

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

## LEA name:

Hayward Collegiate Charter School

## CDS code:

n/a

## Link to the LCAP:

*(optional)*

## For which ESSA programs will your LEA apply?

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

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

Title I, Part A; Title II, Part A; Title IV, Part A

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

# Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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.

Hayward Collegiate is a new school slated to open in the Fall of 2019.

The goals for Hayward Collegiate are two: to develop Hayward Collegiate scholars as critical, creative, global thinkers with strong foundational skills in math, reading, and writing; and to create a school culture that fully engages all stakeholders to encourage ownership and mission alignment. The actions allow Hayward Collegiate to meet these goals.

The majority priority areas in Hayward Collegiate are teacher-subject specialization, individualized supports for each student, culturally responsive pedagogy, differentiated instruction, small-group instruction, data-driven instruction, response to intervention; expanded, comprehensive and targeted professional development, to provide State Standards-aligned curriculum, to maintain and repair school facility, and to hire and retain high quality faculty and staff.

The increased or improved services for socioeconomically disadvantaged students, foster youth and English Learners to become proficient in English, Math, Science and Social Science includes regular benchmark assessments in core content areas, differentiated and personalized instruction,

, online supplemental platforms of "blended-learning", small group

instruction, and social emotional learning. Hayward Collegiate also adds enrichment to the school day through after-school tutoring, English Language Development (ELD), academic tutorials, enrichment and intervention.

Hayward Collegiate will prioritize ELD by utilizing explicit EL strategies for all highly-qualified and appropriately credentialed and assigned teachers. These strategies will include the Sheltered

Instructional Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), vocabulary instruction, reading support groups, oral language production and small group support.

Hayward Collegiate will have an active and engaged community of parents and students that will be involved in decision making. We will have a formal parent advisory committee that makes decision or Hayward Collegiate based on the students' academic and demographic data. This gives parents a formal space to give feedback to school leadership and offer suggestions. The Data Dashboard allows parents to receive up-to-date information about how are school is doing in regard to attendance, academic proficiency and growth, as well as social-emotional learning. This information is inputted by teachers and staff. Our Family Liaison, School Site Council , and Family Advisory Council will plan and facilitate community building to parents, respond to the needs of families that includes homelessness and support for foster youth, and create a diverse pool of volunteer opportunities for families. The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council. The council discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall (October) and at the final meeting in the spring (April). The parents, students and staff participate in an annual survey which provides feedback on the goals and services.

Teachers and staff participate in LCAP workshops throughout the year which is when they participate in the decision-making process. Their decisions are grounded in student data that will include STEP assessments, ELPAC, NWEA Map for Reading, Math, and Science and other unit assessments, as well as attendance. They also consider student demographic data that includes significant subgroups of Latino, socioeconomically disadvantaged, students with disabilities, and English Learners. With all of this information, decisions are made on how to use supplemental federal funds. The activities that are supported by these funds will demonstrate achievement data for students English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students.

The primary purpose of federal funds is to implement a strong plan for school culture, that includes consistent behavior and discipline procedures, community building that aligns to our core values, and strong social emotional skill growth. The LCAP was designed to improve proficiency in the core subjects by significant subgroup, to ensure access to state standards-aligned curriculum that is taught by highly qualified teachers and to ensure that students are developing socially and emotionally and ensuring that parents are engaged in their students' education.

## **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.

Hayward Collegiate is an elementary school serving students in grades TK-6 in Hayward, CA. In alignment with state priorities to “use multiple measures to determine performance and progress and emphasize equity by focusing on student group performance,” the mission of

Hayward Collegiate is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students in transitional kindergarten through sixth grade can thrive in the colleges of their choice and can communicate and lead with confidence. Hayward Collegiate is authorized by Alameda County Office of Education with plans to open in Fall of 2019.

To fulfill our mission, scholars spend time building a strong academic foundation for core subjects, especially reading and math. A strong curriculum and two adults in the classroom ensure that students gaps are addressed and that students not only develop content mastery, but also interpersonal communication and critical thinking skills that is required to become leaders.

We will communicate our mission by including our mission on our school's website, discussing it at staff meetings, with parents, posting it in every classroom and sharing it our council meetings. Scholars will also hear and discuss this mission during our community assemblies on Wednesdays.

To ensure that funds from the state and federal funds are used coherently to support our vision and mission and goals for all students, we will remain transparent in regard to our financial expenses, especially state and federal funds. During quarterly meetings, the School Site Council will review benchmark data for students and significant subgroups to ensure that progress is being made. Teachers and staff meet monthly to review the performance of the students in their class. Teachers will also develop a personal intervention plan for any students who are not meeting their academic goals. They will meet regarding this student bi-weekly. If a student is not making sufficient progress, they will be referred to another intervention which will help the child and parents will also receive updated progress about their child's growth and proficiency every quarter. The Executive Director will present the student achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

Student data drives decision-making around state and federal resources because students who have the highest need or at-risk are the ones who generate these fund. As the parents and teachers and Board of Directors meet to determine the necessary statewide goals, their review of student data determines activities that will increase student achievement. It is critical to use these funds to supplement and better our educational program. The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program.

