, school, and student cooperation, prioritizing mathematics and English. The intervention period is provided for students in all grade levels. All students who have not met an Essential Standard must attend sessions until mastery of the Essential Standard is attained. Effective methods have included target standards-based assessments focusing solely on Essential Standards or skills. Students who attend are showing growth. We have also had History Social Science, and Science teams identify Essential Standards/Skills and establish an Intervention model — as students also need additional support in those areas. Another strategy HJUHSd has implemented is offering a unit recovery course. This course provides additional time and support to make up courses for students who are in jeopardy of not graduating. HJUHSd also provides academic coaches to support teacher development. The “coaches” coordinate with and support all subject matters and experience levels of teachers. We have mandated that all probationary teachers meet regularly with a coach. To increase parent involvement, we have utilized the Remind communications platform; the platform allows sites to communicate easily with parents and students.

HJUHSd provides 3 Alternative Education opportunities for students, (1) Independent Study, (2) Continuation High School, and (3) Community Day School. Our Independent Study program operates as a satellite program from each of our three high schools. Independent Study provides a nontraditional environment for students who may be confined to their homes, students who have medical conditions, students who travel or participate in sports or activities where coming to school every day is not feasible, or any number of other situations where a brick and mortar school would not be the best placement for a student. Our Continuation High School provides direction, support, and structure for students challenged with attending school every day, are at risk of not graduating (from one of the Comprehensive High Schools), or just do better at a more minor, more structured program. The Community Day School is our most structured environment; the students are placed after they are expelled from one of our other schools.

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:

HJUHSD places all students in an environment that we feel is the best placement for the student. We consider students on court-ordered group home placements, foster youth, previously incarcerated, homeless, or any other extenuating circumstance. We have developed an intake process that looks at each student and their circumstances before placing them.

Our schools and programs are supported by Guidance Counselors, School Psychologists, a Licensed Marriage and Family Therapist, a Social Worker, Behavioral Health, Kings View (Mental Health), and Westcare (Substance Abuse). We believe that we need to take care of the whole child and determine if it is a will, skill, or ill issue, and once we do that, we place them in a situation where they can get support.

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:

HJUHSD provides services to support our homeless students and their families through various resources. Students are identified through the District's Residence Attendance Verification Form, included in every enrollment packet, and distributed annually to all families. Based on their responses, a family's living situation can help to identify them for services, or parents can self-verify to qualify under the McKinney-Vento Homeless Assistance Act. The District's designated Homeless Liaison supports students, families, and school site staff to ensure compliance with District policy and federal mandates regarding enrollment, nutrition services, school placement, transportation, and services in the following manner:

Facilitate school enrollment, as needed, to ensure compliance with District policy and equal access to educational programs.

Conduct professional development training for school personnel regarding the educational rights and supports afforded to homeless students.

Refer for tutoring and other support services.

Remove enrollment barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other, required health records, proof of residency, or other documentation.

Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate them on the importance of ensuring the privacy of student records.

Assist with transportation, backpacks, school supplies, hygiene kits, and emergency clothing.

Provide medical, dental, and mental health referrals and other school/community services.

Provide advocacy services for parents and students during school-related educational meetings, such as Individualized Educational Program (IEP) and School Attendance Review Board (SARB) meetings.

Student Transitions

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

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

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

- (A) 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:

The high school holds a parent night to assist parents with the transition from high school to post-secondary education. The night consists of workshops/training regarding FAFSA, Scholarships, online guidance and support plan (CCGI), a-g requirements, and many others, including completing the FAFSA, the college admissions process, sessions on dual enrollment at our local community college, and a variety of other items to assist parents and students in transitioning to post-secondary education. We have 13 high school counselors, three career advisors, and two work-based learning coordinators who meet with students and families to discuss college and career planning. In addition, we provide college and career planning for all students; our counselors plan lessons to support students in planning their future. We also collaborate with local colleges, universities, trade-technical programs, apprenticeship programs, and military recruiters to provide students with opportunities to meet representatives and consider their post-secondary options.

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:

The District does not use Title I funds for this purpose.

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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.

HJUHSD provides professional development to increase teacher pedagogy aligned with Board and LCAP goals. Professional development activities support evidence-based instructional strategies and timely assessments to improve student achievement. Site-level professional development activities derive from action steps in the approved Single School Plan for Student Achievement (SPSA). They are based on district initiatives and site-specific goals identified through student achievement results.

Teachers, paraprofessionals, and administrators are surveyed each school year to provide feedback on needs and identify topics and themes. The District also has a collegial relationship with bargaining units where collaboration and communication between management and labor are scheduled throughout the year.

