

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

LEA Name

William S. Hart Union High School District

CDS Code:

19-65136-0000000

Link to the LCAP:

(optional)

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.

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.

The William S. Hart Union High School District's strategy for using federal funds includes the assurance that all actions and services provided through federal funds supplement and enhance local priorities as reflected in the LCAP which addresses the needs of all students, on all campuses, supported by all staff. In this same way, the District uses federal funds to the fullest extent possible to reach the needs of all students and staff district-wide. Just as some LCAP action steps have very specific limitations, some categorical funds have similar specifications, and are used to meet the needs of specific groups of students. Other funds enhance district-wide programs and are intended to provide supplemental support for all schools, all teachers, and all students.

To support the first and third LCAP goals (ensuring that all students have access to highly qualified teachers, and preparing students for college and careers), Title 2 and Title 4 funds are used to provide additional training, professional development, access to local and state conferences, and up-to-date research, books, and resources by national education experts for continued learning. Teachers, Counselors, and Administrators use these funds to collaborate annually, learn and share best practices, analyze student achievement data, support beginning teachers, and constantly reflect on their own cycle of improvement and growth to provide the best possible education for our students. As the needs of our students continue to change with 21st century learning in this digital age, teachers must grow as well and revise instruction accordingly. Additionally, as our local demographics continue to change, and our unduplicated student populations continue to rise in number, teachers need continued training in how to intentionally meet the unique needs of foster youth, homeless students, English learners, students with disabilities, and socioeconomically disadvantaged students. All our staff also need current training on Trauma Informed Practices and Social-Emotional Learning to address the increased counseling services necessary for improving student wellness district-wide. Federal funds support these initiatives and district efforts advancing professional learning and providing additional training and resources for our staff to better meet the increasing needs of all our students, especially those in significant subgroups.

To support the second and fourth LCAP goals (providing additional support for English Learners and Socioeconomically Disadvantaged students, and cultivating positive school culture including the encouragement of parent engagement), Title 1 and Title 3 funds are used to meet the needs of students from low income families and English Learners. These federal funds allow eight of our schools with the highest percentage of socioeconomically disadvantaged students to remove barriers to education inherent in a low-income upbringing by providing additional opportunities, resources, and services for these students that others from more affluent families regularly have. Federal funds also allow all of our schools to provide additional opportunities for English Learners to develop language proficiency through extra support, tutoring, guidance, bilingual assistance, and real world application for speaking, listening, reading, and writing. These two groups especially need extra family support and intentional teaching strategies to address their unique learning challenges. Federal funds support these initiatives and district efforts by providing additional support and assistance for our most needy students.

The SSC meets several times per year to write, develop, analyze, discuss, and evaluate the School Plan for Student Achievement with action steps and services to meet their school-wide goals for increasing student achievement. The District English Learner Advisory Committee (DELAC) discusses and approves the submission of the Consolidated Application each year in order to apply for all federal funds. The DELAC also writes, discusses, approves, and evaluates the plan for spending Title 3 funds annually on how to best support English Language Learners and improve the ELD program at all schools district-wide for increasing English language proficiency for EL students.

Decisions regarding the use of supplemental funds are made at the school level by each School Site Council (SSC) with input from the site's English Learner Advisory Committee (ELAC) for schools receiving Title 1 funds. The district reserves a small allowable amount to provide homeless students with basic fundamental needs and services enabling homeless students to have the same access to all educational programs and activities as their peers. Such provisions and services are provided by school Social Workers within a list of allowable expenses and the approval of the Director of Special Programs.

When deciding upon Title 2 professional development activities, the District has many departments working together to select training, services, action steps, and resources provided by national educational experts whose evidence-based strategies are supported by data analysis and research across the state and the nation. Administrators, teachers, and counselors rely on the expertise of professional educational organizations such as the Association for Supervision and Curriculum Development (ASCD), the Association of California School Administrators (ACSA), the California Teachers Association (CTA), the California Association for Bilingual Educators (CABE), and the California Association of School Counselors (CASC) for reliable professional learning opportunities, educational leadership, and capacity building. All of these organizations (and many more related to content area specialties - like the NTSA for Science, CMC for Math, NCHE for History, and NCTE for English) are focused on advancing student achievement for all students, and developing programs, products, and services essential to supporting educators' continued growth in the process.

A district committee made up of Directors and Cabinet members create a plan for the use of newly allocated Title 4 funds district-wide to support well-rounded education programs, safe schools, additional counseling services, and the effective

use of technology. These federal funds support and advance the district initiative and priorities for increasing and improving services for student wellness, writing a district wellness plan, opening new wellness centers on several campuses, and supporting programs that often lack targeted assistance, allowing the district to meet the needs of all students on all sites as much as possible.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Hart District aligns the use of federal funds with activities provided by state and local funds by ensuring that all action steps and services support one of the four main LCAP goals with an emphasis on meeting the needs of all students. The District holds meetings throughout each school year with multiple stakeholder groups to write, develop, and annually evaluate plans for the effective use of each federal funding category.

School Plans for Student Achievement (SPSAs) are written, developed, and evaluated annually by the respective School Site Councils (SSC) with input by each school's English Learner Advisory Council (ELAC) to best meet the needs identified by parents, students, and staff in their comprehensive needs assessment through the use of Title 1 funds. All school-wide goals, action steps, and services chosen must directly support one of the District's four main LCAP goals paying close attention to how they will increase student achievement. The Director of Special Programs meets several times per year with Administrators and staff from each school receiving Title 1 funds to review SPSAs, train them regarding SSC responsibilities, share best practices and effective strategies for increasing student achievement, and ensure that strategies are aligned with LCAP goals and District priorities without duplicating efforts.

The District's Educational Services Department discusses and evaluates the professional learning opportunities necessary to support teachers, counselors, and administrators in order to annually create a plan for the use of Title 2 funds supporting the LCAP goals which address increasing academic achievement for significant subgroups of students with additional educational barriers. Many District departments (Special Programs, Counseling, Student Services, New Teacher PAR & Induction, and Curriculum & Assessment) collaborate with school Administrators in various meetings throughout the year to develop professional development (PD) plans and ensure that all training supports the District's LCAP priorities and PD goals.

The District English Learner Advisory Council (DELAC), made up of EL teachers, administrators, students, and parents, under the direction of the District ELD Program Specialist and Director of Special Programs, annually develops, approves, and evaluates the use of all Title 3 funds for supporting English Language Learners aligning the actions and services with the LCAP goal to increase and improve student achievement for English Learners.

The Educational Services Department also evaluates the program support needed to provide the best possible well-rounded education for all students on all sites, ensuring safe schools with social-emotional and counseling support, and the effective use of technology to increase student learning through the Title 4 funding plan. These services directly support all four of our main LCAP goals providing a rigorous, broad course of study for all students, providing additional support for significant subgroups of students, ensuring college and career readiness, and cultivating a safe and positive school culture supporting students' personal growth.

The District also aligns all services and actions provided by other federal grant programs with the LCAP goals particularly associated with increasing the number of students prepared for college and careers. Other federal grants have supported the creation of career technical education pathways, updating programs to industry standards, creating cross-discipline relevant curriculum, and increasing the number of students from low income families who are enrolled in CTE courses as well as AP exams. All actions and services provided by different federal grant programs are intended to align with and directly support the District's LCAP goals.

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.

(A) All students are enrolled in a well-rounded program of rigorous and standards-aligned curriculum and instruction in English, Math, Social Studies, and Science as well as Electives to support personal interest goals and college and career readiness. English Learners, students with disabilities, socio-economically disadvantaged youth, homeless and foster youth also received additional targeted academic and personal support. All students, including unduplicated pupils in special populations, have equal access to the general curriculum within integrated and inclusion classes. The district graduation requirements address the academic needs of all students, enforcing 4 years of grade level English, 3 years of math (including the successful completion of Algebra), 3 years of NGSS science courses, and 3 years of social studies including world history, US history, government, civics, and economics. Additional graduation requirements also include health, physical education, fine arts, and practical arts. Career technical education is available to all students in a variety of career path subjects, supporting personal interests and individual college & career goals.

