

## California Department of Education

# LCAP Federal Addendum System

## Title I, Part A

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### **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:

### **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

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### 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.

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## 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**

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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](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**