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

LEA name:

Hayward Unified School District

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

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

For which ESSA programs will your LEA apply?

Title I Part A,
Title II Part A,
Title III Part A,
Title IV, Part A

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.

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.

In Hayward Unified School District, we organized new and improved services in the LCAP around the four areas in the Strategic Plan:

1. Deeper Learning

2. Relationship Centered Schools

3. Service Excellence

4. Operational Sustainability

Within each of these areas, the eight state board priorities are covered and anti-bias and anti-racism is at the core and the driver of the work.

Title I (ESEA, Part A)

HUSD utilizes **Title I** and **LCFF** funds to implement a district-wide **Multi-Tiered System of Supports (MTSS)** framework, delivering "Best First" Tier 1 instruction in literacy, mathematics, and writing, and enhancing these efforts with Tier 2 targeted supports for students not yet meeting grade-level expectations. These combined funding sources provide the resources necessary for high-quality curriculum, instructional materials, professional development, and data-driven interventions. Title I and LCFF funds also co-support **Family Engagement Specialists**, who serve as a bridge between home and school, and fully fund our **English Learner Specialists** to address the unique needs of multilingual students. Our comprehensive family engagement strategies—including translation services, culturally responsive communication, and opportunities for active parent participation—are implemented in alignment with **ESEA Section 1118** requirements and California's **LCFF priorities** to ensure equitable access and improved student outcomes.

In Hayward Unified School District, we have a diverse student population. Collectively, our students speak over forty languages from around the globe. Annually we service over 18,000 students in nineteen elementary schools and nine secondary schools. Our district consistently serves about English Learners in any given academic school year with another 30% of our students having been reclassified after entering our district.

Our district is very unique in that it offers dual language one way education to our Spanish speaking students as a method to learn English. This program is offered at seven sites. We also offer dual language immersion two-way programs at three sites. The targeted languages are Spanish/English and Mandarin/English. In addition to the multilingual programs. Along with the diversity in our district, over 73% of our students are foster youth, English Learners, and/or low income; we have increased and improved our services for our unduplicated students. Our overall scores for CAASPP ELA, by grade level indicate that generally, students performed lower in elementary grades (3-5), but scores increased significantly in upper and secondary grades (6-8, 11). Between grades 5 and 6, 8% fewer students (45% to 36.7%) scored a 1 (Standard Not Met). In grade 11, only 32.8% of students scored a 1, while the highest number (15.8%) of students in any grade level scored a 4 (Standard Exceeded).

Our strategy as a district is to use the Federal Funds as supplemental to support our work around the LCAP. Due to our diverse student population, there are many different types of needs that need to be supported and are supplemental in nature. Our strategy and goal is to fund as much as possible and supplement the services for our students. Our data from the CAASPP is clearly indicating that our students need support in the areas of ELA and Math. Our CAASPP scores went down after the Pandemic. The overall scores for CAASPP Math, by grade level indicate that our students performed inversely in this area to ELA; that is, students typically scored higher in elementary grades (in grade 3, 27.7% scored either a 3 or a 4, 49.6% scored a 1), and the lowest in grade 11 (15.2% scored a 3 or a 4, 66.5% scored a 1). While our math instruction is beginning to build momentum in the elementary grades, there is much more to be done to ensure our high school students have maximum access to grade level curriculum.

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 alignment of funding our strategic goals will be supplemental in nature. Due to the high level of need of our students, it is imperative that all our funds are aligned and are being implemented to ensure our students are receiving targeted intervention services in the areas of ELA and Mathematics. We will use Federal funds for professional development to ensure that our teachers and staff are receiving high quality training on the implementation of the Common Core State Standards for Math, ELA and Science.

Fifty percent of the funding for our Family Engagement Specialists and English Learner Specialists positions are from Title I to support our low income families and English Learners in gaining English proficiency, and increased achievement in English Language Arts and Mathematics. In addition to multi-funding these positions, we are also using Title I resources to pay for additional training for staff for providing direct services to students.