(B) Students who are at risk for academic failure are identified annually by teachers, counselors, social workers, and administrators through the evaluation of students' academic grades, course completion, proficiency on state assessments and standards, district performance assessments, attendance, behavioral issues, social-emotional issues, and family support situations.

(C) Students who need help meeting challenging State academic standards and/or are at risk of failure are given individual support through the participation in Student Study Team meetings with parent involvement, plans for improvement, academic parallel support classes, targeted intervention, summer school / extended school year classes, remedial support and skills practice, academic accommodations, flexible scheduling, and alternative school settings when appropriate. Depending on the SST results and input from all team members, some students will be placed on 504 plans, given additional academic assessments, develop IEPs, and, at times, have further psycho-educational assessments conducted to determine the best individualized plan of support with specific academic and social-emotional components as necessary. Bilingual Instructional Assistants and Special Education Instructional Assistants provide individualized support directly in the classroom for English Learners and Students with Disabilities supporting their language and academic needs, increasing their comprehension levels, and providing additional small group and individual practice time for students needing extra help.

(D) The District utilizes Instructional Coaches on all schools sites whose primary role is to identify and implement instructional strategies to strengthen academic programs through individual coaching and assistance with teachers in all content areas. Instructional Coaches collaborate to review contemporary research outcomes, share best practices, and conduct professional learning for all teachers district-wide. The focus of coaching and professional learning supports differentiated instruction, inclusion, and integration of English Learners and Students with Disabilities, as well as accommodations and best practices for socio-economically disadvantaged students. The three Teachers on Special Assignment (TOSAs) work directly with all schools to improve instructional strategies and strengthen academic programs in CCSS English, CCSS Math, and NGSS Science. TOSAs conduct additional professional development sessions, foster and guide collaboration with school site academic departments, and provide individual support, assistance, and modeling for teachers needing specific support. Curriculum Review Teams of teacher leaders meet quarterly to discuss and analyze student progress, and revise instruction and curriculum guides per grade level in English, Math, and Science. History teacher leaders from each school plan and implement new inquiry-based instructional strategies to support the new History-Social Studies State framework, collaborating monthly to review student progress, and revising instruction accordingly. The District's ELD Program Specialist works directly with school site ELD Coordinators and EL Administrators monitoring individual English Learner progress, overall program implementation, academic performance, and reclassification based on English proficiency. All new teachers receive individual support, coaching, and mentoring through the PAR and Induction program providing constant focus on proven, successful instructional strategies, with specific attention to providing equal access to all programs and components of the required curriculum and improving services for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

The District monitors student progress through the evaluation of CAASPP scores (district-wide, per school site, and significant subgroups), individual ELPAC assessment results, EL reclassification rates, district common ELA performance task assessments (each semester), local formative and summarize assessments, graduation rates, A - G college course completion, and attendance rates.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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).

The District has a policy for enacting "Other Means of Correction" as often as appropriate for students allowing them to reflect and learn from their mistakes, rather than immediately assigning disciplinary consequences and classroom suspensions for minor infractions.

Almost all schools district-wide have implemented the "Capturing Kids' Hearts" process through school-wide trainings to build capacity among teachers and all school staff focusing on strategies that strengthen student-teacher relationships, build high performing teams, and support self-managing classrooms in order to reduce discipline referrals and the practice of removing students from the classroom.

District leadership is trained in Multi-Tiered Systems of Support (MTSS), and school site staff are trained in Positive Behavioral Interventions and Supports (PBIS) providing high-quality instruction and interventions matched to student need, monitoring student progress frequently, revising instruction accordingly, developing individual goals as necessary to increase the amount of time students remain in the classroom, and strengthening teachers' classroom management abilities.

Additional counselors, behavior analysts, and therapists have been added to school sites with high numbers of at-risk students to provide in-school support and crisis intervention, reducing out-of-class suspension time.

All schools are supported by the Child and Welfare Attendance program including a team of Social Workers, a CWA Program Specialist, and the Director of Student Services who work directly with our most needy students and families.

Teams of High School staff and student leaders work with at-risk Junior High students through the LINK mentor program to increase at-risk student involvement in co-curricular programs, and improve student attitudes and views of school purpose, relevancy of education, and connection to positive behavior and academic success.

The District monitors the effectiveness of such programs through daily attendance rates, behavior referrals, suspension rates, number of students expelled annually, drop-out rates, graduation rates, student enrollment in co-curricular programs, student participation in school events, student and parent surveys, student grades, and course completion.

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.

All High Schools have established career paths through the Career Technical Education (CTE) department covering a variety of State industries across the District including Health Sciences, Computer Technology, Engineering, TV Production, Culinary Arts, Hospitality & Tourism, Education, Graphic Design, Digital Photography, Entrepreneurship & Innovation, Criminal Justice, Public Service, and Automotive Technology. School site counselors monitor students' level of career technical preparation, and work with college / career coaches on school sites to provide guidance for students enrolling in CTE courses, extended learning opportunities, dual college enrollment, and community work-based learning opportunities connecting students with industry professionals. High school students can receive academic credit through work experience programs. CTE courses integrate academic content through collaborative and standards-aligned projects and curriculum. All students district-wide use a counselor-supported online computer program to support career readiness through personal interest surveys and the development of 4-year plans.

TITLE II, PART A

Title II, Part A Activities

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

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

The District has three Teachers on Special Assignment (TOSAs) in English, Math, and Science who provide individual coaching and mentoring on all school sites to support best practices and instructional strategies for meeting the challenging State Common Core State academic standards in ELA, Math, and NGSS. These TOSAs also provide professional learning opportunities in the form of after-school workshops and district-wide collaboration for additional support and training for all teachers in cross-curricular content areas. Instructional Coaches and Consulting Teachers provide training for teachers on methods for differentiated instruction as well as how to support struggling learners, Students with Disabilities, and intentional strategies for English Learners so that all students show progress towards meeting standards. Next year, the District will utilize a fourth TOSA in History-Social Studies to support teachers in the implementation of the new History-Social Studies State framework across all grade levels and Social Science content areas, through collaboration time with History teacher leaders, adding newly required content to curriculum guides, increasing literacy, and the development of inquiry-based lessons. Curriculum Specialists are adding language goals in Math and Science. The NGSS curriculum is project-based, experiential, and hands-on for student discovery. Students needing additional academic support are provided with targeted intervention in English and/or Math through parallel support classes and extended after-school time.

Professional Development opportunities district-wide focus on English Language Development and the implementation of the State English Language Development (ELD) Standards in all content areas. Teachers continue to receive training on how to best address language support needs for English Learners (ELs), utilize Bilingual Assistants, incorporate intentional teaching strategies, work with support staff, and increase parent engagement. Integrated ELD programs on each school site continue to build teacher capacity to provide additional support for ELs, Newcomer immigrant students, and Long Term English Learners (LTELs) in designated support classes for increasing English language proficiency and academic achievement.

PD opportunities district-wide also focus on Inclusive education for Students with Disabilities (SWD). Teachers are trained in co-teaching techniques integrating more SWD into general education classes with both a content expert and an educational specialist. Particular attention has been spent on meeting the multi-faceted needs of SWD who are also English Learners.

All new teachers and some veteran teachers receive personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence through the Peer Assistance and Review (PAR) and/or Induction Program. Each teacher in the program receives services and support from a full-time Consulting Teacher. The Hart Induction Program provides support to new teachers using a structured support system of formative assessment based on an inquiry system developed by the state and approved by the California Commission on Teacher Credentialing (CCTC). Induction Candidates are given multiple opportunities to demonstrate advanced application of teaching behaviors linked to the California Standards for the Teaching Profession (CSTP), guided with the help of an experienced mentor teacher.

