

California Department of Education

LCAP Federal Addendum System

Submission
DashboardHillsborough City Elementary
(41689080000000)**Status: Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Matthew Lindner**LEA Contact Email: **mlindner@hcsdk8.org**LEA Contact Phone: **6505482320**[Edit LEA Contact](#)**Instructions, Strategy, and Alignment****Status: Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)**Title I, Part A****Status: Approved**

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Title I, Part A, Educator Equity

Status: Approved

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Title II, Part A

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Title III, Part A

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Title IV, Part A

Status: **Approved**

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Hillsborough City Elementary:

The Hillsborough City School District utilizes Title II, Part A funding to supplement and enhance the following initiatives that are provided with state funds:

New Teacher Support
Technology Integration
School Climate
Balanced Literacy
NGSS Implementation
Professional Development

Title II, Part A (Supporting Effective Instruction) funding is used to supplement professional growth and improvement for teachers, principals, and other school leaders.

APPROVED BY CDE**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.

Response from Hillsborough City Elementary:

The Hillsborough City School District aligns the use of Title II, Part A funds with activities funded by state and local funds by ensuring that professional growth activities are focused on goals and actions contained in the Local Control Accountability Plan (LCAP).

APPROVED BY CDE**Instructions, Strategy, and Alignment Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

**Contact Phone
and Optional Extension**

6505482320

Optional Extensio

Contact Email

mlindner@hcsdk8.org

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California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Response from Hillsborough City Elementary:

N/A

APPROVED BY CDE

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

Response from Hillsborough City Elementary:

The Hillsborough City School District has adopted Board Policies related to parent and family engagement (BP 1240 - Volunteer Assistance and BP 6020 - Parent Involvement).

Additionally, updates regarding curricular programs, state assessments and academic

standards, and programs are regularly shared at Board of Trustee meetings, principal chats, Superintendent chats, parent group meetings, and School Site Council meetings. K-5 families attend parent-teacher conferences twice each year and middle school parents are invited to attend parent-teacher conferences twice each year, as well. Focus groups and parent meetings are held whenever large changes are being considered (such as planning for the reopening of schools during the COVID-19 pandemic) and their input is considered in the process of determining next steps. Family surveys are administered periodically and can be from CalSCHLS or other providers/developed internally. Support is available at school and district-level support is provided to parents to support technology and curricular program access. A child study team process (CST) is in place to help support parents with concerns, as well as regular teacher-family communication and updates. School counselors also connect with families to provide support, as needed, particularly around social-emotional learning. Classroom teachers and subject-specific teachers are the main points of contact for academic instruction. The involvement of parents through the School Site Council, parent groups, and classroom support (as appropriate to the grade-level) are communicated yearly to families. Principals, classroom teachers, and all educational staff are provided support in learning about the importance of parent engagement in student success. HCSD also provides surveys to engage families and gather feedback. Meetings are held at various times of the day to allow for varied participation. Some meetings are held in-person and others via video conferencing. Language support is provided when needed. Translators are used during conferences if needed.

APPROVED BY CDE

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.

Response from Hillsborough City Elementary:

SWP: N/A

TAS: The Hillsborough City School District operates a Targeted Assistance Program to support students who need additional support to reach academic standards. Schools provide support to students through an MTSS framework. This support can be provided both in the classroom and through pull-out support. Students are identified for additional support based on academic screening tools, attendance, grades, SEL measures, and benchmarking scores. Students needing support are monitored by MTSS teams and site-based leadership teams. Students needing support are monitored to ensure they are able to access the grade-level curriculum

and Tier 1 instruction in addition to any targeted support. Parent support is provided, as needed, depending on the specific circumstances.

Neglected or delinquent: N/A

APPROVED BY CDE

Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from Hillsborough City Elementary:

HCSD will use results of local assessments, which include external assessment measures including Star Renaissance assessments K-8, DIBELS for K-2, locally developed math assessments, and locally developed literacy assessments to gather student data. Any students found not to be meeting expectations at a given benchmarking period will be provided support from our TAS program as described above. Additionally, students in grades 4-8 who are identified as not meeting CAASPP standards will receive support. Along with academic data, attendance data, SEL screening data, and teacher/parent input will be used to determine which students may require additional support or be at risk for not meeting academic standards. Students receiving support through our TAS programs will be progress monitored every 4-6 weeks to ensure they are making adequate progress toward standards.

APPROVED BY CDE

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.).