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 *(as applicable)*

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;

Title I (ESEA, Part A)

*HUSD utilizes **Title I** and **LCFF** funds to implement a district-wide **Multi-Tiered System of Supports (MTSS)** framework, delivering "Best First" Tier 1 instruction in literacy, mathematics, and writing, and enhancing these efforts with Tier 2 targeted supports for students not yet meeting grade-level expectations. These combined funding sources provide the resources necessary for high-quality curriculum, instructional materials, professional development, and data-driven interventions. Title I and LCFF funds also co-support **Family Engagement Specialists**, who serve as a bridge between home and school, and fully fund our **English Learner Specialists** to address the unique needs of multilingual students. This work incorporates both **Designated** and **Integrated English Language Development (ELD)**, as required under **California Education Code §11300**, ensuring that English learners receive appropriate instruction throughout the school day. Our comprehensive family engagement strategies—including translation services, culturally responsive communication, and opportunities for active parent participation—are implemented in alignment with **ESEA Section 1118** requirements and California's **LCFF priorities** to ensure equitable access and improved student outcomes.*

Identifying students who may be at risk for academic failure;

This area is addressed in the LCAP under Basic Conditions, and is paid from both Supplemental and State funds.

(B) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(C) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Our school sites receive Title I funds based on their pupil allocation. Each school's Site Plan for Student Achievement (SPSA) has multiple areas of focus: Language Arts, Mathematics, English Learners, School Climate, Social Emotional Learning, Parent Engagement, Visual and Performing Arts, Chronic Absenteeism and Attendance. Each school site council develops research-based activities and data to ensure that the use of Title I funds are being used to address and close the achievement gap.

In addition to the strategies articulated above, our district is focused on the implementation of Instructional Leadership Teams (ILTs). ILTs will continue to engage in inquiry around student achievement, the Deeper Learning model and ABAR. Deeper Learning centers around building the capacity of educators to strengthen student-centered classroom practices, an initiative to train all staff in implicit bias and Culturally Responsive pedagogy, the expansion and implementation of course offerings focused on African American and other ethnic groups' culture/history, building early interventions and academic supports for underserved student groups, and developing academic enrichment summer programs.

We will also implement and expand technology to be used for instructional purposes, with an emphasis on blended learning, in order to integrate technology in all aspects of the instructional process.

We will continue to implement dual language education programs. As a district we will provide additional materials to supplement the multilingual staff and classroom These supplemental materials will be used for English Learners in dual language education and Structured English Immersion programs.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

HUSD utilized two positive behavior approaches to ensure that students are spending the maximum amount of time in the classroom. Elementary schools are implementing Positive Behavior Interventions and Supports (PBIS). All secondary schools are implementing Restorative Justice (RJ).

Through our supplemental and concentration funds, we support PBIS via a PBIS coach to support elementary sites. Additionally, school sites are implementing RJ practices at the secondary level.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

HUSD continues to support CTE and work-based learning opportunities through multiple pathways. There is state supplemental funding allocated to continue implementing and expanding multiple pathways, including Advanced Manufacturing, Biomedical Science, Community Multi-Media Academy, Engineering, Entrepreneurship, Sustainable Agriculture, Technology and Art Pathway, and Wood Technology.

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

All CTE students have work-based learning opportunities designed by their teachers and work-based learning specialists aligned with curriculum, grade level, and specific career pathway. Teachers meet with work-based learning staff to map out work-based learning activities for the school year. Students work with industry partners directly through class presentations, guest speaker events, job shadows, professional panels, career fairs, field trips, internships, and any other enrichment opportunities that provide students with an opportunity to experience the workplace. Work-based learning staff have regional and state industry partners that work with teachers to provide work-based learning events as needed to ensure students receive career awareness, career exploration, career development, and exposure to the current workplace associated with their respective pathway. Industry partners also provide guidance to teachers and work-based learning staff on current industry trends and advancements. Through our industry partners' collaboration, our students are provided with real-life work experiences where they can apply their academic and technical skills as they prepare for post-secondary opportunities and/or

the workforce. HUSD staff design and implement work-based learning opportunities with existing and new industry partners to ensure work-based learning is aligned with the CTE pathway and incorporates any industry sector-specific advancements and trends.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION		STATE PRIORITY ALIGNMENT
2102(b)(2)(A)		1, 2, 4 *(as applicable)*

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.

HUSD uses Title II funds to provide meaningful opportunities for teachers and other leaders to enhance their own professional learning. The key vehicles for this work in HUSD are the Instructional Leadership Teams (ILTs). ILTs provide and promote professional learning across the district.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

HUSD uses State funds to support and provide training for our parents of English Learners. Our supplemental funds support site English Learners Advisory Committees (ELACs) and our District English Learner Advisory Committee (DELAC).