Instructional Coaches on all school sites provide curricular, instructional, literacy, and strategy support for all teachers at their school site. This includes support for the Common Core State Standards in all content areas, lesson studies, collaboration, and coaching of current instructional practices that support successful acquisition of challenging academic standards. They also assist with the development, implementation and analysis of formative and summative assessments, opportunities for differentiated instruction, and the effective use of technology and digital resources for both instruction and student learning. Instructional coaching focuses on ensuring equity and educational access for all students in an effort to meet the unique needs of unduplicated student populations. All teachers have the opportunity to attend regular, weekly after-school workshops to learn new strategies and best practices, collaborate with colleagues in all content areas, and address contemporary issues in education presented by Instructional Coaches, Mentors, and Consulting Teachers. Teachers may also choose to attend annual summer professional learning opportunities to support their ability to reach at-risk youth, understand and address the effects of poverty on education, understand adolescent cognitive function and brain research, support language instruction for English Learners in all content areas, become adept at co-teaching in the inclusion model, and provide equal access to the required academic standards for Students with Disabilities.

Teachers from all school sites are supported through the use of additional collaboration time, professional development opportunities, conference attendance, and lesson studies. School sites have Professional Development teams of teachers led by administrators to provide training, collaboration time, academic discussions, evaluation of research, implementation of best practices, and coaching of current instructional practices that support the Common Core State Standards. Teams on each school site are currently creating personalized professional learning plans, modeling methods of differentiated instruction, analyzing formative and summative assessments, and teaching staff how to use technology and digital resources for improved instruction and increased student learning. Shared learning activities designed to improve instruction and learning are grounded in educational research and are embedded during the school day for all instructional staff. PD teams are focusing on closing the achievement gap and ensuring equity in educational access for all students.

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.

The District English Learner Advisory Committee (DELAC) meets quarterly under the direction of the ELD Program Specialist and Director of Special Programs. All school sites are represented at each DELAC meeting by the site ELD Administrator, ELD Coordinator, EL Teachers, Parents of English Learners, and EL students. Meetings provide families of English Learners with important, current information regarding academic and graduation requirements, available language support and assistance, reclassification criteria, parallel support classes, integrated and designated courses, successful English language progress, peer support and mentoring, diploma / college / career guidance, and community resources for individual needs. School site English Learner Advisory Committees (ELAC) meet quarterly to share this same information with families of all English learners on each school campus, help students successfully transition from Junior High to High School and again to college, and celebrate students' academic successes and English language proficiency. Parents and families of all English Learners are invited, welcomed, and involved in planning the agendas based on need, survey results, questions, and answers. Families receive translated written communications and personal phone calls before each meeting to ensure parents receive communication in their home language as often as possible.

The District provides translation services for oral and written communication for district and school site meetings, materials and correspondence, and live translation at family events (such as graduation ceremonies, awards banquets, and performances) so all families can be actively involved. Family support is provided for school site and district evening and/or weekend parent meetings including the costs related to food, materials, supplies, child care, translating equipment, guest speakers, and transportation needs. The creation and ongoing support of parent resource centers on individual schools sites is supported through funding for furnishings, supplies, materials, operating expenses, translating services, academic guidance, and counseling assistance. Training is provided for parents of English Learners on how to use computer programs to monitor and support their students academically.

Parent Resource Centers on individual school sites provide parents with a welcoming, family-friendly location to receive personal support, connect with community resources, utilize computers, and acquire school supplies and materials for their students' basic needs. Parent engagement has increased in the area of college and career readiness through the provision of parent logins for using online computer programs, the development of Parent University and Community Resource Fair outreach events, and attendance at the annual College and Career Fair located within communities that have the highest population of English Learners.

LINK Mentor programs connect at-risk Junior High students (including English Learners) with High School student leaders to increase connection to school, involvement in co-curricular programs, community resources, and opportunities for families to become involved in school activities. And supplemental counselors support crisis intervention for at-risk students (including English Learners) providing families with immediate personal and social-emotional assistance as necessary.

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.

The District ranks schools for Title 1 funding according to the percentage of students of each school's attendance who qualify for the federal free/reduced lunch program (National School Lunch Program - NSLP). Schools with 40% or more of their student population that qualify for NSLP eligibility receive Title 1 funding in a per pupil allocation equal to the percentage of qualified students.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The William S. Hart Union High School District identifies disparities in teacher assignment through our Human Resources department which monitors the proper credentials and authorizations of all teachers and administrators. During the annual LCAP review process, the Director of Special Programs works with the HR department to analyze data and identify the assignment of teachers that results in low-income and minority students being taught at higher rates than other students by ineffective or misassigned, inexperienced (with two or fewer years of teaching), or out-of-field teachers not demonstrating subject matter competency.

8 of the district's 16 schools have high percentages of low-income students over 40% on each of those 8 sites. There is a significant gap between these eight schools and the other eight which have 17% or less.

13 of the district's 16 schools have high percentages of minority students ranging from 50% to 81%. The other three follow closely behind with 40%, 47% and 49%.

According to the CDE Dataquest reports, in 2017-18 (most recent data available), the number of identified teachers are as follows:

The number of ineffective / misassigned teachers at schools with a high percentage of low-income enrollment is 1 at Placerita. The number of ineffective / misassigned teachers at schools with a high percentage of minority students is 1 at Placerita.

The number of inexperienced teachers is evenly distributed among all 16 schools ranging from 0 teachers at four schools (both low-income schools and those with more affluent enrollment) to 6 teachers at five schools (both low-income schools and those with more affluent enrollment) with other numbers in between (1, 2, and 3 at various schools). The equivalent percentages range from 0%, 3%, 4%, 5%, 6%, 7% and 10% at the highest amount. La Mesa Junior High School has the most with 6 out of 59 teachers who are inexperienced with 2 or fewer years of teaching, equaling 10% of their teachers. This school also has the highest percent of minority students (81%). However, this is only 3 to 4% higher than our two most affluent schools in the district which have 6% and 7% inexperienced teachers on their sites, and 54% to 58% minority students.

The number of out-of-field teachers at schools with a high percentage of low-income enrollment is 2. One is at Placerita, and one is at Sequoia. The number of out-of-field teachers at schools with a high percentage of minority students is 2. One is at Placerita, and one is at Sequoia.

The amount of teachers with two or fewer years of teacher is quite spread out in similar amounts among all Junior High and High Schools in the District. School site Principals are required to rectify any out-of-field teaching assignments within one semester of discovery. Options for reassigning teachers within their authorized field include changes in master schedule teaching assignments, change of school placement opportunities, approved enrollment in university courses applied toward subject matter competency, verified application for CSET examination, short term staff permits, and supplemental authorization credentials.

The District provides the following support and assistance consistently across all schools: All ineffective, inexperienced, or out-of-field teachers participate in the 2-year individualized Peer Assistance and Review (PAR) Induction Program. Teachers are given constant, regular personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. These focuses are delineated in the PAR Program Standards for Observation and Evaluation. Each teacher is assigned to receive services from a full-time Consulting Teacher who is responsible for providing a minimum of one hour per week of individualized support and mentoring. The Consulting Teacher provides assistance and guidance for the participating teacher in writing their personal professional goals within the context of the Individual Learning Plan (ILP) designed and implemented solely for the professional growth and development of the participating teacher. Consulting Teachers are also responsible for effecting the formal evaluation process of their assigned participating Teachers. Consulting Teachers report directly to the PAR panel oversight committee, information regarding the progress of participating Teachers receiving peer assistance. Consulting Teachers are assigned to participating Teachers subject matter taught, school and grade levels, proximity and ease of communication, equity, and unique experiences. Inexperienced, ineffective, and out-of-field teachers attend monthly professional learning workshops in support of their individual professional learning goals.