By posting on our website, having LCAP workshops, notifying parents of Title 1 programs in the Parent/Student Handbook, reviewing the LCAP with the School Site Council, posting the LCAP and Addendum on our website, and reviewing monthly financial reports at regularly scheduled Board meetings we will ensure that our school and organizations priorities are communicated to stakeholders.

Professional Development is critical to ensure the basic program is enhanced by Title II funds. Stuent needs will determine and arrange our professional development. We will work collaboratively with teachers and staff to aggregate our data and prioritize professional development activities.

Parents also serve on the Board of Directors. The School Site Council will receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

## TITLE I, PART A

### Poverty Criteria

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

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

# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

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:

Not Applicable for Charter Schools

### 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 Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during School Site Council (SSC) and monthly parent workshops. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with SSC. During our monthly workshops and SSC, we workshop with parents around internet access and online safety, understanding State Standards and assessments including SBAC, STEP for literacy, NWEA MAP and ELPAC, Title I Parent Rights Meetings, bullying and harassment prevention, how to keep you child safe and successful in our local community. The Charter School provides materials in English and Spanish with simultaneous translation.



The Charter School gives professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. Staff create meaningful opportunities for parents to be involved such as volunteering events and chaperoning field trips.

The Charter School embeds parental involvement in the school by offering multiple and meaningful opportunities for parents to volunteer. Parents can volunteer in a multitude of ways – helping the teacher with grading, working with the Office Manager, attending community events or being part of SSC, and attending parent-teacher conferences. Parents are also invited to our weekly Community Huddle where we celebrate student work and watch students present about their learnings. All of the information regarding these opportunities are presented in English and Spanish, parents are sent schoolwide phone calls and they are also mentioned on our website.

The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary. Parents also serve on the Board of Directors.

## **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:**

Hayward Collegiate will provide strong services to the students in addition to personalizing our instruction for students and differentiating instruction during whole group instruction as well. Differentiated instruction includes having private one-on-one tutoring sessions during the end of the day in "Intervention and Choice Time" block and working on blended learning programs that are adaptative in their instruction to students. These initiatives schoolwide support academically at-risk students by increasing proficiency levels in math and reading on our school assessments that include NWEA MAP. Title 1 funds are used to implement a school culture plan that includes consistent behavior and discipline procedures as well as community building aligned to the school values that happens during weekly community assembly, orientation, and morning meetings.

The SSC reviews student achievement and makes recommendations for meeting with parents with truant students and attendance services. They also will complete an annual needs assessment in the annual LCAP to help determine what services should continue or be removed.

## **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 school is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed.

Hayward Collegiate has a Homeless Liaison. This person will do outreach to families to coordinate services to them, get referrals for health, dental, mental health, substance abuser services, and housing services. This person will help obtain necessary immunizations or immunization records with parents.

**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:**

Not Applicable

**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:**

Not Applicable

## **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:**

Not Applicable

### **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:**

Not Applicable

### **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:**

Not Applicable

## **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:**

Not Applicable

## **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:**

Not Applicable

## **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:**

Not Applicable

## **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:**

Not Applicable

**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:**

Not Applicable

**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:**

Not Applicable

**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:**

Not Applicable

**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:**

Not Applicable

**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:**

Not Applicable

**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:**

We invest heavily in our professional development with 26 professional development days during the school year (inclusive of summer training) and an additional two days of coaching each week to

guarantee teachers are supported around the basics, such as establishing a positive classroom culture and creating a sustainable classroom management style along with more advanced skills, like calling on students' higher-order thinking skills and creating engaging lessons.

Some of our teachers will be new to education so we will focus on training and developing our teachers for them to provide strategic and rigorous instruction to all students. Our teachers will be trained, supported, coached, and expected to be strategic about every minute of instruction through thoughtful planning and preparation. Our weekly coaching session will allow teachers to receive weekly feedback along with our 26 days of professional development every year, six of which will be all day professional development days during the school year devoted to data analysis. It is imperative that students receive appropriate instruction, that develops their higher-order thinking skills, so that they are college and career ready in the 21st century. During professional development, teachers will be taught to synthesize the curriculum and identify any individual student needs, so that they can assess how to make the learning objectives explicit to their students, thereby creating a meaningful lesson for students - one that is personalized *and* pushing academic mastery. All teachers will be taught, supported, coached, and then expected to do this intellectual preparation for their lesson plans during all day "Data Days" and weekly professional development. During this time, with the support of the Charter School Administration, teachers will build student exemplar responses and address critical questions that will allow them to individually support the needs of each student.

