

LCAP Federal Addendum System

Title II, 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:

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.

Response from Hayward Unified:

We focus on two goals: Deeper Learning and Culturally Responsive Teaching. Our Strategic Plan outlines key actions that promote these goals. Schools are encouraged to establish PLCs using data to improve teaching and learning. The District uses funds to support Instructional Leadership Teams where staff design professional development and support. Principals and Teachers are supported towards instructional leadership. They learn how to promote continuous improvement, using data to inform an inquiry process. Each school's plan emphasizes Deeper Learning and CRT, and they are encouraged to design their own approach based on the needs of the students. Leaders are supported through our partnership

with UC Berkeley, bridging the gap between theory and practice. Staff attend retreats and spend time monthly designing professional development. These systems are rooted in shared leadership and self-identified problems of practice. Staff don't grow professionally from top-down mandates. Therefore, the emphasis on shared decisions support people in identifying areas that they are most passionate about. We measure growth and improvement in many ways. We have a formalized data-collection program that includes teacher surveys, the collection of student work samples, videos of classroom practice, and a review of standardized test scores. In Teacher Induction, all teachers who enter their careers here in Hayward USD are provided with a two-year program that includes a one-on-one mentor, a series of professional development sessions that focus on the CA Standards for the Teaching Profession, and a cycle of inquiry that is documented in a portfolio. The development of the portfolio documents the new teacher's action plan and learning related to their chosen focus area of instruction. In the New School Leader Mentoring program, new Principals are provided with a mentor and the program is based on the work from the UC Santa Cruz New Teacher Center, which provides resources for new school leaders. New Principals are provided with time to learn about their community and District operations, and to share their challenges and successes with a local expert. To promote advancement, the District has established an Assistant Principal Network series of meetings, whereby they are trained in the operations of the District, provided with PD in the core areas of Deeper Learning and Culturally Responsive Teaching, and are encouraged to work with each other across school sites to share best practices. All PD is evaluated through multiple measures. Anonymous surveys are used to measure how the participants responded to the sessions. Observations are used to measure engagement during the sessions. School-site classroom walkthroughs are used to observe the implementation of the practices that are promoted during the PD sessions. We use several data sources to monitor and evaluate, including feedback about the effectiveness of the PD services, and achievement data on standardized assessments. Teacher Curriculum Councils and school site-councils are consulted about their needs for PD. Principals: Principals are brought together 2x per month, focussing on instructional leadership. They are provided PD in various areas and their feedback is gathered to evaluate the effectiveness of both Principal and Teacher PD. Parent groups include the Parent Advisory Committee, the District Language Advisory Committee, PTAs, School Site Councils and the District Advisory Committee. Community Partners include Chabot College, Cal State University East Bay, the City of Hayward, the Alameda County Office of Education, various faith-based organizations, Police, Library, and more. Members serve on the District Advisory Committee. The District consults with the Charter school staff on particular sections of the charter that relate to PD. More specifically, element 1 focuses on the educational program and element 5 focuses on teacher qualifications. Paraprofessionals and Instructional Support Staff are consulted in various ways. At the school site level, there are reps from these groups on each School Site Council. At the District level, we maintain a strong partnership by meeting frequently. Leaders representing these groups serve as members of the District Advisory Committee. To coordinate with other activities, there are after-school programs for students at all schools in the District. The PD is coordinated with the PD the after school program staff. In the area of

Positive Behavior and Intervention Support (PBIS), both teachers and after-school staff are provided with the same types of content so that students experience similar patterns of care. during both programs. In parent engagement programs, there are staff on every campus and the District coordinates training that relates to academic achievement, parent involvement in school activities, and social-emotional health.

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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).

Response from Hayward Unified:

HUSD has 4 schools in CSI: Tennyson High School, Brenkwitz High School, Cesar Chavez Middle School, and Harder Elementary 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.

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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.

Response from Hayward Unified:

HUSD will continue to build capacity and data literacy among teachers, principals, and other district personnel via State Funds (see Goal 1, Action 7 of the LCAP). Title II funds will be used to support this work through a Data alignment Team, tasked with ensuring that district data 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

The district seeks and receives feedback on an ongoing basis from multiple stakeholders

through surveys, LCAP Feedback forums and multiple forums such as Elementary and Secondary Curriculum, English Learner Specialist meetings, parent meetings and Counselor meetings. We are constantly seeking input at these forums but not limited to them.

The district monitors multiple types of data such as local data and State data. In addition, we are constantly using anecdotal data to ensure we have a comprehensive analyses of the data. We reflect and adjust how Title II activities are being implemented and being productive for students and teachers. As a district we review data with School Site Councils, principals and in the Educational Services Division to analyze to ensure we are making adjustments as needed in terms of how we spend our Title II funds.

The director of professional development met with teacher representatives at a school site council meeting to receive input on the needs for additional professional development. In addition, we analyzed data with principals and other leaders to review how we are implementing professional development and how effective is it for students via the multiple data points.

We have specialized instructional support personnel to support the development of professional development, currently we are in the process of developing modules around deeper learning for our teachers and staff.

Parent groups are part of the LCAP Stakeholder Input Process, this includes but not limited to the District English Learner Committee, African American Student Academic Initiative, Parent Advisory Committee, District Advisory Committee, parent surveys and Town Hall meetings. In terms of Community Partners, they are invited to attend our Town Hall meetings, in previous years, we held three Town Hall meetings, however, last year, we asked our principals to present and receive input from parents around the LCAP at each site, so we provided one Town Hall meeting.

The private schools in our area and who request Title II funds, receive these funds as well. We support and monitor to ensure that the Title II funds are being used appropriately by the private schools.

An area that we need to work on is getting additional input from Paraprofessionals, our district provides an annual professional development for our para educators.

The LEA will consult with the Stakeholders at a minimum annually through the LCAP Stakeholder Input process. However, there are groups who are consulted multiple times in one year.

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Title II, 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