Principals provide several on-site support staff who are designated as collaborative personnel for inexperienced teachers who will assist with curriculum issues, instructional strategies, classroom support, reflection on professional practice, procedures, policies, and daily problem-solving whenever necessary. Administrators also ensure that all teachers are provided with necessary materials, up-to-date technology, supplies, well-maintained facilities, and district-adopted curriculum and textbooks appropriate to their subject and content area. School site counselors participate with all teachers to provide student support for academic scheduling, personal social-emotional issues, and family concerns.

The District engages stakeholders in the process for identifying strategies for addressing disparities through the WASC accreditation self-study process for all High Schools, the LCAP process for collecting stakeholder input on all issues addressed in the annual review, School Site Council meetings where equitable services for staff serving low-income students are discussed, DELAC meetings where professional development plans are made for staff serving English learners and minority students, and other District level meetings (ADCO, Ed Services, and Cabinet) where hiring processes and district-wide professional development plans are developed and reviewed.

The equity data was compiled into a chart listing all the District schools, total student enrollment, number and percent of low-income students, number and percent of minority students, total teachers, and the total and percent of teachers who are categorized as ineffective/misassigned, inexperienced, or out-of field. Then a root cause analysis was done among district leadership identifying that there is a current difficulty in recruiting highly qualified teachers specifically in the Special Education department with Education Specialist credentials who are also content area experts. Two of our schools (La Mesa JHS and Golden Valley HS) have both a high percentage of low-income students and a high minority population coupled with the most amount of Special Education regionalized programs on their sites. Therefore, since there seems to currently be a shortage of experienced and fully credentialed Special Education teachers being recruited district-wide, these two schools might also have a high number of inexperienced teachers and those with temporary emergency credentials. This year, this is not the case; however, the District will continue to monitor these schools with these programs annually.

Currently, the District has determined that there is no significant disparity among schools regarding the rate of ineffective, inexperienced, or out-of-field teachers at schools with a higher percentage of low-income and/or minority students. However, if these numbers change over time, and disparities are discovered through the annual review process, the Human Resources Department would take steps to move teachers and balance out the number of inexperienced teachers more equitably among all schools. The HR Department is also committed to only hiring teachers with proper certification, except in special circumstances when highly qualified, effective teachers are not available in the hiring process. There will be a complete and thorough rationale for any emergency permits allowed, with a finite time frame for teachers to complete their credentials in the proper field.

All schools receiving Title 1 funds send home a parent notification letter in both English and Spanish annually with their registration materials notifying parents of their right to know about their student's teacher qualifications and if their child is being taught by a teacher who does not hold a proper State credential or meet the requirements for the subject matter in which they are assigned. This District policy is described on the District website and on every school webpage for each of the 8 schools receiving Title 1 funds.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The William S. Hart Union High School District has a responsibility to implement effective parent and family engagement through multiple means of communication and personal involvement. All parent engagement activities serve the purpose of involving families in supporting students' needs and ultimately helping them succeed academically. Parents are encouraged and invited to participate at both the school site level and the district level through various meetings. At the district level, parents are active contributors to monthly discussions providing valuable input on the Parent Communications Council (PCC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), School Site English Learner Advisory Councils (ELAC), Parent Advisory Councils (PAC), and LCAP Stakeholder Committee meetings. In each of these meetings, parents review the District plans for various programs and budgets, and provide feedback and new ideas regarding the most effective use of funds to directly support student achievement and program improvement on all school sites.

One of the District schools (Bowman Continuation High School) was identified for Comprehensive Support and Improvement. Through the WASC process, ELAC, PAC and SCC meetings, parents and family members participated in conducting the school's comprehensive needs assessment, identifying critical needs, and developing the action plan. All of Bowman's WASC action steps, Title 1 SPSA plan goals, and CSI plan services support the District's LCAP goals and address the need to increase student achievement in the areas of English Language Arts, Mathematics, and College and Career Readiness.

At the school site level, parents are active participants on WASC (Western Association of Schools and Colleges) Accreditation Committees, English Learner Advisory Committees (ELAC), Parent Advisory Councils (PAC), Parent Teacher Organizations (PTO), and School Site Councils (SSC). In each capacity, parents work collaboratively with school staff, administrators, teachers, and counselors to create, analyze, and review school site comprehensive needs assessments, address immediate areas of concern for growth, develop action steps for increasing student achievement, and determine the priorities for spending federal categorical funds. The School Site Councils provide leadership and direction in the annual writing of the Single Plan for Student Achievement (SPSA) containing detailed plans and accountability for expenditures from Title 1 funds, as well as the writing of the School-Parent Compact and annual notification of families of students attending schools receiving Title 1 funds. Each school's ELAC also provides input and approval of the SPSA before it is approved by the District Governing Board. Under the supervision of the District's Department of Special Programs, the requirements for parent participation are reviewed annually along with the proper allocations of Title 1 funds to schools with over 40% student population eligible for the federal free / reduced lunch program, and allowable expenses to support the actions described in each SPSA. The Department of Special Programs monitors and ensures that all stakeholders contribute valuable input in the establishing of school plans, priorities for expenditures, how to best address increasing student achievement, and making revisions if necessary. School Plans are approved by the required committees, contain consistent informed parent input, and are then submitted to the Department of Special Programs for approval by the Governing Board. Revisions to each plan are monitored regularly with School Site Council approval and resubmitted to the Board with detailed explanations regarding the need for revisions when necessary.

The LEA parent and family engagement policy was developed jointly and agreed upon by a District committee including staff, parents and community members. It is distributed annually to all families district-wide, including parents and families of students in schools receiving Title 1 funds, through the annual registration process. The parent / family engagement policy is included in the district student handbook notifying families of student and parent rights, regulations, and responsibilities. These policies are also available online through the District website all year long in both English and Spanish (the language other than English spoken most often by the minority families).

The District provides assistance to parents in understanding the challenging State academic standards through evening presentations and workshops, PAC meetings, ELAC school site meetings, DELAC meetings, and individual meetings with school counselors. State and local assessment results are reviewed and explained in SST meetings, IEP meetings, PAC / ELAC/ and DELAC meetings to help parents understand the importance of the CAASPP, ELPAC, and District ELA performance tasks. Counselors, Social Workers, and Administrators teach parents how to monitor a child's progress through SST meetings, quarterly PAC meetings, monthly newsletters home, and IEP meetings. Teachers, counselors, and administrators work with parents individually and in large group meetings and workshop settings on how to work best with educators to improve the achievement of their children. Back-to-School night presentations focus directly on how to support students at home and how to communicate with teachers for additional support. All parents receive training on how to use the parent portal of the Infinite Campus computer program through which they can access and monitor their child's schedule, daily attendance, academic progress, course grades, test scores, and graduation requirements.

The District provides daytime and evening presentations and workshops on various school sites held by Counselors and Social Workers for parents to receive training and appropriate support materials to help parents work with their children to improve their student's achievement to foster parental involvement. School sites host parent academy nights, guest presentations, and expert speakers to train parents in a variety of pertinent topics to support their students academically, personally, socially, and emotionally.

The District educates teachers, administrators, counselors, and support staff through annual professional development on how to help parents and work with them as equal partners to support their students academic and personal needs. Schools receiving Title 1 funds have conducted book studies for their staff on how to increase parent engagement and genuinely involve parents in their student's education. Teams of teacher leaders and administrators attend conferences annually on supporting students with significant educational barriers, including workshops on increasing parent engagement, reporting back to their entire staff the action steps they will take, increased services they will provide, and focus on valuing and best utilizing parent contribution as educational support. Schools receiving Title 1 funds notify parents annually through daytime and evening parent workshops how to understand State standards and assessments, what the Title 1 requirements are (including the School-Parent Compact), how to monitor their child's progress, and how to work with teachers and counselors to support and improve their student's achievement. Through active School Site Council (SSC) and Parent Advisory Committee (PAC) meetings, school staff reach out quarterly, communicate with, and build ties between parents and the school.

