

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Hayward Collegiate Charter School

CDS code:

01100170138867

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

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 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.

The LEA must address the Strategy and Alignment prompts provided on the following page.

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 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, 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.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to 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.

The major goals for Hayward Collegiate Charter School are to develop Hayward Collegiate scholars as critical, creative, global thinkers with strong foundational skills in math, reading, and writing; and to create a school culture that fully engages all stakeholders to encourage ownership and mission alignment. The scholar population is comprised of socioeconomically disadvantaged scholars (76.07%) and English Learners (50.71%). Hayward Collegiate makes it a priority to develop major actions in the LCAP to support all scholars, but especially scholars who are socioeconomically disadvantaged and/or English Learners and/or Foster Youth.

The major actions included in the LCAP that ensure strong foundational skills are standards-aligned benchmark assessments in all subject areas, personalized instruction during reading and math blocks, the use of adaptive online programs, small group instruction, up-to-date standards-aligned instructional materials evaluated by the faculty, Response to Intervention (RtI) and Scholar Support Team (SST), early intervention plans, afterschool interventions in a tutoring setting, rigorously selected teachers, push-in and pull-out services for scholars with disabilities, instructional program that includes differentiation and personalized instruction, benchmarks aligned to ELD standards, ELD courses, professional development for ELD strategies, explicit EL strategies, and culturally responsive pedagogy, and professional development on CCSS, NGSS, community building with parents as partners, and personalized goals for teachers. The major actions included in the LCAP that ensure a strong culture and fully engaged stakeholders includes Board representation, survey development, review of attendance and attendance interventions and initiatives, engage all members of the school and local community, create partnerships to provide services for scholars and families, and maintain clean and safe facilities.

The activities supported with federal funds will supplement and enhance the Charter School's major goals and initiatives will be professional development on CCSS and NGSS, data-driven instruction, community building, community building, working with struggling and at-risk scholars (SWD, ELs, SED, and FY), culturally competent teaching, collaborative teamwork, personalized goals for teachers to develop targeted coaching and PD sessions; the instructional program that includes differentiation

and personalized instruction, benchmarks aligned to ELD standards, ELD courses, professional development for ELD strategies, explicit EL strategies; and the use of adaptive online programs, small group instruction, up-to-date standards-aligned instructional materials evaluated by the faculty, Response to Intervention (Rtl) and Scholar Support Team (SST), early intervention plans, and afterschool interventions in a tutoring setting. Our Family Liaison, School Site Council, and Family Advisory Council will plan and facilitate community building to parents, respond to the needs of families that includes homelessness and support for foster youth, and create a diverse pool of volunteer opportunities for families.

The decisions made about the use of supplemental federal funds are discussed at the school level through School Site Council. The council discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions take into account the needs of Hayward Collegiate based on scholar achievement data to include SBAC, ELPAC, NWEA MAP, internal assessments, attendance and scholar demographic data to include the significant subgroups of Latino, socioeconomically disadvantaged, scholars with disabilities, and English Learners. This scholar achievement data and scholar demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The increased or improved services supported with federal funds will be evidenced by achievement data for all scholars, English Learners, socioeconomically disadvantaged scholars, scholars with disabilities, low-achieving scholars and foster youth. The LCAP goals were designed for all scholars are to improve proficiency in English, Math, Science and Social Science and to create a strong culture that fully engages stakeholders for scholars in special populations to include English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged scholars (SED), and Scholars with Disabilities (SWD).

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.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's mission and vision and the goals for all scholars are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Family Advisory Council and the School Site Council will review and approve the LCAP prior to submission. During quarterly meetings, the School Site Council will receive quarterly benchmark data (internal assessments and attendance) for all scholars and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the scholars in their class. Each parent will receive updated progress information about the academic growth of his/her child every eight weeks. The Executive Director will present the scholar achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The scholar group data drives decision-making about the use of state and federal sources because the scholars with the greatest need in addition to the scholars who are identified as at-risk are the

scholars who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of scholar achievement data which determines the types of activities that should be provided to increase scholar achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars. The School Site Council, teachers, staff and parents provide input on the core program, then make decisions based on differentiated needs of the scholars based on scholar achievement data and scholar demographic data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Scholar Handbook, reviewing and approving the LCAP at School Site Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review scholar achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and communicated to stakeholders.

There is a collaborative process to make decisions about federal district level funds. Professional Development is very important to ensure the basic program is enhanced by Title II funds. The needs of the scholars determine the needs of Professional Development. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities. Title IV funds are to support scholar and academic enrichment, and is also discussed with the School Site Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council. Parents serve on the Board of Directors, receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages 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 this addendum**.

