

California Department of Education

LCAP Federal Addendum System

Title IV, 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 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;

Response from Hayward Unified:

Through the LCAP process we received information around the needs for our students on technology, social emotional and well rounded school needs for our district. The majority of the feedback on the LCAP process was around technology and social emotional learning. The stakeholder input prioritized technology at the school sites as an important factor in the importance of a well rounded education. While the district has invested in technology both in software and hardware for the school sites over the last

eight years, from both general, state and federal funds, additional access to technology is still required. This need for access to technology has been exacerbated by the implementation of Distance Learning this Spring as a result of the COVID19 Pandemic. We will be using part of Title IV to supplement the needs of our students and staff around technology. Both the staff and students will need training on the use of both software and hardware to ensure that our students have access to both Distance Learning, Hybrid Learning and/or traditional learning approach. Our students need rigorous academic teaching through technology to ensure that student's learning is accelerated if there was learning loss and/or were already not meeting grade level standards prior to the COVID 19 closures. Hayward USD will use at least 15% of Title IV funding to ensure that professional development of the delivery of instruction via Distance Learning, Hybrid Learning and or the traditional approach is successful and that our students' learning will be accelerated.

Hayward USD will periodically review the implementation of technology by ensuring that equity and access is kept at the forefront of student learning. This means that all students will have access to technology and to teachers who have been trained on using technology in a Distance Learning and hybrid model of schooling.

In addition, a second priority that surfaced through our LCAP Stakeholder input was the Social Emotional Learning piece. This has been an area of importance to our staff, students and families through the LCAP process prior to the COVID 19 Pandemic and afterwards it also surfaced as an area of need for our students. Currently, as we work in developing the reentry plan for the Fall, there is growing concern that our students will need additional social emotional support to ensure that our kids are ready to learn when we start in the fall. The social emotional support will be in the form of establishing personal relationships with students and families for the first 15 days of school and ongoing. This has to be specifically targeted especially, if we begin the school year through Distance Learning. We will create professional development through PBIS Virtual Experiences and create a tiered system of supports similar to RTI. In addition, Community Circles, Mindfulness, Culturally Responsive Teaching, Neuroscience of Social Emotional Learning, Appropriate Behavior and AIM Curriculum, Healing Centered Engagement Trauma awareness and Trauma Informed Pedagogy. We are looking at spending the allowable maximum of funds to ensure that our students have access to Social Emotional Learning Interventions. Our district will evaluate the implementation of the Social Emotional Learning by reviewing, comparing and contrasting the progress on the California Healthy Kids Survey and any other available data.

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- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Hayward Unified:

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C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Hayward Unified:

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D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Hayward Unified:

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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.

Response from Hayward Unified:

APPROVED BY CDE**Title IV, 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

sescobedo@husd.k12.ca.us

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