These funds are federal and we are required to use them in a supplemental manner. Title III funds are being used to fund Bilingual Instructional assistants, Program Specialists and professional development for our staff on the best practices for teaching Multilingual learners.

We are supplementing state funds with Title I funds to pay for Family Engagement Outreach Equity Specialists at all school sites. These positions provide necessary, on-the-ground support for families to be full partners in their children' s learning. In addition, currently in our LCAP we are multi-funding positions such as the English Learners Specialists to provide intervention for our K-2 multilingual 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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

All schools in Hayward Unified School District are identified as Title I schools. They have met the threshold as required in the Consolidated Application.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Hayward Unified School District (HUSD) offers a range of programs and services for Hayward families to get involved and stay engaged. Parent University is an umbrella term used in HUSD that encompasses the following programs:

- Academic Excellence Days (e.g. Families United Conference)
- Family Classes (e.g. Family Lego Robotics)
- Family Engagement Outreach and Equity Specialist (Providing monthly training & support to increase Family Engagement happening at the school sites)
- Fatherhood Initiative (Father-friendly space for parent education, community building, and sharing of fatherhood resources)

- Parent Ambassadors (Parent leadership)
- Parent Power Sessions (Virtual parent education workshops offered throughout the course of the school year)
- In-Person Workshop Series (e.g. Trauma-Informed Parenting & Financial Literacy)
- Asian & Pacific Islander Community Initiative (New this year, the APICI focuses on celebrating the culture, honoring, and advocating for the academic, social, and emotional needs of Asian & Pacific Islander students, families, and those who support them.)

Parent University works to engage and empower families, students, and the community in the Hayward Unified School District through an equitable, holistic approach. We encourage our Hayward parents to take part in the programs throughout their students' educational journey.
From supplemental state funds, we pay a classified personnel salary, classified office and parent outreach staff (including employee benefits), and we purchase books, supplies, and other operating expenditures.
Fifty percent of the Family Engagement Outreach Equity Specialists are funded fifty percent Title I and fifty percent State funds.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to our district.

Homeless Children and Youth Services

ESSA SECTION **1112**(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Child Welfare and Attendance (CWA) Director and staff (4 Outreach Workers & 1 Operations Supervisor) act as the District Homeless Youth Liaison.

CWA staff work with school staff to promote awareness that homeless children & youth can and should enroll in school. Posters and flyers are visible at schools, through the city and recreation department buildings, community non-profit agencies, and homeless shelters.

The District provides training on McKinney-Vento definitions, rights, and supports at least yearly to major district groups including administrators, counselors, Office Managers, Attendance Clerks, parent engagement staff and community partners.

The CWA staff collaborate with school & enrollment center staff and families to facilitate enrollment; meet with families to screen for homeless students, provide verification documents for enrollment and assist families in tracking documents after enrollment in order to complete school records and to support student needs.

CWA collaborates with families to assist them in accessing local resources for stability and support, assisting parent/guardians and students in communicating with community resources including food, concrete resources, clothing, health care and very limited housing.

The CWA staff collaborate with school administrators, office staff, and counselors supporting McKinney-Vento students to have the same access to services and resources as all students including access to before & after-school programs. School Staff have access to lists of identified students to monitor progress. CWA staff participate in School Coordination of Services teams, which refer students and families to resources.

School attendance staff, administrators, & CWA staff collaborate so students attend school regularly, provide outreach to parent/guardians to re-establish communication and to support families in resolving issues causing excessive absences and tardiness, and collaborate with all stakeholders (family community partners) to provide support and stability

CWA staff coordinate transportation assistance (AC Transit & BART tickets, District transportation) so students can access school and maintain attendance.

CWA staff collaborate with city, county, community agencies and resources to advocate for McKinney-Vento needs and coordinate services and support.

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.

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:

Middle school students have access to college-bound programs including AVID and Puente, and high school students have access to both college-bound programs (including AVID and Puente), and career-bound programs (including Project Lead the Way and ROP).

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:

HUSD has addressed continuing support for GATE testing services and materials, and expanding AP course offerings.

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:

The district is not applying for these funds.

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: A District liaison maintains direct connection with the transition center at Alameda County Juvenile Hall to facilitate transition/return to district schools, receiving notification when students are released. There is an agreed upon form utilized by the transition center with all Alameda County school districts.

District liaison receives daily booking/release reports from juvenile hall, enabling the identification of students for support on return to district school campus, including referral to intervention counselors for additional support. The ongoing communication is very important to ensure that students do not get 'lost' upon release from juvenile hall and are reconnected to district school programs with minimal loss of instruction.

