

## California Department of Education

# LCAP Federal Addendum System

## Title III, 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 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 Hayward Unified:**

English Learners typically make up 30-33% of HUSD's overall non-charter population. The needs of this population are becoming better understood, as all HUSD professional development and communications regarding ELs break down the different types of ELs and their different linguistic needs: Newcomers (including Unaccompanied Minors and/or Students with Limited or Interrupted Formal Education), Long-Term English Learners (LTELs), and ELs with Disabilities.

HUSD will offer targeted professional development for teachers of English Learners, as

reflected in Goal 1, Actions 1, 2, 3, and 5 in our LCAP. This will include both Elementary and Secondary Systematic ELD training, and hosting the Bilingual Curriculum Council to address the needs of teachers in the Bilingual and DLI programs.

In order to provide full support for our students, HUSD will use Title III funds to provide Bilingual Instructional Assistants (BIAs) at the secondary level. BIAs provide primary language support for students in Spanish, Vietnamese, Mandarin/Cantonese, Arabic, Tagalog, Hindi, Farsi/Dari, Punjabi, and Pashto.

## **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 Hayward Unified:**

HUSD is addressing the needs of English Learners throughout its LCAP, but explicitly in Goal 3, Actions 1 and 2; Goal 4, Actions 1 and 4; and Goal 5, Actions 1, 3, 6, 7, 8, 9, 10, and 11. Additionally, HUSD will support Immigrant students specifically via the following Title III activities:

HUSD will continue to build and support its World House program. This is a program designed specifically for secondary Newcomer English Learners, who have entered the United States within the last two years, and whose primary language is other than English. It is offered at Cesar Chavez Middle School (grades 7-8) and Tennyson High School (grades 9-12). Both sites have their own, dedicated EL Specialist for World House (this is a Teacher on Special Assignment position); all levels of ELD are offered at these sites (and are centrally funded by the district); and both Bilingual and Sheltered core content courses are offered. In addition, the World House offers specialized courses for Students with Limited or Interrupted Formal Education (SLIFE): ELD Fundamentals, and Math 1-2 Bilingual.

As a part of this program, all new ELD teachers are trained in Systematic ELD pedagogy annually.

In order to provide targeted support to elementary Newcomer students, Elementary EL Specialists will work with small groups of Newcomer ELs in grades 3-6. These groups of 5-6 students are tailored to the students' individual needs in order to accelerate English acquisition, particularly if these students are identified as SLIFE (see above).

## **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 Hayward Unified:

HUSD's Bilingual and DLI programs are partially addressed in Goal 5, Actions 9 and 14 of the LCAP. In addition, HUSD plans the following supports for the program using Title III funds:

HUSD will continue to offer Bilingual and DLI programs for English Learners and English-Only (DLI only) students in grades TK-6. These programs support both primary and secondary language acquisition, and are grounded in research and best practices.

In addition to continuing our robust Elementary programs, we will begin bridging the Elementary with Secondary in the 2019-2020 fiscal year, with an emphasis on Spanish and English. This work will be with the following goals in mind: (1) Develop a pathway with courses designed for students who completed a Bilingual or DLI program in grades TK-6 (Spanish Literature); (2) Develop a pathway with courses designed for students who are Heritage Spanish speakers, but did not complete a Bilingual or DLI program in grades TK-6 (Spanish for Heritage Speakers, Spanish Grammar/Mechanics); (3) Develop a pathway with courses designed for students whose primary language is not Spanish, and who did not complete a Bilingual or DLI program in grades TK-6 (Spanish as a World Language).

These 3 options will be developed during 2019-2020, with a goal to begin rolling out courses in the 2020-2021 academic year.

#### 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 Hayward Unified:

HUSD has addressed the performance of English Learners on the state's English Language Proficiency Assessment for California (ELPAC) in Goal 5, Action 9. In addition, HUSD plans the following actions using Title III funds: Continuing to support a robust ELD program from elementary and up through secondary grades, and provide targeted monitoring and support for individual students. HUSD has revamped its monitoring process in order to more effectively target students and their needs. Both ELs and RFEPs are monitored at least once annually (RFEPs are monitored annually for four years after their date of redesignation). EL Specialists will work with classroom teachers and counselors to determine any academic or linguistic deficits, and create a plan for students to recoup these as needed/appropriate.

The Monitoring Forms are now a part of our Assessment System (Illuminate), and can be viewed by all school staff with access (e.g. teachers, counselors, administrators). This ensures that the monitoring process is more transparent, and a higher level of communication between the EL Specialist and other stakeholders when monitoring.

## 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