Response from Hillsborough City Elementary:

Due to the small size of our district and our schools, all students/families that qualify as homeless work with the Director of Student Services and school-site principals for any needed support, including enrollment and registration at the district office, attendance monitoring at school sites, and academic success as in coordination with school-site principals and teachers. Examples of support that will be provided include enrollment in additional academic support opportunities before or after school and/or working with a tutor, enrollment in our free/reduced-price lunch program, provided with a pandemic EBT card, provided school supplies, provided hygiene supplies, and clothing for school (including a PE uniform at the middle school), waiving all costs associated with school activities such as field trips, dances, yearbook, and priority consideration for on-site daycare and waiving any fees for participation in a day or aftercare program and enrichment opportunities (after-school clubs, etc). Additionally, the HCSD will provide any and all necessary services under the McKinney-Vento Homeless Assistance Act.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

Response from Hillsborough City Elementary:

The Hillsborough City School District does not operate any Pre-Kindergarten programs through the district. However, the HCSD does provide resources for families transitioning from neighboring preschools, including those operated through Hillsborough Recreation, into our schools. Resources include school tours led by principals and parent group presidents, information shared broadly through community newsletters inviting new families to participate, information shared during Kindergarten registration, Kindergarten round-up events in the spring of each year, and family connection play dates facilitated by parent volunteers. All new Kindergarten students are provided assessments in the summer to help learn early about any specific academic and social-emotional needs. Information is provided to families to help support a smooth transition.

APPROVED BY CDE

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.

Response from Hillsborough City Elementary:

The Hillsborough City School District does not have any high schools in the LEA but does support students with the transition between middle school and high school. HCSD administrators and the middle school counselor work with the San Mateo Union High School District to provide parent information and student registration events. The middle school counselor also meets with the counselors at the high schools to provide student information to support the transition. Student information sessions are also coordinated so 8th graders receive the needed support as they transition to high school. Parent articulation meetings are held with 8th grade parents, the school principal, and school counselor. All 8th grade students receiving special education services have an articulation IEP meeting with the 8th grade team and the incoming High School team and case manager.

APPROVED BY CDE

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.

Response from Hillsborough City Elementary:

Title I funds may be allocated to support gifted and talented students through the administration of a universal screening tool and the implementation of resources for students and teachers to support gifted and talented enrichment. Such programs and assessments as Renzulli Learning, OLSAT-8, attendance at Professional Development conferences, and MTSS release to support best practices for intervention for gifted students, and resources for teachers are all used to support gifted and talented students.

HCSD has teacher librarians at each school site and uses Common Sense Media as a platform to support digital literacy and support academic achievement.

APPROVED BY CDE**Title I, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

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California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from Hillsborough City Elementary:

Currently, the HCSD gathers data from California's DataQuest website to calculate its number of low-income and minority students and the number of ineffective/misassigned, inexperienced, or out-of-field teachers. The data is analyzed by the District Cabinet Leadership Team to determine if any disparities arise in low-income or minority students being placed at higher rates in classrooms with inexperienced teachers. The HCSD does not have any ineffective/misassigned or out-of-field teachers, as reported by the data. Move forward, the HCSD plans to review data at the beginning of each school year to help affect placement decisions, as needed.

Low-income students are not taught at higher rates than other students by ineffective/misassigned or out-of-field teachers because the HCSD does not have any teachers in these categories. Based on data analysis of low-income students placed in classrooms with inexperienced teachers, we have found no disproportionality. We had only 2 inexperienced teachers during the 2017-2018 school year (where information from DataQuest was available) in K-5 and 0 inexperienced teachers in middle school. However, one of these two teachers served all 3 K-5 schools and is counted once at each school, so it appears that we have 4 inexperienced teachers. That teacher taught 4th and 5th grade instrumental music, which was an optional course open to all students. No data was kept regarding enrollment at each of the three schools. 16 students (1.8%) in K-5 were identified as low-income. 4 students were in 4th or 5th grade and may have taken the instrumental music course. The other teacher was a PE teacher at one school. That teacher taught all the students at the school site for the same number of minutes each week. Moving forward, we will use current hiring and enrollment data to monitor student placement and take action if and when we find disproportionality in the placement of minority students in classrooms with inexperienced teachers.

