

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

School Year

2023-24

Date of Board Approval

March 11, 2024

LEA Name

Holtville Unified School District

CDS Code:

13631490000000

Link to the LCAP:

(optional)

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

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

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

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

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

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

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

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

Alignment

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

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

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

EE-1

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

EE-2 and EE-3

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

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

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

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

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

EE-4

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

EE5

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

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

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

Parent and Family Engagement

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

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

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

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Student Transitions

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

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

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

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

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

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

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

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

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

LCFF Expenditures include the salary of an elementary (TK-8) ELD support teacher (co-funded with Title III), two secondary (6-8) ELD support teachers, and one secondary (9-12) ELD support teacher to enhance the ability of teachers to understand and implement instructional strategies for English Learners.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

HUSD offers EL placement options:

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

Structured English Immersion (SEI)

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

English Language Mainstream (ELM)

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

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

Dual Immersion Program

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

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

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

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Percentage of ELs making progress in acquiring the English language as measured by ELPAC scores

Percentage of ELs being reclassified

Percentage of ELs in each school

The number of LTELs in each school

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

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

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

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

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

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

Safe and Healthy Students (ESSA Section 4108)

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

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

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

Effective Use of Technology (ESSA Section 4109)

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

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

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

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

Date of LEA's last conducted needs assessment:

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

California Department of Education
February 2022