Teachers work in PLCs to develop materials such as pacing guides, writing prompts and instructional support materials, digital portfolios, common formative assessments, and curriculum lessons. Through participation on various District and site committees, parents provide essential information regarding areas for focus to best meet student learning needs.

HJUHSD provides teachers, principals, and other school leaders with various opportunities to build capacity through meaningful leadership opportunities:

Induction for Teachers - HJUHSD promotes professional growth for teachers in the Beginning Teacher Growth and Development Induction Program. It supports the growth and development of Single Subject preliminary credentialed teachers through a mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Mentors provide intensive and individualized support aligned with current District initiatives and goals leading towards accelerating new teacher practice. The mentors share the growth and improvement cycle with teachers, administrators, and county office. The process ensures reflective practices and well as a growth mindset.

Co-Plan/Co-Teach – HJUHSD promotes professional growth for teachers. At the same time, they plan and teach in collaboration with a district mentor to support decision-making and how they will implement strategies to meet the needs of all students. The lesson's goal and ways to meet individual students' academic and behavioral needs are developed during the planning process. The mentors share the self-improvement process with teachers, administrators, and county office. The process ensures reflective practices and well as a growth mindset.

Administrative Support - HJUHSD promotes professional growth for administrators by teaching "Admin 101" workshops from District administrators and other experienced administrators on topics such as business, climate, culture, evaluations, and team building. They are also supported through targeted professional development focused on coaching, network facilitation, and understanding District's initiatives. The process ensures support facilitation and well as adult learning.

New Teacher Orientation - HJUHSD sustains professional growth for new teachers each year through the continued support of beginning or new teachers in classroom management, instructional materials, lesson planning, supporting EL learners and students with special needs, District initiatives, policies, compliance, and classroom observations. This service is provided and ensured through at least 100 hours of Academic Coaching support.

Data and Assessment (DnA) – HJUHSD sustains professional growth for data and assessment decision-making on Illuminate Education Data Management System; it targets and supports the learning needs to help better identify students who need intervention. The process ensures ongoing training with monthly data and assessment training provided by consultants, Academic Coaches, and administrators.

Professional Learning Communities – HJUHSD sustains professional growth for all teachers in the Dufour PLC model and participates in bi-monthly PLC meetings to maintain the process and have a minimum of 3 days release time to collaborate with team members on student achievement data, effective instructional practices, and student interventions. The process ensures ongoing evaluation of current Essential Standards and assessments.

Additional Professional Development Opportunities that support District and site sustainability of growth and new initiatives to increase student achievement include:

- English Language Proficiency Assessments for California (ELPAC) Academy
- College Level Math Prep (CPM) Institutes
- Advanced Placement Summer Institutes
- California Career Pathways Educating for Careers
- California State University Counselor Conference
- Pivoting to College and Career Readiness
- RTI at Work

- Universal Design for Learning

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:

HJUHSd provides targeted support and coaching to school sites through an extensive Professional Learning Community (PLC) model.

Response to Intervention - All school sites have time built in the day for RTI. The RTI period supports students who need to meet essential standards in Math. Teachers identify students through Common Formative Assessments (CFAs) and monitor progress frequently to make changes in instruction. In their PLC, the teachers identify student needs and refer a student, if necessary, to Tier III.

Restorative Justice, Interventions, and Supports – All school sites have a full-time Restorative Justice teacher. All school sites implement healthy practices to ensure a practical approach to improve school safety and promote positive behavior. Additionally, all school sites are provided support through mental health services personnel and counseling support for students and families that may need additional assistance.

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.

HJUHSd values and supports the continuous improvement of programs, actions, and strategies through a robust evaluation process that utilizes multiple measures to continually update and improve activities that include:

Surveys – All stakeholders, including parents, students, and staff, participate in an annual survey. The survey gathers feedback on student engagement, academic rigor, relationships with teachers and peers, school culture, college and career readiness, learning styles, project-based learning, educational support services, instructional methods, relevance, and parent engagement. Survey results are analyzed and shared District Wide and at each school site to determine areas of strength and areas for improvement.

Evaluation Process - To ensure all students have access to effective instruction, the evaluation of teachers, administrators, and paraprofessionals is critical to the success of the School District. It supports the development of high-quality leadership, teaching, and learning practices. The evaluation of employees is a collaborative process and may include observations, walkthroughs, conferencing opportunities, professional goal-setting activities, and a series of reflection activities throughout the year. This process incorporates promising practices in coaching and feedback and encourages professional reflection and growth to ensure all students have access to high-quality teachers and administrators.