Minority students are not taught at higher rates than other students by ineffective/misassigned or out-of-field teachers because the HCSD does not have any teachers in these categories. Based on data analysis of minority students placed in classrooms with inexperienced teachers, we have found no disproportionality. We had only 2 inexperienced teachers during the 2017-2018 school year (where information from DataQuest was available) in K-5 and 0 inexperienced teachers in middle school. However, one of these two teachers served all 3 K-5 schools and is counted once at each school, so it appears that we have 4 inexperienced teachers. That teacher taught 4th and 5th grade instrumental music, which was an optional course open to all students. No data was kept regarding enrollment at each of the three schools. 427 (47.7%) students in K-5 were considered minority students. The other inexperienced teacher was a PE teacher at one school. That teacher taught all the students at the school site for the same number of minutes each week. Moving forward, we will use current hiring and enrollment data to monitor student placement and take action if and when we find disproportionality in the placement of minority students in classrooms with inexperienced teachers.

HCSD engages all stakeholders in identifying strategies for addressing equity gaps. When issues are surfaced, a team of administrators, school site leaders, certificated and classified staff, parents, and middle school students are convened to address equity issues. To date, the HCSD has been monitoring equity gaps and reports out gaps, findings, and root cause analysis to the public at Board of Trustees meetings, and Parent Group meetings, and at staff meetings.

If any disparities are discovered during the data analysis process, HCSD will convene a team to address these issues. Currently, the HCSD does not have a significant challenge in teacher recruitment or retention, as evidenced by our small percentage of inexperienced teachers. HCSD offers many professional development opportunities, high pay incentives, collaborative

teaching teams, and leadership opportunities to support teachers. Should this become a challenge in the future, HCSD will work with its community, the County Office, and the CDE to address the issue.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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Contact Name

Contact Phone and Optional Extension

Contact Email

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California Department of Education

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Title II, Part A

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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.

Response from Hillsborough City Elementary:

New principals receive weekly 1:1 mentoring support from seasoned principals from within HCSD and weekly 1:1 time with the superintendent. At the beginning of the year, the superintendent sets goals with principals. Goals are data-based and include student data, staff and parent input/reflection, and individual reflection. Principals engage in curriculum-based professional learning and professional learning specific to identified needs from goal setting meetings. Principals receive support from all other district administrators when needed. Leadership opportunities are devised with the district Leadership Team (comprised of all district-level directors and managers and site administrators) with a focus on supporting site-principals throughout their careers. Weekly meetings with the superintendent occur beyond the

first year and may shift to every other week, based on goals set and the data collected. Principals help lead committees and task force groups outside of their school sites. Time is dedicated to supporting principals' understanding of district-level roles and responsibilities. HCSD believes it is important that district-level administrators have experience as principals and actively recruits from site leadership when district-level positions become available. Throughout their careers, principals set data-based goals, attend professional learning connected to these goals, and continually develop their leadership skills. Resources are allocated to support this continued growth.

All new teachers attend an induction program. Pre-input surveys guide pre-service induction days and post-surveys are administered. All new teachers receive a buddy teacher at their school to help them acclimate to the district. They attend meetings three times/year after school with their new teacher cohort in the first year. New teachers and buddy meetings are documented. Needed supports are shared with principals and district leaders. Some new teachers participate on district-level committees their first year but are not required to. Feedback from new teachers is gathered three times/year. New teachers in their first two years are on a Path 1 evaluation beginning with goal setting using all elements of the CSTPs. New teachers participate in two formal evaluation cycles each year. Evaluations include feedback on standards, analysis of student data, and observations by the principal. Beyond the first two years, teachers receive formal evaluations once/year. Professional development needs are determined using the goals defined at the beginning of the year between teachers and principals. Summative evaluation data and student performance data is used to set PD needs for the upcoming year. Teachers participate in committees and are given 3-5 hours of collaboration time during the school day with their grade-level colleagues. Some early release Thursdays are used to give teachers additional collaboration time with their peers across the district. Teachers are involved in PD decision making along with principals, student data, and state curriculum standards. The district allocates resources to support teacher release time, piloting, and supplemental materials when requested. Site and district-level advisor positions are opened to permanent-status teachers as leadership roles at sites and across the district. These roles help teachers build skills and learn some aspects of site and district administration, supporting future growth. When principal positions open, teachers are actively recruited internally and encouraged to apply. The teacher salary structure encourages continued professional growth. In order to advance, teachers must complete 90-semester units beyond a BA, receive NBC or CCC, get a MA or EDD in an approved field, or complete a Hillsborough Incentive Plan. Teachers must complete any 3 of these opportunities to reach the maximum salary possible. Many teachers pursue these advanced professional learning opportunities.