The District will coordinate and integrate parent involvement programs and activities, to the extent feasible and appropriate, in order to provide a comprehensive support program for all students. The District will continue to plan, develop, build, and support Parent Resource Centers (PRC) on all school campuses that encourage and support parents in more fully participating in the education of their children. With the opening of at least four new PRCs next year, the District will focus on how to provide staffing with additional community support in order to best address student wellness, academic, personal, social-emotional, and family needs, and connecting parents and students with additional resources and referrals as required. PRCs are staffed by school counselors, social workers, administrative interns, and bilingual assistants to welcome families and help meet their specific needs.

The District ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language that parents can understand. The majority of communications sent home are printed in both English and Spanish, addressing the highest number of families that speak and read another primary language. Phone calls are regularly made by bilingual staff members in Spanish to these families as well to ensure that families receive accurate communication. For other language support, the District provides translation services (both written and oral) in Korean and French whenever necessary by additional staff members on some school sites, and contracts out for additional translation services through a professional translation company for additionally needed languages including (but not limited to) Chinese, Japanese, Tagalog, Russian, Armenian, Swahili, and American Sign Language. The District provides additional translation services for parental involvement in student and family activities such as student performances, informational meetings, awards recognition, and graduation ceremonies as requested through the contracted services of this professional company.

School and District staff communicate regularly with parents through multiple means including regular phone calls, letters mailed home, email communications, translated materials, online postings, website updates, face-to-face personal meetings, and written communications sent home with students directly. Schools provide translated written materials as often as possible, and make phone calls home in the language that parents understand conducted by bilingual teachers, instructional assistants, counselors, administrators, and classified school staff who speak multiple languages. Individual teachers often use group text messaging apps that parents may choose to use for direct communication with teachers. Parents of students with disabilities participate in annual IEP meetings with translators as necessary so that they can accurately understand their child's Individualized Education Plan, ask questions and provide input. Parents of English learners participate in quarterly ELAC meetings, and frequently have student-led conferences at select school sites to support their child's progress towards English proficiency. School counselors, social workers, and school psychologists meet with families daily addressing academic, social, and emotional issues as needs arise.

Additionally, parents are highly encouraged and welcomed to participate in school site programs volunteering to assist with student activities, athletic teams, and performing groups. The District has a multi-tiered level of volunteer involvement making participation easy for any interested and willing parent to help and assist as little or as much as desired supporting and running student activities all year long. Parent involvement is critical for the successful implementation of many different programs, activities, field trips, competitions, and events held by each school annually.

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:

The William S. Hart Union School District serves nearly 23,000 students in grades 7 through 12. Eight of the District's 16 school sites have a socioeconomically disadvantaged student population of more than 40 percent, and therefore receive Title 1 funds to support school-wide programs: Sequoia School (52.0%), Bowman Continuation High School (53.01%), Golden Valley High School (52.53%), Canyon High School (42.45%), Hart High School (40.0%), La Mesa Junior High School (49.07%), Placerita Junior High School (46.1%), and Sierra Vista Junior High School (45.24%). Last year, 387 students were designated as Homeless, and there were 72 Foster Youth enrolled. Through the allocation of Title 1 funds, these schools will implement additional support services and improve programs for students from low income and homeless households and foster youth through specific actions listed in their respective school-wide Single Plans for School Achievement (SPSA).

Each of the schools eligible to receive Title 1 funds are required to conduct a comprehensive needs assessment, evaluate school-wide student performance data, analyze the California dashboard indicators for student performance and progress, and identify high priority needs areas with input from teachers, administrators, counselors, parents, additional staff, and students. They write specific action plans based on educational research findings in order to select the most appropriate and efficient use of funds for increasing student achievement and improving school-wide programs. All plans are approved by the School Site Councils and other school stakeholder groups, reviewed by the Department of Special Programs, and adopted by the Governing Board. The content and goals of each SPSA are aligned with the District's LCAP goals for increasing student achievement and improving school programs, especially addressing the needs of students in significant subgroups. All supplemental services and school site expenditures support the goals for (1) increasing student achievement, (2) preparing students through college and career readiness, (3) improving positive school culture and climate, and/or (4) increasing parent engagement and involvement.

In order to identify schools eligible for Title 1 funding, the District uses the percentage of students eligible for the federal Free / Reduced lunch program. Schools with percentages of students of 40% or higher are eligible to receive Title 1 funds. From the total district allocation, the district's reserves 1% set aside for district level parent involvement, 1% for Homeless family support, and additional funds for indirect administrative costs, not to exceed 8.5% combined. Homeless students receive direct support from district Social Workers who are assigned to each campus. Homeless students receive (as needed) free school supplies, basic hygiene products, clothing, food, tutoring services, and computers donated by the WiSH Foundation to take home to remove barriers to their education and support students' active and engaging participation in school. Social Workers and Counselors frequently refer homeless families to other community resources connecting them with advanced services to meet additional needs through the Child and Family Center, SCV Youth Project, Assistance League, and more.

Each school site receives a per pupil allocation based on their projected numbers of low income and homeless students. School administrators receive annual training from the District Department of Special Programs on Title 1 regulations, policies, and procedures. They use an online SPSA template that provides them with school site specific data on student performance and progress, addresses areas for growth, and requires all elements of the plan to address school and district goals, specific action steps, responsible personnel, and detailed budgeted expenditures. Plans are reviewed each semester based on updated data, analyzing current needs, developing new action items as necessary, and submitting approved revisions to the Governing Board mid-year for adoption. Plans are continuously monitored by the Department of Special Programs, and all qualified expenses are matched directly to SPSA goals and specific action items before being approved for payment through fiscal services.

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:

The William S. Hart Union High School District uses the Student Residency Questionnaire annually to identify homeless students eligible to receive support services. All families receive the Residency Questionnaire in the annual registration packet required for enrollment. School site counselors review every questionnaire and talk with families directly to clarify and understand their living conditions and current nighttime residency. School sites all have a counselor who serves as the designated homeless liaison as well as an administrator to oversee the implementation of services to homeless students who receive individual attention from school counselors and social workers in order to provide resources necessary to each student's particular situation and needs. Homeless students receive free bus passes, school supplies, basic hygiene necessities, and direct assistance from social workers for individualized support, tutoring opportunities, co-curricular program participation, and additional assistance to remove financial barriers to educational success and provide equal access to all aspects of the same education as their peers.

During the 2018-19 school year, 377 students were identified as homeless as described under the McKinney-Vento Homeless Assistance Act. Parents can self-identify and change their residency situation throughout the school year if their living conditions change by completing a new questionnaire at the school site and submitting it to the Registrar's office for updating in the Infinite Campus student records system. Public notice of the educational rights and protections of students experiencing homelessness is published annually in the Notice of Student and Parent Rights, Regulations, and Responsibilities. The District's Director of Special Programs serves as the LEA Homeless Liaison to support school site staff to ensure compliance regarding identification of homeless students and eligibility criteria, immediate enrollment, appropriate educational placement, proper withdrawal from school including timely awarding and transfer of grades, credits, and records, training for staff regarding support and resources for students and their families, and transportation assistance as necessary to the student's school of origin.

The District provides additional support to homeless students and their families including ensuring enrollment in the student's school of origin, equal access to all educational and co-curricular programs, participation in the federal free lunch program, excusal from any voluntary donations or fundraising responsibilities, tutoring services, parallel support classes, personal / academic / social-emotional counseling, mental health service referrals, connection with community resources, transportation services, hygiene and personal supplies, community health services, vision exams and glasses, school supplies, clothing and shoes, non-perishable food, access to computer technology, enrollment in career technical education and regional occupational programs, and assistance for parents in accessing and monitoring student attendance, grades, assignments, and academic progress. High school age students work with counselors and social workers to enroll in post-secondary educational programs, acquire job placement opportunities, and seek out available housing resources.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The William S. Hart Union High School District provides the Naviance computer program for all students in grades 7 through 12 at all school sites which helps with student transitions from middle school to high school, and again out of high school into post-secondary opportunities like college and careers. Junior high students in grades 7 and 8 discover individual strengths, interests, possible career matches, educational paths, and the course of study necessary for fields associated with their individual strengths. High school students in grades 9 through 12 use the college planning tool to identify and narrow down their post-secondary options. College-bound high school students use the college application tool within the Naviance program to assist with the process of the writing and submission requirements.