LCAP Stakeholder Input – The LCAP Committees, Executive Cabinet, and the Board of Trustees review LCAP survey results completed annually by the HJUHSd community to provide input into the LCAP goals, actions, and strategies that are aligned with State and District initiatives. Programmatic changes and additions may be made through the results of the survey.

Student Achievement Results – Student achievement data, including SBAC results, California Dashboard Indicators, Local Indicators, and District diagnostic assessments, are analyzed continuously. Through the PLC process, teachers use assessment results to guide instruction, identify guaranteed and viable standards, administer common formative assessments, and provide differentiated instruction for tiered interventions for students not meeting essential standards.

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:

ELD is an integral part of professional development in the district. District-wide professional development in English language arts, math, and other curricular areas is designed to address all students' individual needs, including English learners. The district has provided training and workshops on RTI, which are intended to ensure success for all students through a series of supports of increasing intensity. English learner students are included in this process. Other training, such as Kagan Cooperative Learning, provides staff with instructional strategies to support EL students in the classroom through engagement with other students, providing opportunities to expand language skills. Kagan strategies help establish a safe classroom environment for EL students and support their progress in learning English.

In addition, the district's Language Learner Coordinator provides and supports staff development opportunities for teachers and administrators and supports funding to release teachers so that they may attend research-based training such as:

- SDAIE (Specially Designed Academic Instruction in English)
- ELD strategies
- Cultural diversity
- Use of adopted supplemental ELD curriculum
- Effective instructional practices for culturally diverse students Curriculum planning

With the implementation of the new State language assessment, ELPAC, curriculum-specific professional development has taken place. The ELPAC is aligned to the 2012 ELD standards; staff who deliver ELD to English learners need the training to align instruction with the ELPAC and the ELD standards. The initial training focused on providing ELD teachers with basic knowledge about the assessment and how it differs from CELDT, the previous language assessment. Training will be ongoing as the ELPAC is fully implemented and the needs of our EL students change.

Professional development was provided district-wide for our adopted English-Language Arts program. These trainings were open to teachers, principals, support staff, and district administrators. ELD instruction was a core piece of this training and provided all participants with a solid base to support implementing this new ELA program. The training included assessment and instructional strategies for all students but with specifics for English learners. In addition, training in the ELD and intervention components was provided.

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:

N/A

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:

To increase English learners' English language proficiency and academic success, the District will implement programs, services, and supports for English Learners as outlined in the EL Master Plan. The EL Master Plan describes the framework for providing instructional services and programs for English Learners. The District's comprehensive ELD program consists of both Designated and Integrated ELD and RTI for English Learners to achieve English fluency and academic success. Academic Coaches lead and support each school site to support EL students. Classroom teachers are provided coaching and instruction on collecting and analyzing student educational progress data to identify students' literacy and language needs. Students are instructed in foundational literacy skills to target this area of need.

HJUHSd will compile data on all English Learners and specific EL subgroups such as newcomers and LTELs, (EL students in an EL program 5+ years) and distribute it to site administration for site PLC analysis, discussions, and intervention placement options. Sites will receive staff development in supplemental strategies and resources with a focus on supporting Long-Term English Learners' academic progress.

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:

Achieving English proficiency

We have various tools available that enable school sites to retrieve achievement data on the CELDT/ELPAC and CAASPP. Illuminate dashboards make relevant data available to all staff with multiple data points reported, including English learner progress. These dashboards help us identify students not making expected progress so we can make needed changes before the student gets further behind. At the beginning of each school year and throughout the year, school sites are presented with relevant data on all students, including English learners. At the school site level, staff review the data and determine the levels of intervention required for students needing to make satisfactory growth. In collaborative meetings, teachers look at data to collectively analyze the needs of the students and devise classroom strategies, including interventions for English learners. Teachers and other staff meet regularly to track student progress, including English learners, and adjustments are made in levels of instruction needed and appropriate instructional strategies. The Director of Student Services regularly monitors English learner student progress at the district level. Communication between the Director of Student Services and site-level staff is frequent and specific to English learner students who need to make progress. The Director of Student Services identifies English learner students at risk of becoming LTELs (Long term English learners) or are already considered LTELs. In collaboration with Academic Coaches and ELD teachers, the site-designated EL administrator devises a plan for each LTEL and at-risk LTEL, including appropriate placement, instructional materials, supplemental materials, communication with parents and other staff, and graduation requirements for high school students. This plan is implemented and revised as needed to ensure student growth.