As students transition in/out of these county programs, transcripts are requested by the county programs from the student's last district school of enrollment and transcripts are requested from the Alameda County when students transition back into district schools. The County maintains all student enrollment records regardless of which County program the student is enrolled in so that all of a student's educational history in any Alameda County program is captured on the same transcript to ensure students do not lose any earned credits.

District Board Policies governing educational programming for foster youth (including 602/probation involved youth) include BP 6146.1, BP/AR 6173.1

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:

Butler Academy is a fully accredited compulsory education program for youth detained in Alameda County. Upon completion of their high school diploma or GED, youth have the opportunity to earn transferable college credits via online courses through a partnership with Merritt College.

Butler Academic Center partners with Alameda County Probation and social service agencies to educate and foster the youth in their care. Butler Academic Center provides individualized instruction, instructional aides, and special education services to: Prepare students for responsible citizenship, foster a learning environment reinforcing self-discipline and acceptance of personal responsibility with minimal disciplinary measures, and improve student attitudes toward learning experiences and school.
Students are referred to the Butler Academic Center by the Juvenile Court and the Alameda County Probation Department.
Camp Wilmont Sweeney is a compulsory minimum-security residential program for adolescent males, ages 15-19, detained in Alameda County's Juvenile Justice Center. Teaching staff at Camp Sweeney partner with Alameda County Probation and social service agencies to educate and foster the personal and social development of the youth in their care.
As students transition in/out of these County Programs, transcripts are requested by the County Programs from the student's last district school of enrollment and transcripts are requested from the Alameda County when students transition back into district schools. The County maintains all student enrollment records regardless of which county program the student is enrolled in so that all of a student's educational history in any Alameda County program is captured on the same transcript to ensure students do not lose any earned credits.
As students transition between Alameda County programs and district schools, there is ongoing communication between District Liaison to Juvenile Justice Center, District Special Education Department, and Alameda County Special Education Programming. IEPs are shared via the online program SEIS, and County programs provide IEP directed services as do district schools. 504 Plans are shared directly via District Liaison with Alameda County school staff. The strong collaborative partnership between District staff and Alameda County staff acts to ensure best educational services to students with disabilities, communication is timely and effective.

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:

A District liaison maintains direct connection with the transition center at Alameda County Juvenile Hall to facilitate transition/return to district schools, receiving notification when students are released. There is an agreed upon form utilized by the transition center with all Alameda County school districts.
District liaison receives daily booking/release reports from juvenile hall, enabling the identification of students for support on return to district school campus, including referral to intervention counselors for additional support. The ongoing communication is very important to ensure that students do not get 'lost' upon release from juvenile hall and are reconnected to district school programs with minimal loss of instruction.
As students transition in/out of these county programs, transcripts are requested by the county programs from the student's last district school of enrollment and transcripts are requested from the Alameda County when students transition back into district schools. The County maintains all student enrollment records regardless of which County program the student is enrolled in so that all

of a student's educational history in any Alameda County program is captured on the same transcript to ensure students do not lose any earned credits.
District Board Policies governing educational programming for foster youth (including 602/probation involved youth) include BP 6146.1, BP/AR 6173.

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:

Many students who are enrolled in juvenile justice schools have learning difficulties. As students transition between Alameda County programs and district schools, there is ongoing communication between District liaison to Juvenile Justice Center, District Special Education Department, and Alameda County Special Education Programming. IEPs are shared via the online program SEIS, and County programs provide IEP directed services as do district schools. 504 Plans are shared directly via District Liaison with Alameda County school staff. The strong collaborative partnership between District staff and Alameda County staff acts to ensure best educational services to students with disabilities, communication is timely and effective.

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:

All district schools have a Coordination of Services Team (COST) with multiple agencies at the table, including district staff, and local partner agencies with behavioral health care clinicians, drug and alcohol prevention/education staff, etc. Students who transition from juvenile justice schools are referred for service through COST, to partner agencies as well as district intervention counselors for connection to outside support and regular check-ins and case management.

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:

All district students are eligible for and encouraged to participate in career and technical education programming, concurrent enrollment at the local community colleges (10th grade and above) and are provided access to mentoring services or other social supports like behavioral health care. The Raising leaders program has partnerships with the county for students 16-24 years and are primarily for our “at promised” youth. HUSD has a partnership with the Fresh lifelines for youth, this is a youth justice organization that disrupts the pipeline for prison. The main goal is to change the juvenile justice system, they have a 12 month reentry program for adjudicated youth and provide a law program to ensure students know their legal rights.