Schools in the District with high percentages of low-income families take groups of students, (often entire grade level classes), on college visitation field trips to expose students to post-secondary opportunities within the local community as well as nearby in Southern California. Students are exposed to the college environment, degrees offered, application requirements, programs for assistance, co-curricular opportunities, financial assistance, housing options, work-study programs, career paths, additional resources, and how to seek out answers to questions. Several schools also use Title 1 funds to provide the PSAT exam for entire grade levels of students giving them practice with college entrance exams in a supportive setting, increasing their test scores over two years of practice.

The District works collaboratively with College of the Canyons (COC), the local California Community College, to provide dual enrollment opportunities for high school students who can choose to take college classes on COC's campus as well as on the District school sites in the afternoons and evenings. The District's Career Technical Education (CTE) / Regional Occupational Program (ROP) works directly with COC to provide students with sequenced courses within career pathways from the exploratory, introductory level in Junior High, through intermediate classes in High School, to advanced community college courses concluding with industry certification as well as Associates' degrees in specified fields.

All High Schools in the District have Career Counselors on staff to assist students with all parts of the process of selecting and applying for post-secondary education as well as career paths and enrollment in specific occupational programs. Additionally, the District works annually with COC to update agreements regarding concurrent enrollment opportunities for high school students to receive credit towards earning a high school diploma as well as college units through the successful completion of certain community college courses that are aligned to the California State Standards.

School counselors attend annual training to stay current on issues related to the UC / CSU application process, A - G requirements, financial aid eligibility, and services available to students. In collaboration with the District's CTE Department, counselors participate in annual college and career fairs for students and families to meet, visit, and talk with representatives from various colleges, universities, occupational programs, and career paths. School counselors host financial aid evening parent meetings with access to computer labs and direct support for submitting FAFSA applications and applying for scholarships.

Several schools with high numbers of under-performing academic students provide summer camp transition programs for at-risk students to improve English and math proficiency and build remedial skills. Students build supportive relationships with teachers focusing on study skills, successful character traits, college and career readiness, project-based learning, connections to school programs, and social-emotional needs. Junior high students develop skills for successful transition into middle school as well as high school. High school students prepare for the increased rigor of both high school classes and the perseverance and independent responsibilities needed to be successful in college and careers. Students are paired with peer mentors who serve as student leaders hosting activities to promote positive school involvement, relationship building, and a trusting environment for increased academic success and improved school culture.

Additional Information Regarding Use of Funds Under this Part ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) The William S. Hart Union High School District does not identify gifted and talented students or provide specialized services using Title I funds for GATE programs. Schools receiving funding may choose to allocate resources and implement action steps in support of their school-wide goals as written in their respective Single Plan for Student Achievement as it supports the needs identified in the comprehensive school-wide needs assessment. Possible action plans could include steps to increase the number of low-income students participating in school-wide programs through removing financial barriers to co-curricular program participation, and to guarantee equal access to all programs available for students' interests, talents, and abilities.

(B) All schools have comprehensive school libraries providing all students with books, research materials, periodicals, print and online resources, databases, and access to technology (computers, printers, and the Internet) for students to develop digital fluency through regular use of computers and various online programs. Teachers collaborate with school site teacher librarians to assess student lexile levels, provide translation services, write engaging lessons, develop research projects, support the Common Core curriculum, improve students' digital literacy skills, teach personal responsibility and accountability, increase students' reading, writing, and literacy skills, and create a culture of reading for personal interest and enjoyment. All school sites are staffed by the District with a credentialed teacher librarian, and a shared classified library technician who serves both the High School and feeder Junior High on alternating days. The District provides all school libraries with Destiny, an online automated catalog system, for students to access both at school and at home remotely.

The District supports a comprehensive digital system in each school library providing research tools, online student resources, computers, Chromebooks and printers for student use to develop digital literacy skills. Schools receiving Title I funding may choose to allocate resources and implement action steps in support of their school-wide goals as written in their respective Single Plan for Student Achievement as it supports the needs identified in the comprehensive school-wide needs assessment. Many schools have included action steps providing financial support for the purchase of contemporary, high-interest, low lexile level novels for students who struggle with literacy and reading comprehension to increase their reading options and assist them with developing the habit of regular, increased reading time. All schools are also given Title 3 funds to support the purchase and increase of high interest, low lexile level books for English Learners in all school libraries. All schools have been granted financial support from the District's WiSH Educational Foundation for the purchase of new, contemporary novels to update their collections and provide equal access to high interest reading material for all students in the District. Many school libraries also hold "Book Fairs" with the assistance of parent volunteers several times per year in order to raise the necessary funds to update their collections and maintain the cost of various online subscriptions and software licenses. Several schools have also adopted a school-wide culture of reading through sustained silent reading periods in which the library provides constant support with helping students select books matched to their personal interests.

All school libraries are open before school, during, and after school for student access. Exact hours may vary depending on the school's schedule on any particular day. On days when staff participate in professional development, early release, late start times, and regular staff meetings, the library is frequently an active hub for students to study, read, complete assignments, and gain tutoring assistance during open library time. Paraprofessionals, substitute teachers, and library technicians frequently assist students in such circumstances with meeting individual needs. Many schools have chosen to use Title 1 funds to increase the amount of tutoring hours available in the library keeping it open longer, and including evening hours, with teachers providing direct assistance and academic help.

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:

The William S. Hart Union High School District Induction Program provides credentialed teachers and administrators with a specially designed, standards-based program that eases them into the teaching or administrative profession and simultaneously offers them support and advanced training. Induction provides a bridge linking the theory and learning acquired in the California Preliminary Credential Program to the realities of daily classroom teaching and administrative duties. A trained, experienced, full-time, consulting teacher is assigned as a mentor to work with each new teacher in the General Education or Education Specialist Programs. The primary goal is to provide participating teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. These focuses are delineated in the PAR Program Standards for Observation and Evaluation. Upon completion of Induction, Induction Candidates are recommended for a California Clear Credential in their identified subject matter and/or educational expertise.

The William S. Hart Union High School District Administrative Services Clear Induction Program is based on a comprehensive rationale informed by theory, research, and practice. These elements are then facilitated by an experienced Administrative Coach who focuses on collaboration to drive personal growth and development for the candidate with an emphasis on differentiated learning based upon the assignment of the administrator. The program uses the California Professional Standards for Education Leaders (CPSEL) and the Descriptors of Effective Practices for Instructional Leaders (DEPHIL) that will ensure each candidate is fully prepared to demonstrate forward growth with CPSEL-based program outcomes to shape the vision and leadership of the organization to which the candidate serves. Administrative candidates create Action Research Projects identifying areas of need through the lens of the CPSEL with special attention to family and community engagement. Upon program completion, the Induction program sponsor certifies a candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations.

Three Teachers on Special Assignment (TOSA) in the areas of English, Math, and Science, work on all school sites with individual teachers and content-specific departments to provide support for increasing student achievement through the implementation of effective teaching strategies, especially addressing the unique learning needs for English Learners, Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged and Homeless students. A History / Social Studies TOSA will be added for the 2019-20 school year. TOSAs, consulting teachers, and mentor teachers conduct professional development sessions monthly open to all interested teachers to address best practices in all areas of professional growth.