Apart from individualized meetings regarding curriculum planning, instructional practice, and data analysis, all teachers will participate in weekly professional development as a team. These sessions will be designed to introduce and reinforce instructional techniques, facilitate the internalization of content and curricular materials, and design, and/or behavioral management techniques identified as high-leverage priorities for all staff by the Charter School Administration. Topics for professional development will be chosen based on academic and behavioral gaps that school leaders noticed that week in their weekly school walk-throughs during which they go into each classroom and assess classroom culture and instructional rigor. During professional development, the addressed gaps will be taught to teachers who then work with the Charter School Administration to script and practice the new skill multiple times ensuring consistent tone and execution across the team.

Moreover, Hayward Collegiate fosters high-quality teaching for every student by investing deeply in making sure we have the proper resources and training to improve the English language skills of our EL students so that they are highly proficient in reading, writing, speaking, and listening. Our teachers receive training throughout the year by the Charter School Administration on ELD and SDAIE strategies so that the progress of our EL students can be accelerated.

In order to provide ongoing professional growth and development for teachers, they will also attend trainings at the California Charter Schools Association, the SELPA, and the Alameda County Office of Education.

## **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:**

Not Applicable for Charter Schools

## **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:**

It is essential that we implement multiple assessments throughout the year that measure student learning to achieve our mission at Hayward Collegiate. These data points allow us to develop concrete, data-informed action plans regarding instruction, behavioral priorities, and communication with families regarding student performance. Hayward Collegiate is committed to learning from student assessments and analyzing student achievement data frequently and systematically. This, in turn, will allow our staff to build instructional practices founded on data from students that drive greater student achievement. We will triangulate our analysis to gain comprehensive understanding of our areas for growth and be steadfast in our work to close skill gaps whenever and wherever they arise. The types of data we will use will vary to construct a holistic understanding of every student. This will begin with nationally normed assessments, internal assessments in math and reading that are administered every six to seven weeks, weekly assessments, and daily exit tickets.

To be fully compliant with state law and to gain valuable information about programmatic efficacy, Hayward Collegiate will adhere to all of the same testing and academic performance standards as established by law and regulation for statewide assessments administered to public school students in California. We will participate in all required statewide assessments, and thus we will administer the Smarter Balanced assessment (SBAC), California Alternate Assessments (CAAs), and California Science Test (CAST) for every applicable subject (Language Arts, Mathematics, and Science) and in every applicable grade (grades 3-6). The outcomes of our statewide assessment testing will be measured and reported by the California Department of Education.

We will use the nationally-recognized and standards-aligned Strategic Teaching and Evaluation of Progress (STEP) literacy assessment to track student progress in reading. This assessment will allow teachers to track students' phonemic growth, comprehension strategies, self-monitoring strategies, and other reading behaviors. The data from this assessment will be used to remediate students, facilitate goal-setting with students, and track progress. The STEP assessments allow teachers to see a rich descriptive portrait of what to look for with student data and how to match and level literacy texts so that they are appropriate and differentiated for each student.<sup>1</sup> The table below demonstrates how the STEP's Bottom Lines and Common Core Standards are aligned.

Hayward Collegiate will also use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), a nationally-normed test, to establish baseline data for each grade. The test will be given during the first week of school, and again at mid-year and end-of year testing windows. The data is used to measure academic growth and allows us to accurately track academic

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<sup>1</sup> NORC (2013). "Research and Practice in the Field of Early Literacy Learning." Getting on Track Early for School. Web.



achievement and comparatively analyze student performance against similar schools across the country.

This process ensures that the uses of Title II funds are based on data-driven decisions which work in coordination with other funding and programs supporting students' academics, social- emotional wellness and personal success.

## **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:**

Not Applicable

### **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:**

Not Applicable

### **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:**

Not Applicable

## **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:**

[Address the provision here]

## **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 Collegiate will be opening this Fall in 2019.

Hayward Collegiate is dedicated to providing a safe, healthy supportive drug-free environment that promotes academic achievement through structured discipline policy, education, and prevention. We

are adamant about following staff training, safety team meetings and professional development to ensure scholars are healthy and safe. We will have a Student Services and Support Coordinator that will ensure that all students receive support they need to fill their academic gaps – this will ensure stronger conflict resolution and fewer mental health issues caused by trauma.

Scholars will use Lexia and ST Math for reading and math that is a blended learning platform to ensure every scholar is met at their instructional level. The goal of this is to ensure that personalized instruction is provided.