Non-classroom certificated staff receive the same induction, capacity building, and advancement opportunities as classroom teachers. These staff also meet with job-alike peers. All staff are supported in acquiring additional credentials to move into new roles in HCSD. Classified staff work closely with teachers to support students. Performance appraisals are given once per year and goals for the upcoming year are determined at these meetings. New classified staff receive a performance appraisal 3 times in the first year. Input and feedback

are gathered from classified staff regarding their professional learning needs. Classified staff interested in pursuing teaching opportunities are supported in doing so. District level leadership acting in school leadership roles receive similar support for their professional learning as principals. Data are gathered, disaggregated, and analyzed to help determine the effectiveness of district-level leadership and to determine next steps in professional learning.

APPROVED BY CDE

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).

Response from Hillsborough City Elementary:

HCSD does not currently have any schools that qualify to receive support under CSI or TSI. Therefore, HCSD does not prioritize funds distribution to one school over another. Title II, Part A funds are allocated to school sites based on staffing ratios.

Should any schools in HCSD qualify to receive support under CSI or TSI in the future, funding under Title II, Part A will be prioritized to those schools that qualify using a per-pupil allocation that provides greater funding per pupil to qualifying schools. Additionally, HCSD will ensure that schools serving higher percentages of children under Section 1124(c) will receive proportionally larger shares of funds to support these students.

State and local test scores are analyzed by district and site administrators, teachers, and paraeducators to help determine the effectiveness of supports being provided to students and staff through Title II, Part A funds. Presentations are given to the Board of Trustees and to parent groups to help show how funds are being used and to determine the effectiveness of these funds in supporting all students. Should any schools qualify for CSI or TSI in the future, analysis of student outcomes and staff support through professional development will compare CSI/TSI and non-CSI/TSI schools to determine whether the funding allocation process is appropriate and producing expected outcomes. Should the analysis find that outcomes are not sufficient, HCSD's funding allocation process supporting students in CST/TSI schools will be reviewed to provide greater resources, if needed.

Through semi-annual analysis of student outcomes and funding allocations, HCSD will determine whether adjustments need to be made to continue prioritizing schools serving higher percentages of students under Section 1124(c). This analysis will include school and district staff, parents, students, and the community, where appropriate.

APPROVED BY CDE**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.

Response from Hillsborough City Elementary:

HCSD gathers data from many sources to evaluate Title II, Part A funded activities. After all professional development activities, electronic or paper surveys/input forms are provided to attendees. The feedback is focused on the overall learning that happened during the PD, the attendee's plan for implementing and monitoring learning in the classroom, and additional needs that the attendee might have for the PD to be most effective. General feedback is also gathered. Aggregate survey data is analyzed within one week following the PD event. Feedback summaries are provided to site principals, district leadership, and presenters. Questions are addressed with those who raised them in surveys. Pertinent information from surveys is shared out district-wide. Summaries of PD feedback are also shared at regularly scheduled Board of Trustees meetings.

The superintendent holds two informal events multiple times each year: Superintendent Coffees are held during the school day for parents to hear updates on district initiatives and PD. This gives parents an opportunity to provide informal feedback and ask questions about PD and initiatives. Similarly, Superintendent Chats are held after school with teachers and school staff being the intended audience. This gives staff opportunities to give input on PD and initiatives. Feedback from these meetings is shared with site principals and district leadership in order to address concerns and adjust PD offerings.

Each fall, school staff are asked about PD needs in the forms of goal setting meetings and a formal survey. This survey helps evaluate our progress toward implementing state standards and providing effective PD in a timely manner. The aggregate information is shared with district leadership, school staff, and the public during a regularly scheduled Board of Trustees meeting in the fall.

Local and state student standardized test scores, attendance rates, chronic absenteeism rates, suspension rates, student reported social-emotional survey data, and discipline records are routinely analyzed with district staff as potential indicators of success and needs regarding Title II, Part A funded activities. Input from staff during these sessions is considered and acted upon, as necessary. Much of this information is reflected in the California School Dashboard.

APPROVED BY CDE

Title II, Part A Contact

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Title III, Part A

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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.

Response from Hillsborough City Elementary:

Professional development in the ELA/ELD Framework has been provided to teachers and administrators through the San Mateo County Office of Education. Teachers are provided opportunities to attend EL-specific PD from the county office. Additionally, EL teachers have attended training on the Soliday System, an intervention program, iLit, and have attended EL-specific sessions at local dyslexia summits. District administrators collaborate with the County Office and to share and provide PD when needed. Data on the progress of our EL students is used to help determine what professional development activities may be needed at any given time.