Meeting challenging state academic standards

The district expects English learner students to progress by at least one level each year on the State language assessment. For EL students scoring at the lowest level on the State language assessment, this means that they should reach proficiency in English and be eligible for reclassification within 4 to 5 years. Progress for English learner students on the State language assessment is monitored year to year with the expectation that all EL students will show at least one level of growth. For those EL students who do not show growth, the Director of Student Services helps sites identify these students and collaboratively devise an individual learning plan tailored to EL student needs.

Because Hanford Joint Union High School District has few English learner students (7.9%), we can monitor individual English learners through the use of multiple measures, including the State language assessment (previously CELDT, now ELPAC), CAASPP, district benchmark data generated through a variety of assessments, and formative assessment from the classroom. The district's Director of Student Services has processes in place to monitor English learner students and ELs who have been reclassified. School sites are required to examine the progress of each EL and reclassified (RFEP) student at their school three times per year. Data (grades, CAASPP scores, benchmark scores, ELD assessment data) and feedback are gathered from classroom teachers, Academic Coaches, Special Education staff, and other support staff at the school. To ensure that sites monitor EL progress, the site principal must review the progress monitoring reports and sign off on each report. This review process provides the school site with information as to which ELs are not making progress and requires modifications in instruction, materials used, and other interventions that might be needed. Progress monitoring forms are provided to parents also to support at-home activities to assist EL students. The progress monitoring forms, when completed, are forwarded to the Director of Student Services Programs, who reviews each one and then collaborates with site staff to modify instruction and interventions to ensure EL student success.

Of particular importance in this process are long-term English learners (LTEL). Frequent monitoring of long-term ELs by the school sites and the district is essential in helping LTEL students make satisfactory progress in English to be eligible for reclassification. English learner students who become LTELs present a tough challenge in determining how we can move these students to proficiency in English. The effects of being an LTEL are far-reaching as they affect these students through high school and beyond. The district requirement of frequent, data-driven monitoring at least three times or more per year is intended to focus on LTEL students. The result is a comprehensive plan to move LTEL students toward English proficiency.

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:

HJUHSd provides students with a well-rounded education by training CTE staff in PBL, or Project-Based Learning, an instructional approach where students actively explore and solve real-world problems through hands-on projects. It promotes critical thinking, collaboration, and problem-solving skills by engaging students in meaningful and authentic learning experiences that connect to their interests and the world around them.

HJUHSd also allocates funds to support initiatives that create safe, drug-free, and conducive student learning environments. This involves implementing Positive Prevention Plus, a comprehensive sexual health education program for schools. It provides evidence-based curriculum and resources that promote healthy relationships, consent, abstinence, and prevention of sexually transmitted infections. It emphasizes positive youth development and inclusivity and equips students with the knowledge and skills for responsible decision-making. We also provide "Stop It," a mobile application designed to prevent and report bullying incidents. It provides a platform for users to anonymously report bullying, fostering safer environments and encouraging intervention and support. As well as the YouthTruth survey for schools parents and teachers. It collects and analyzes student feedback to inform school improvement efforts and enhance student experiences and outcomes. Moreover, finally, we contracted services from the Kings County Office of Education for MTSS, or Multi-Tiered System of Supports, which is a framework used in education to provide targeted interventions and support to students at different levels of need, aiming to improve academic, behavioral, and social-emotional outcomes.

HJUHSd used Title IV funds for technology integration to promote the effective use of technology in the classroom. We invested in Adobe to support creativity, design, editing, and producing digital content for staff and students. We also purchased "Turnitin" an online plagiarism detection service to check the originality of student submissions and promote academic integrity in writing assignments.

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.

To examine the need for improvement of the Title IV, Part A priority content areas, you can consider the following indicators, measures, and data points:

Student Participation: Measure student participation in well-rounded educational activities, such as arts, music, physical education, and STEM programs. Track the number of students engaged in these activities and their frequency of participation.

Student Achievement: Analyze student academic performance and growth data in subjects related to the well-rounded educational areas supported by Title IV. Look for trends and gaps in student achievement to identify areas for improvement.

Family and Community Engagement: Measure the level of family and community engagement in schools through indicators such as attendance at parent-teacher conferences, participation in school events, and feedback surveys from parents and community members.

Mental Health and Social-Emotional Well-being: Collect data on student mental health and social-emotional well-being, including absenteeism rates, disciplinary referrals related to behavioral issues, and surveys assessing student well-being and social-emotional competencies.

Equity and Access: Examine data related to equity and access, such as participation rates and representation of students from diverse backgrounds in well-rounded educational activities. Identify any disparities in access and opportunities among different student populations.