Instructional coaches on all school sites supervise and coordinate lesson studies during which teachers are provided with additional collaboration and planning time in order to evaluate the effectiveness of instructional strategies and their impact on student achievement, and revise instruction accordingly. Additionally, instructional coaches teach weekly after school academic workshops which are highly attended by new teachers in the Induction program supporting their ILP goals. These professional learning opportunities are open to all teachers, support the District's professional development goals, increase teacher effectiveness, and build leadership capacity.

New Principals are given the opportunity to attend administrative learning academies through colleges, universities, and professional organizations such as UCLA, ACSA, and ASCD when schedules permit. Administrators and teachers are also provided with the opportunity to attend annual conferences related to current District goals supporting the increased use of technology, cultural competency, increasing student achievement, closing the achievement gap, improving school culture, and preparing students for college and careers. The services of expert educational consultants are contracted for professional development workshops to provide training (especially in the summer) in critical areas such as providing increased support for English Learners, Students with Disabilities, differentiated instruction, focused literacy building skills, and Common Core State Standards (CCSS) academic support.

The District requires each school site to maintain professional development teams to create, implement, oversee, and evaluate annual site-based professional learning. Title III funds are used to supplement the work of these professional development teams by providing instructional coaches, TOSAs, consulting teachers, administrators, and teacher leaders with contemporary research materials, educational publications, and ASCD Institutional Memberships and Subscriptions to the "Educational Leadership" publication which provides monthly articles from national experts in education on all contemporary topics supporting district and individual professional learning goals. School site PD teams are also provided with additional collaboration time to analyze student performance data, evaluate program effectiveness, conduct staff surveys, decide upon areas of greatest need, create personalized PD paths, and develop professional development plans for the following year.

With the full implementation of the Next Generation Science Standards (NGSS), new CCSS math curriculum, and the implementation of the new State History-Social Sciences framework, teacher leaders have attended content-specific workshops, summer training, and collaborative meetings to learn how to best implement new lessons, create pacing calendars, write common assessments, and train all teachers in their departments.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In reviewing District student performance data, significant subgroups such as English Learners (ELs), Long Term English Learners (LTELs), Students with Disabilities (SWD), Foster Youth (FY), Socioeconomically Disadvantaged (SED), and Homeless (HL) students present the greatest needs for continued improvement and targeted attention. Consulting Teachers, Mentors, and TOSAs support teachers with identifying best practices for these student populations, provide instructional strategies to support these students through professional development workshops, and support new teachers especially through the development of Individual Learning Plans (ILPs) that require monitoring specific data on increasing student achievement particularly for students in these significant subgroups.

One school is identified for Comprehensive Support and Improvement (CSI) - Bowman Continuation High School, and two schools are identified for Additional Targeted Support and Improvement (ATSI) - La Mesa Junior High School and Golden Valley High School. These three schools have the highest percentage of students from low-income families district-wide and receive priority for professional development opportunities including conference attendance for training their teachers in how to best support their students with significant academic challenges. Teachers, counselors, and administrators are approved annually for attending conferences that build the leadership capacity among their staff, as well as increase their content knowledge and skills for supporting their students' individual and unique needs. They are served by highly qualified and experienced instructional coaches, and supported by the Director of Special Programs for additional targeted professional development workshops, sessions, book studies, and supplemental resources. These schools are also provided with additional staffing and extra counseling personnel to better meet the needs of their underperforming student groups.

The District provides targeted professional development to teachers, counselors, and administrators at schools with the highest percentage of students from low-income families on topics addressing best practices to meet the needs of at-risk students and how poverty affects student learning. The support of the PAR consulting teachers and increased teacher training for teachers with high EL, SWD, FY, SED, and HL student populations focuses specifically on evidence-based instructional strategies to meet the needs of at-risk students. To enhance instruction and to improve student learning outcomes, instructional coaches and professional development teams of highly experienced teachers provide ongoing learning opportunities as well as in-classroom support for teachers on all sites.

Special Education teachers in Math and Science, especially at schools with high numbers of underperforming and at-risk students, receive additional training in content specific areas in order to increase the depth of their content knowledge, provide them with pacing guides equal to the general education classes, create engaging hands-on lessons, focus on research-based methods, develop differentiated instructional strategies, and build leadership capacity and confidence in instructional strategies. Summer professional development opportunities are prioritized to focus on targeted support for teaching literacy and increasing student achievement for ELs and SWD, especially for EL students who also have disabilities, held on school sites with the highest percentage of eligible students.

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:

The District and school sites analyze State assessment data, annual CAASPP scores, course grades, and graduation rates to measure increased student achievement in English and Math, especially for significant subgroups including ELs, SED, HL, FY, and SWD to evaluate the effectiveness of professional development activities district-wide. State indicators show current performance levels as well as a measure of increased or decreased performance over time and are used to direct the District's professional development focus each year. This year's scores show that Students with Disabilities and English Learners need intentional academic support district-wide. Therefore, there will be an increased focus on evaluating areas of greatest need, content-specific weaknesses, and implementing additional training to support instructional strategies, co-teaching and inclusion, integrated & designated language support, and how to provide equal access to the required general education curriculum for all SWD and ELs.

English teachers district-wide participate in semester benchmark writing performance tasks, evaluating student performance and improvement from one semester to the next. Longitudinal data is available for 3 years currently comparing student growth over time as they show progress in reading comprehension, writing ability, evidence and elaboration, and the use of conventions. Teachers use the results of these performance tasks to evaluate students' English proficiency levels (especially for reclassifying successful ELs), measure students' progress towards personal goals within IEPs, and focus their collaborative professional development efforts per grade level at each school site for continued student improvement annually.

School sites are required to submit annual PD plans which support the District focus and LCAP Goals. Site PD teams and instructional coaches conduct regular staff surveys to identify their coordinated professional development needs, select pertinent topics for after school workshops and professional learning opportunities, and evaluate current program effectiveness. Teachers are required to submit exit slips and feedback on the effectiveness of all PD sessions, as well as indicate how they intend to apply what they have learned into their lessons, their classes, and/or other areas of professional responsibility. The District's Induction program collects data annually to measure the effectiveness of individual learning plans, administrative goals, professional learning workshops, coaching techniques, mentoring skills, and overall program evaluation as related to student achievement. Adjustments to the Induction program, mentoring and coaching, future workshop topics, additional training, and support strategies are made annually based on the direct feedback from participants' input and student learning outcomes in order to provide continuous improvement.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The William S. Hart Union High School District recognizes the critical need to build capacity for teachers and administrators to support English Learners in their progress, growth, and achievement of English proficiency and academic success. The District currently serves roughly 1000 English Learners (ELs) including Long Term English Learners (LTELs) and Newcomer Immigrant students.

The District uses Title III funds to provide targeted, specific professional development and training opportunities for Integrated and Designated language support for ELs and LTELs, especially for staff at six schools with the highest number of English Learners. Professional development funded through Title III is designed to improve instruction for English learners, increase EL students' language proficiency and subject matter knowledge, and improve the ELD program district-wide for a sustained, positive impact over time. All teachers district-wide receive training on understanding and implementing the State ELD Standards. Teachers receive instruction on how to implement differentiated instructional strategies as well as a focus on literacy building-skills and measure student progress. Instructional Coaches and EL Coordinators on each school site provide regular support and coaching for teachers. The District's ELD Program Specialist meets with EL Coordinators, English teachers, Designated support teachers, and Administrators monthly to provide continuous training, additional support, and mentoring and coaching of best practices and strategies for supporting English Learners.

English teachers of Designated EL support classes receive individualized training on the required components of a language support class, implementing the ELD Standards, using the supplemental iLit EL curriculum, assessing students' reading levels, team teaching techniques with Bilingual Instructional Assistants, supporting students' content knowledge in all academic areas, and detailed reclassification criteria supporting student proficiency in speaking, listening, reading, and writing.

