

California Department of Education

LCAP Federal Addendum System

Title III, Part A

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

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

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

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

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Response from Hillsborough City Elementary:

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

APPROVED BY CDE**Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

Response from Hillsborough City Elementary:

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

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

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Hillsborough City Elementary:

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

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

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

B. meeting the challenging State academic standards.

Response from Hillsborough City Elementary:

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

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Title III, Part A Contact

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

Contact Name

Contact Phone and Optional Extension

Contact Email

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