These indicators and data points can provide insights into the strengths and areas for improvement within the Title IV, Part A priority content areas, allowing educators and policymakers to make informed decisions and allocate resources effectively.

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

Support for a well-rounded education encompasses various activities to provide students with diverse learning experiences and opportunities for holistic development. Here are some examples of activities that may be included in the support for a well-rounded education:

Arts and Music Programs: We offer visual arts, performing arts, and music programs to foster creativity, self-expression, and appreciation for different art forms. This includes art classes, music ensembles, drama clubs, and school productions.

Expanded Access to Advanced Coursework: Advanced coursework, such as Advanced Placement (AP) programs, allows students to pursue challenging and intellectually stimulating subjects, preparing them for higher education and future careers.

Environmental Education Initiatives: Schools have implemented environmental education programs to raise awareness about environmental issues, sustainable practices, and the importance of conservation. This may involve outdoor education activities, nature exploration, gardening projects, and environmental clubs.

STEM Programs: Science, technology, engineering, and mathematics (STEM) programs promote critical thinking, problem-solving, and inquiry-based learning.

Career and Technical Education (CTE): CTE programs prepare students for employment by providing hands-on learning experiences and skills development in various fields such as healthcare, engineering, culinary arts, and information technology. Students engage in internships, apprenticeships, or industry certifications.

Physical Education and Health Education: Schools have prioritized physical education classes to promote physical fitness, motor skills development, and overall health. Health education programs teach students about nutrition, personal wellness, mental health, and making informed choices.

Cultural Awareness and Diversity: Activities promoting cultural awareness, inclusivity, and diversity foster a sense of belonging and respect for different backgrounds and perspectives. This can include multicultural events, guest speakers, diversity workshops, and initiatives to celebrate cultural heritage.

Global Competency: Schools have incorporated activities that enhance students' global competency, such as language learning, international exchange programs, virtual collaborations with students from other countries, and projects that explore global issues and perspectives.

Schools have tailored their well-rounded education activities to meet the needs and interests of their students while also addressing any gaps or disparities in access. By offering diverse activities, we can create a rich and comprehensive educational experience that supports students' intellectual, creative, physical, and social-emotional development.

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?

Student Engagement: Measure student participation and engagement in the funded activities, such as attendance rates, enrollment numbers, and student feedback surveys. This helps determine how much the programs capture student interest and involvement.

Academic Achievement: Assess student academic performance and growth in areas related to the funded activities, such as subject-specific assessments, standardized test scores, and graduation rates. Analyze data to identify any positive impacts on student learning and achievement.

Equity and Access: Analyze data to determine if the funded activities are reaching all student populations equitably, including students from diverse backgrounds and those with special needs. Look for disparities in participation rates, access, and outcomes to ensure equitable student opportunities.

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.

School Climate and Safety: Assess school climate and safety through indicators like bullying incidents, disciplinary actions, suspension rates, and student-reported feelings of security. Collect data on the prevalence of positive and supportive school environments.

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

MTSS, or Multi-Tiered System of Supports, which is a framework used in education to provide targeted interventions and support to students at different levels of need, aiming to improve academic, behavioral, and social-emotional outcomes.

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?

Student Well-being: Evaluate indicators of student well-being, including social-emotional skills, mental health, and overall school climate. This can be done through surveys, behavior incidents, disciplinary data, and self-report measures to understand the impact of the activities on students' social and emotional development.

Stakeholder Feedback: Gather feedback from various stakeholders, including students, parents, teachers, administrators, and community members, through surveys, focus groups, or interviews. This provides valuable insights into the perceptions, experiences, and suggestions for improvement regarding the funded activities.

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.

Technology Integration: Evaluate the extent of technology integration in classrooms by examining data on the availability and use of educational technology resources, access to high-speed internet, and teacher proficiency in utilizing technology for instruction.

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])

Professional Development: Assess the effectiveness of professional development programs provided to educators by measuring teacher attendance, feedback surveys, and self-reported gains in knowledge and instructional practices.

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?

Student Engagement: Measure student participation and engagement in the funded activities, such as attendance rates, enrollment numbers, and student feedback surveys. This helps determine how much the programs capture student interest and involvement.

Stakeholder Feedback: Gather feedback from various stakeholders, including students, parents, teachers, administrators, and community members, through surveys, focus groups, or interviews. This provides valuable insights into the perceptions, experiences, and suggestions for improvement regarding the funded activities.

- 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:

March 2023

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/>

February 2022