EL Coordinators, English Teachers, EL Administrators, and the ELD Program Specialist are provided with county and state level professional development opportunities through County-level training, ELPAC academies, ELD standards training for all content areas, and the California Association for Bilingual Education (CABE).

The District collaborates with feeder Elementary district parent groups in order to encourage and increase parent engagement and involvement as partners in supporting their students' education. Working with these well-established, active, supportive DELAC parent groups provides consistency for their students as they transition to the secondary level of Junior High and High School education. Coordinated efforts ensure that parents of English Learners receive the support and assistance they need to remain highly involved in their students' education and academic progress. EL parents provide valuable input at District DELAC and school site ELAC meetings, funded by Title III money to keep them informed, educated, and up-to-date on contemporary issues in education with guidance, direction, support services, and language needs.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, the William S. Hart Union High School District has 140 Newcomers and 346 Immigrant students, equalling 34% of the EL student population. Immigrant students receive targeted intervention support within the school day, and tutoring services after school and through community partnerships as their schedule permits. Immigrant students also receive individual attention from District Social Workers connecting them and their families with community support resources according to their individual needs. Immigrant students are supported by Golden Oak Adult School when they reach 18 years old providing English language classes, High School Diploma programs in Spanish and/or English, and Career Technical Education pathway courses leading to certification in career paths of their choice.

The District provides professional development to increase teacher capacity for implementing instructional strategies that are most effective for student learning with immigrant students and Newcomers including: curriculum resources, lexile level assessment tools, English language development lessons, embedded language goals, differentiated instruction, and Integrated and Designated program components. The District ELD Program Specialist provides constant support, coaching, modeling, and additional resources for teachers of immigrant students.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, the William S. Hart Union High School District serves approximately 1000 EL students after an additional 318 ELs reclassified to English proficient, requiring monitoring for the next four years. The top language spoken is Spanish (87%) with 29 other languages spoken in EL students' homes.

The District's EL Master Plan outlines the program and activities developed, implemented, and proposed for future development, including the English language instruction educational program, to help English Learners increase their English language proficiency and meet the challenging State academic standards through a comprehensive ELD program including both Integrated and Designated classes, and intervention support as necessary for struggling learners. EL students have equal access to all components of the required general education courses as their English Only peers. The District offers a Structured English Immersion program for all English learners including Designated and Integrated ELD throughout the school day.

The District provides all schools with Bilingual Instructional Assistants (BIAs) for English Learners to support them in primary language comprehension and translation needs. Title III funds are used to supplement additional work hours for BIAs to provide direct language support for after school tutoring and intervention. English Learners are granted extended school year opportunities providing additional support through the summer in ELD classes, core content areas, remedial instruction, and credit recovery if necessary. Successfully progressing EL students may take enrichment courses in summer school to fulfill elective requirements and continue to accelerate the earning of credits towards a high school diploma. Title III funds are also used to provide BIAs for summer school to support ELs in summer classes.

Title III funds are also given to school site ELD programs for purchasing supplemental classroom materials to support EL students' learning needs. ELD Coordinators and teachers may also use these supplemental funds to provide field trip opportunities for EL students to increase academic motivation, direction, and guidance through exposure to real world experiences, hands-on engaging participation, and post-secondary options.

EL students are encouraged to take world language classes as available in their primary language in order to earn the State Seal of Biliteracy on their diploma.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EL students are fully integrated in a comprehensive, rigorous, general education curriculum program for English Language Acquisition through both Integrated and Designated support classes in order to develop and achieve English proficiency as measured by the State ELA CAASPP assessment and the ELPAC Summative assessment. EL Progress is measured annually on the California Dashboard for the District overall as well as for each school site to determine program effectiveness. The State indicators report on student performance as well as improvement over time. Such data is analyzed annually by the District and school sites to provide feedback, direction, and goals for continued teaching of the ELA / ELD standards. ELD Coordinators and the District EL Program Specialist use student performance data, district benchmark performance task results, student course grades, and individual lexile level progress to identify students' individual needs, adjust instructional strategies accordingly, collaborate with content area teachers regarding student support needs, model differentiated instructional strategies, and provide direction for future professional development. Students needing additional academic and language support receive targeted intervention support from English teachers before or after school according to their scheduling needs. Title III funds are used to supplement the regular core academic program through after school individual tutoring and additional support from BIAs beyond the regular school day.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) The William S. Hart Union High School District held meetings with district administrators, site principals, teachers, counselors, social workers, governing board members, and community counseling partners to develop a plan for the effective use of Title IV funds. It was determined that the greatest need district-wide is in the area social-emotional learning and student wellness. With a sharp increase in counseling referrals across the district, suicide attempts, student anxiety levels, and increased reports of daily stress caused by multiple factors for all types of students, support for social-emotional wellness is a critical need. Results from the 2018 district-wide student survey revealed 11% of students reported that they had seriously considered attempting suicide within the last year. All stakeholders confirmed that the District does not currently have enough resources and/or trained personnel available to handle such an increase in student wellness issues and critical counseling needs for all our students. Therefore, the wellness committee developed and is implementing a new District Wellness Plan including the partnership with community support services provided by the Child and Family Center, Santa Clarita Valley Youth Project, the Children's Bureau, and additional therapy services as available. Community and District resources available to students, parents, and families are listed on the District website's newly created Wellness Wheel for easy access to immediate services.

Title IV funds are budgeted (as listed here) to provide services and activities to support: (B) well-rounded education (\$43,000), (C) safe schools and healthy students (\$60,000), and (D) the effective use of technology (\$10,000).

(B) To support well-rounded educational programs, teachers attended conferences in the area of Fine Arts supporting instrumental music programs, and in Social Studies improving teachers' instruction in Civics, Geography, Economics, World History, US History, and US Government. School counselors attended the California Association of School Counselors Conference.

(C) To support safe schools and healthy students, Social Workers attended the National Association of Social Workers Conference. Additional mental health services are being provided to school sites through newly created Student Wellness Centers through partnerships with local therapists and social worker internships. Teachers were trained by the National Council on Behavioral Health in Mental Health First Aid, and have become certified to train additional school staff (especially site wellness coordinators and school counselors) in the upcoming 2019-20 school year. University professors provided professional development for counselors on the topics of Trauma Informed Practices, Building a Comprehensive Counseling Program, and Suicide Awareness Training.

(D) To support the effective use of technology, the District purchased a BrainPop software license for all Junior High School teachers to use in Science, English, Math, and Social Studies classrooms as a supplemental curriculum resource for engaging students in learning.

(E) The program objectives for improving well-rounded educational programs include building capacity in the Fine Arts, increasing the number of students participating in Fine Art classes and comprehensive music programs; providing thorough professional development for Social Studies teachers to improve and revise instruction and engage students in learning; and supporting low-income students with advanced placement testing opportunities (to be addressed in the 2019-20 school year as supplemental funding for AP test fees.) Effectiveness will be measured in student achievement as reported by CAASPP results and the California Dashboard progress indicators, course grades, program enrollment numbers, A-G requirement completion, and AP test participation.

The intended outcomes for activities and services supporting safe schools and healthy students were created by the District wellness committee, in partnership with the Child and Family Center and Santa Clarita Valley Youth Project, and include increasing counseling support services to students, reducing student anxiety levels, providing safe locations on school sites to address student wellness issues, provide students with immediate social-emotional help, connect them with additional community resources if needed for higher level of services, implement trauma-informed practices, and reduce or eliminate student suicide ideations and attempts. Effectiveness will be measured by annual student survey results, decreased counseling referrals, increased access to community support services, number of wellness center visits, reduced drop-out rates, and increased student achievement scores.

The objective for utilizing the BrainPop software program across all Junior High Schools is to increase student engagement in core academic areas, increase the use of technology for more effective learning, and supplement basic required curriculum with highly engaging activities. Effectiveness will be measured by improved class grades, A-G completion rates, graduation rates, and CAASPP scores.