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:

All district schools have a Coordination of Services Team (COST) with multiple agencies at the table, including district staff, and local partner agencies with behavioral health care clinicians, drug and alcohol prevention/education staff, etc. Students who transition from juvenile justice schools are referred for service through COST, to partner agencies as well as district intervention counselors for connection to outside support and regular check-ins and case management. Families are a part of the services for their students, and additionally service providers will often refer families to outside agencies for services, including housing resources, community food banks, parenting classes, drug and alcohol treatment programs, etc.

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:

District liaison and site administrators utilize the Alameda County Probation Index to identify and contact student's probation officers. Site administrators collaborate with probation officers to ensure students are placed appropriately, especially when school placement with specific peers impacts student safety or opportunities to engage in district school programs successfully. Training on student records access is done regularly with school staff to ensure that there are no barriers to the provision of appropriate student records to probation officers as they work to support students to engage in school, succeed academically and practice the development of prosocial skills.

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:

Many students who are enrolled in juvenile justice schools have learning difficulties. As students transition between Alameda County programs and district schools, there is ongoing communication between District Liaison to Juvenile Justice Center, District Special Education Department, and Alameda County Special Education Programming. IEPs are shared via the online program SEIS, and County programs provide IEP directed services as do district schools. 504 Plans are shared directly via District Liaison with Alameda County school staff. The strong collaborative partnership between District staff and Alameda County staff acts to ensure best educational services to students with disabilities, communication is timely and effective.

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:

When a student cannot be appropriately served in a district comprehensive school program, alternative district options are explored, including the district Continuation School, district Pregnant/Parenting Students program and the full time Independent Study program. In addition, through collaboration with a student's probation officer, a referral may be made to other Alameda County school programs, including Pregnant/Parenting student program, Community School or Independent Study program within our district boundaries and Community School, Opportunity Program, Pregnant/Parenting student program and Independent Study within the county, but outside of district boundaries.

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:

HUSD is using State funds to support teachers, and plans to use Title II funds to increase Induction and other new teacher support for preliminary credential holders. We also plan to use Title II funds to increase the capacity of teachers on professional learning.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD has 4 schools in CSI: Tennyson High School, Brenkwitz High School, Anthony Ochoa Middle School, and Faith Ringgold School. All 4 schools are committed to using funds to build teacher capacity and ability to provide instruction for all students based on the Common Core State Standards.

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:

HUSD will continue to build capacity and data literacy among teachers, principals, and other district personnel via State funds. Title II funds will be used to support this work through a Data Alignment Team, tasked with ensuring that district data that is collected and/or submitted is accurate, and to facilitate inquiry around student achievement data. HUSD's goal with these funds and the Data Alignment Team is to shift our district to a Data-Informed culture.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our multilinguals 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.
This will include both Elementary and Secondary Systematic ELD training, and hosting the Bilingual Curriculum Council to address the needs of teachers in the DLI programs, Be GLAD training for elementary and secondary teachers with ELs in their classes, and Dual Language pedagogy training by Dr. Jose Medina for dual language teachers at the elementary level.
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.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

In order to provide targeted support to elementary Newcomer students, Bilingual Instructional Assistants will work with small groups of Newcomer ELs at specific sites. The multilingual learners office will assign BIAs to the schools with the highest number of newcomers in grades 4-6. 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).

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD plans the following supports for the program using Title III funds:

HUSD will continue to offer its Dual Language Education programs for multilingual learners and English-Only (DLI two-way 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 planning for a secondary continuation of the programs. This work will be with the following goals in mind: (1) Develop a pathway with courses designed for students who completed a 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 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 DLI program in grades TK-6 (Spanish as a World Language). 2023-2024 will serve as Year 1 of a three year process for expanding the program.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD has addressed the performance of English Learners on the state's English Language Proficiency Assessment for California (ELPAC). 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.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

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

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

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

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hayward USD uses these funds to support safe and healthy students by first assessing our needs in Physical Education and Health Education programs. The needs assessment will include a review of currently available curriculum and professional development, as well as a review of the most recent California Education Code related to health standards. In these two areas, the District will assess how effective use of technology may be incorporated into the Health and Physical Education programs.