

## California Department of Education

# LCAP Federal Addendum System

## Title I, 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:

### **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).

#### **Response from Hayward Unified:**

In the LCAP through supplemental funds, we are funding the parent university, which offers two 6 week dual generation family engagement classes on Saturdays in the Fall and Spring. Additionally, HUSD is offering the 2nd Chance at College program for parents, to provide parents with the opportunity to take courses for college credit.

Hayward USD has four schools identified for Comprehensive Support and Improvement (CSI). These schools are Tennyson High School, Brenkwitz Continuation High School, Chavez Middle School, and Harder Elementary School. The District and the School Sites have already been working in partnership with parents and family members to involve them in developing the CSI/Targeted Support and Improvement Plans. At each school site, the

School Site Council, comprised of Parents and Staff members, reviewed the various indicators and articulated support and improvement actions and services. These Single Plans for Student Achievement are then brought forward to the Board for review and approval.

## **APPROVED BY CDE**

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

### **Response from Hayward Unified:**

The policy is reviewed by board and parent activities are implemented based on the board policy. All parents in the district receive the policy in its entirety in the annual handbook which is distributed to every child's household, placed in school offices and around the district.

HUSD provides parents assistance through the Parent University, Parent Ambassadors and 2nd Chance at College program. HUSD's Parent University program is a series of workshops for parents to take which include classes on state and local academic assessments and 2Gen approach classes such as a family math bridge class. The goal of Parent University is to help parents understand how to support their child's academic and creative needs. Parent Ambassadors represent the thirty K-12 HUSD schools, they attend monthly meetings to learn about topics such as civic engagement California Dashboard progress and indicators, the Local Control Accountability plan. As ambassadors, they act as a liaison between the district and school sites and help share the information obtained with additional parents. Furthermore, the district is now offering a 2nd Chance at College class focused on Early Childhood Education.

In order for HUSD to provide materials and trainings to help parents work with their children to improve student achievement, the Parent University has offered family classes such as robotics, computer basics, coding and more to help increase families' literacy and use of technology opportunities. HUSD also has a unique location called the Parent Center HUB for families to obtain resources such as materials and training to help their children achieve academic success. This resource is available to parents 5 days a week Monday through Friday from 8 A.M. to 5 P.M. The Parent Ambassador program helps foster parent involvement with a parent to a parent empowerment model. The district also has a Family Engagement Specialist serving all 30 HUSD school sites to support on-site resources for parents such as workshops like how to understand your child's report card and critical questions to ask during parent, teacher conferences.

HUSD is focused on training staff with the assistance of parents by working with principals and family engagement specialists to ensure all staff working with students is also aware of the unique importance of involving parents in their students education. Family Engagements work at a minimum of 15 hours at each school with parents and principals around the needs

of their children's education. In addition, a Family Engagement Committee will create a 3 Year Family Engagement strategic plan based on the district's strategic plan which includes a number of steps such as service excellence training for all HUSD and other strategies that will work towards building stronger relationships between the school day and parents.

In HUSD the Family Engagement Specialist (FES) are a direct link between resources and supporting parents in their participation in the education of their children. The FES has focused on creating or collaborating with partners to offer workshops for families. The FES also help run parent center/spaces at a majority of HUSD schools. They also provide parent training and capacity building on the topics of high interest and need for their students around literacy and Math.

The information provided to parents in HUSD is translated to Spanish as a large percentage of the student population is Spanish speaking. Parents of students and family members of English Learners, Reclassified as Fluent English Proficient, Students with Disabilities and Migratory children receive training pertaining to their students area of need. Our District provides these services through the Migrant Ed Program, Educational Division and Student and Family Services Division. Examples of opportunities to be informed take place at the English Learner Advisory Committee, District Learner Advisory Committees, Ed Services division and the trainings that the Migrant Ed trainings provide. The training, participation and disseminating of information is not limited in these committees. The topics of the trainings are not limited to the CAASPP, ELPAC or additional State and Local assessments. In addition, the trainings related to what their students needed to accomplish in order to be reclassified as English Proficient. Our parents receive additional training in the areas of need that are specific to the needs of their child.

## **APPROVED BY CDE**

## **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.

### **Response from Hayward Unified:**

The 31 schoolwide programs emphasize student academic achievement in English and Mathematics, parental involvement activities that support student success, and teacher quality in the area of effective instruction.

Each school site uses their site-based School Site Council, comprised of staff and parents, to

review the student achievement data to identify areas of needed support. Examples include after school tutoring in Mathematics, para educator support in primary grade classrooms, reading intervention in primary grades, parent workshops on academic and social-emotional needs of students, and professional development for teachers in the area of effective instruction.

## APPROVED BY CDE

### Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

### Response from Hayward Unified:

N/A

## APPROVED BY CDE

## 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.).

### Response from Hayward Unified:

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 trainings 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, assist 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 to 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.

## **APPROVED BY CDE**

## **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.

**Response from Hayward Unified:**

N/A

**APPROVED BY CDE**

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.

**Response from Hayward Unified:**

HUSD has addressed Student Transitions in Goal 3, Actions 1 and 2 of the LCAP. 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).

**APPROVED BY CDE****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.

**Response from Hayward Unified:**

Hayward USD does not allocate Title I funds to support GATE testing services and materials, nor to assist schools in developing school library programs. These activities are funded through other funds. Title I funds are allocated to the 31 school sites and to the District

Educational Services Department. For the 31 school sites, the schools allocate the Title I funds to provide academic intervention services and/or parent involvement programs. For the District Educational Services Department, the Title I funds are allocated to provide Professional Development and to support the development and implementation of a Districtwide Multi-Tiered System of Supports (MTSS) system for academic, social-emotional, and behavioral programs and services. In addition, Child Welfare and Attendance receives Title I to support Mc Kinney-Vento Act.

## APPROVED BY CDE

### Title I, 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](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**