

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Hayward Unified:

In Hayward Unified School District, we have a very diverse student population. Collectively, our students speak over forty languages from around the globe. Annually we service over 20,000 students in twenty-one elementary schools and nine secondary schools. Our district consistently serves between 30%-33% 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 bilingual education to our Spanish Speaking students as a method to learn English. We also offer dual language immersion programs at three sites.

The targeted languages are Spanish/English and Mandarin/English.

Along with the diversity in our district, over 78% of our students are foster youth, English Learners, and/or low income; we have increased and improved our services for our unduplicated students. We organized new and improved services in the LCAP around the four board goal priorities:

1. Financial and operational decisions will be driven by student success and district priorities and goals.
2. Ensure all students graduate college and/or career ready.
3. Create a safe and positive school climate.
4. Engage students, staff, families, and community to support student achievement and success.

Within each of these areas, the eight state board priorities are covered.

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 is to fully fund 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. 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, 30.47% scored either a 3 or a 4, 39.42% scored a 1), and the lowest in grade 11 (19.9% scored a 3 or a 4, 60.35% 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.

Our overall scores for CAASPP ELA, by grade level indicate that generally, students

performed lower in elementary grades (3-5), but scores increase significantly in upper and secondary grades (6-8, 11). Between grades 5 and 6, 10% fewer students (43.8% to 32.48%) scored a 1 (Standard Not Met). In grade 11, only 27.26% of students scored a 1, while the highest number (17.06%) of students in any grade level scored a 4 (Standard Exceeded).

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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.

Response from Hayward Unified:

As stated above 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. In addition to targeted services, we will use Federal funds for professional development to ensure that our teachers are receiving high quality training on the implementation of the Common Core State Standards for Math, ELA and Science. We want to ensure that teachers receive professional development on how to work with students who are low performing.

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Instructions, Strategy, and Alignment 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

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