As previously stated, 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, 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.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

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).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during School Site Council (SSC) and monthly parent workshops. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with SSC. The Charter School distributes the Title I Parent Engagement Policy to all scholars and families in the annual Scholar Handbook provided in English and Spanish. The Scholar Handbook is posted on Hayward Collegiate's website. The Charter School provides parent workshop on topics like internet access and online safety, understanding State Standards and assessments including SBAC, STEP for literacy, NWEA MAP and ELPAC, Title I Parent Rights Meetings, bullying and harassment prevention, how to keep your child safe and successful in our local community. The Charter School provides materials in English and Spanish with simultaneous translation.

The Charter School provides professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. Staff create meaningful opportunities for parents to be involved such as volunteering events, chaperoning field trips and serving as parent leaders. The Charter School embeds parental involvement in the school by offering multiple and meaningful opportunities for parents to volunteer. Parents can volunteer in a multitude of ways – helping the teacher with grading, working with the Office Manager, attending community events or being part of SSC, and attending parent-teacher conferences. A parent also serves on the Board of Directors. Parents are also invited to our weekly Community Huddle where we celebrate scholar work and watch scholars present about their learnings. All of the information regarding these opportunities are presented in English and Spanish, parents are sent schoolwide phone calls and they are also mentioned on our website.

The Charter School integrates parent involvement programs with other Federal, State and Local programs such as having an online parent resources, access to teachers, and grades. The Charter School makes accommodations for parents with disabilities and parents of migrant scholars so that they can actively participate in the school. The Charter School will focus on scholar learning, individual goals for the scholar and investing in families especially parents with disabilities by providing reasonable accommodations for parents and families with disability such as sign-language interpreters, accessibility to online systems with audio or visual enhancements, and physical access to school events. For parents of migrant scholars, the Principal meets with the parents and families of migrant scholars before and after an extended absence from school to help overcome any educational disruption. The process of addressing requests from parents of Title I scholars for additional supports includes a parent conference to review the supports currently being provided to the scholar, what additional supports are necessary to address the scholar's specific needs, and developing a plan to support the scholar if necessary.

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hayward Collegiate will provide strong services to the scholars in addition to personalizing our instruction for scholars and differentiating instruction during whole group instruction as well. Differentiated instruction includes having private one-on-one tutoring sessions during the end of the day in "Intervention and Choice Time" block and working on blended learning programs that are adaptative in their instruction to scholars. These initiatives schoolwide support academically at-risk scholars by increasing proficiency levels in math and reading on NWEA MAP assessments, increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores and SBAC Math scores. The importance of increasing these scores ensures that scholars are meeting or exceeding grade

level mastery which helps close achievement gaps. Title I funds are used to provide one-on-one tutoring sessions and the implementation of a school culture plan that includes consistent behavior and discipline procedures as well as community building aligned to the school values that happens during weekly community assembly, orientation, and morning meetings.

The SSC reviews scholar achievement and makes recommendations for meeting with parents with truant scholars and attendance services. The SSC also will complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.

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.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. Hayward Collegiate has a Homeless Liaison who provides outreach to families to coordinate services to them, get referrals for health, dental, mental health, substance abuse services, and housing services. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful. With reservation funds for homeless education, Hayward Collegiate provides clothing, bus passes to and from school, school supplies, and backpacks to homeless scholars.

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hayward Collegiate Charter School provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that aligned professional learning priorities, design and assessments to content and pedagogy for all scholars, especially significant subgroups of Latino scholars, Socioeconomically Disadvantaged scholars, Scholars with Disabilities, English Learners and Foster Youth. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and scholar outcomes. Hayward Collegiate teachers meet in weekly in professional development sessions to ensure a collaborative learning process for teachers to positively impact scholar learning throughout the school. At Hayward Collegiate, special education teachers and general education teachers collaborate to focus on scholars with significant learning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of scholar learning. The Board of Directors, with input from all stakeholders including the School Site Council, set the goals for the following year

based on scholar achievement, behavior and attendance data, then through a collaborative process, the teachers, parents, staff, administrators and community then determine how to utilize Title II funds to dedicate resources for professional learning to accomplish the goals. This is evidenced by the LCAP. The Charter School utilizes the system of professional growth and learning in alignment with state and federal requirements and resources.