APPROVED BY CDE**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.

Response from Hillsborough City Elementary:

If the HCSD receives funds for immigrant children and youth, funds will be used to support enhanced instructional opportunities in alignment with this section. Currently, the HCSD does not receive funds for this section of Title III.

APPROVED BY CDE**Title III Programs and Activities**

ESSA SECTION 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.

Response from Hillsborough City Elementary:

English Learners are seen frequently, often each day due to our low number of English Learners after initial ELPAC assessments are administered. ELs are provided ELD from a trained teacher individually or in small groups using programs such as iLit ELD, Interchange ELD, Sonday, Lexia, and Benchmark ELD depending on the language acquisition status of the learner and the grade level so age-appropriate resources are used. Picture books and novels are also purchased to and provided to students in their home language to support understanding and comprehension. These resources supplement the Tier I instructional program and program resources specifically to support EL students.

APPROVED BY CDE**English Proficiency and Academic Achievement**

ESSA SECTION 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.

Response from Hillsborough City Elementary:

HCSD monitors the achievement and progress of ELs three times throughout the year on benchmark assessments. In addition, ELPAC scores and progress in ELD programs is considered. For schools that may not meet expectations for EL achievement (and this has not yet happened in the past 11 years - our EL students do quite well academically), additional support will be provided. This support may include more frequent reviews, classroom observations to determine the implementation of EL-specific instructional practices, coaching to provide support to teachers and principals, and additional professional development will be provided. If needed, the district may direct a portion of the site budget to support the needs of identified students who are not achieving at grade-level expectations.

APPROVED BY CDE

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

Contact Email

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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;

Response from Hillsborough City Elementary:

HCSD works closely with the San Mateo County Office of Education to help implement the activities described below, including trauma-informed practices and PBIS related learning. For service-learning, HCSD works with the Samaritan House in San Mateo and other local charitable organizations. Staff is engaged with UC Berkeley and the SMCOE regarding computer science and the Gifted Support Center in San Mateo to support enrichment for students and related professional development for staff. HCSD will work with other local organizations to further implement activities as needs arise.

APPROVED BY CDE

- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Hillsborough City Elementary:

Funds used to support well-rounded education will go toward supporting HCSD's service-learning which aims to connect students to their local community and the world, helping them achieve the Essential Outcome of being a global citizen and person of good character. Additionally, student leadership will receive additional funding to help develop leadership skills and allow students to help one another with school-connectedness. Cultural arts performances and outside presenters will also be procured to help integrate the arts into the core subject areas. Currently, some staff members are exploring the Computer Science standards with the goal of implementing computer science with students K-8 in an integrated fashion. Supporting student enrichment through our iLab and Maker Space helps students take the core subject matter and put it together to impact the world and solve real-world problems through special projects. Students needing financial assistance to purchase or rent band instruments to participate in instrumental music will also be supported through these funds. Finally, these funds will allow us to explore environmental education, most likely through our iLabs and Maker Spaces.

APPROVED BY CDE

- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Hillsborough City Elementary:

Mental health training and support for teachers and staff to support their own wellness and the wellness of students and families through professional development will be implemented. Staff will be able to learn about trauma-informed practices through professional learning and support. Our middle school will also be able to pilot PBIS and restorative justice methods to support school climate and wellness. Funds will also be used to provide bullying prevention professional development and resources to staff to support students.

APPROVED BY CDE

- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Hillsborough City Elementary:

HCSD will use funds from this section to support the District Technology Plan by providing professional development to teachers and staff with effective uses of technology to support student learning in STEM fields, computer science, and differentiated instruction. PD and support will also be provided to staff in designing meaningful learning opportunities with technology and to help students learn how to become effective users of technology, as outlined in our HCSD Essential Outcomes. Educators will also be provided training in how to use online data and assessment systems to monitor student growth and progress toward instructional standards.

APPROVED BY CDE

- 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.

Response from Hillsborough City Elementary:

Program objectives include increased academic achievement and engagement from our low SES students and those identified with disabilities. Additionally, we will monitor the engagement through attendance data and the academic achievement of our gifted students. Monitoring these groups will help identify whether the allocated funds are helping to support student growth, enrichment, achievement, and academic engagement. Additionally, anecdotal feedback from staff and parents will help us evaluate this. This monitoring will occur mid and end of year in January and June of each year.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

Optional Extensio

Contact Email

mlindner@hcsdk8.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233