Hayward Collegiate has a system of support for teachers, principals and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of each school year to establish goals that include opportunities for professional growth and development. For clerical and classified staff, they learn to share responsibilities to support each other, attend County-offered job-specific trainings, visit colleagues at other Charter Schools, attend conferences or workshops related to their jobs like paraprofessional, human resources and business management trainings. For new teachers, this may include completing a new teacher induction program, attending SELPA trainings, clearing his/her credential, taking additional classes, completing a Master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, grade level leader, serve on the School Site Council, serve in an advisory capacity on school wide instructional decisions, attend conferences like Charter School Development Center (CSDC), CUE Conference, Next Generation Science Standards (NGSS) or other conferences of their choice decided by the SMART goals and approved by their supervisor, then returning to the school to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, teachers can advance by taking the CSET to become an administrator, completing a Master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential, attend Principal Institutes, and work with a seasoned administrator. Administrators can advance by attending trainings, workshops and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like California Charter Schools Association (CCSA) and CSDC.

The Charter School determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if he/she met or exceeded their established goals, reviews multiple measures of scholar data, and analyzes the data over time. The administrators ensure participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and scholar achievement is realized. Most importantly, the Charter School uses input provided by staff, teachers, and administrators immediately following a professional learning session and then again three months later to determine if professional learning is implemented and sustained.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level through the School Site Council (SSC) and the English Learner Advisory Council (ELAC) that serve as advisory bodies of the school to the Board of Directors. SSC and ELAC provide input on the school program, the activities supported by federal resources, and promote school and community partnerships. The SSC and ELAC discuss academic performance, provide input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the meeting in the fall (October) and at the meeting in the spring (April). The SSC and ELAC complete an annual needs assessment. The parents, staff, and teachers also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process weekly throughout the year, formally quarterly and during LCAP workshops. In the Spring of each school year, the stakeholders develop the professional learning calendar for the following school year. As the teachers meet in professional development sessions weekly and in depth quarterly, teachers and staff discuss the effectiveness of professional learning as part of the school culture. The decisions take into account the needs of Hayward Collegiate based on scholar achievement data to include SBAC, ELPAC, NWEA MAP, cumulative assessments, attendance and scholar demographic data to include the significant subgroups Latino scholars, Socioeconomically Disadvantaged scholars, Scholars with Disabilities, English Learners and Foster Youth. Further, the SSC and ELAC review the activities specifically supported by Title II by reviewing the professional learning provided, a summary of the initial evaluations, a summary of the three month sustained evaluations and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting goals and improved scholar learning. This scholar achievement data, scholar demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The Charter School evaluates professional learning based on the scholar achievement data, scholar demographic data, and professional learning data. The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the Charter School's professional learning and meeting the goals for all scholars are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The SSC and ELAC will review and approve the LCAP prior to submission to the Board of Directors. During quarterly meetings, the SSC and ELAC will receive quarterly benchmark data (NWEA MAP, cumulative assessments, attendance) for all scholars and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The SSC and ELAC also review the professional learning data. The Executive Director presents scholar achievement data, scholar demographic data, and professional learning data quarterly for all scholars and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The SSC

and ELAC, teachers, staff and parents provide input on the core program, then make decisions based on needs of the school based on scholar achievement data, scholar demographic data and professional learning data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Scholar Handbook, reviewing and approving the LCAP goals, actions and services at SSC and ELAC, discussing the LCAP goals no less than monthly with teachers and staff as they begin to review scholar achievement data, scholar demographic data and professional learning data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

TITLE III, PART A

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE IV, PART A

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;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hayward Collegiate developed this Federal Addendum in consultation with parent leaders during School Site Council meetings, teachers during professional development sessions, with scholars during Scholar Leadership Council meetings, and with the Leadership Team reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, scholars, staff and administrators complete an annual needs assessment in the development of the annual

LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.

Hayward Collegiate is committed to an engaging and supportive learning environment that supports academic achievement through social emotional learning and safety training. Hayward Collegiate is dedicated to providing a safe, healthy supportive drug-free environment that promotes academic achievement through structured discipline policy, education, and prevention. The Charter School follows a rigorous calendar of staff training, safety team meetings and professional development. In order to ensure that the scholars are safe and healthy, the Charter School provides professional development to ensure scholars are healthy and safe. Hayward Collegiate also has a Scholar Services and Support Coordinator who will ensure that all scholars receive support they need. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

Scholars will use Lexia and ST Math for reading and math that is a blended learning platform to ensure every scholar is met at their instructional level. The goal of using this technology to supplement the core program ensures that personalized instruction is provided.