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 Leadership Public Schools - Hayward:

Given that Leadership Public Schools Hayward is a schoolwide program serving 62% unduplicated students (62% FRL), we have focused, aligned and extended those aspects of our program that most clearly relate to the purposes of the specific federal programs. For Title I, we have focused the funds on two 9th grade courses designed to accelerate the achievement of our students who come in below grade level: Navigate Math and a Reading Intervention. We have focused additional Title I along with our Title II and Title III funds

https://www2.cde.ca.gov/capfas/program/view/8517
on providing professional development to help teachers better support and differentiate for English Learners. Our Title IV program supports the development of student leadership and student culture.

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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 Leadership Public Schools - Hayward:

The data review and planning process for the federal funds under ESSA were conducted as part of the overall planning process to ensure alignment of these initiatives. This was particularly important because LPS Hayward is a Title I Schoolwide program with 62% of the students qualifying for free or reduced lunches. 8% of the students are English Learners with an 54% classified as RFEP. While the data review and action planning for the federal programs spanned all State and Federal categories of funding, the actual expenditures under these programs were above and beyond General Funds and State LCFF funding.

APPROVED BY CDE

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.

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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 Leadership Public Schools - Hayward:

LPS has expanded Parent and Guardian engagement during the 2018-19 school year, including efforts to seek parent/family input in critical decisions for the schools. It is important to the school and network to recruit, promote and engage families and to continue to ensure that all stakeholders feel welcomed and valued. The school has several staff roles that have been tasked with building stronger partnerships with the parent stakeholders, and will in future plan to build parent leadership to improve the level of capacity for parents to be true collaborators with the school should have a very positive impact on student outcomes and increased attendance.

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

Response from Leadership Public Schools - Hayward:

LPS will also continue to develop and refine existing communication and promotion tools targeted towards parents. Examples of planned efforts to increase Parent Involvement are: continuing to provide more
opportunities, training (train the trainers model) and support for meaningful, mission-aligned activities through parent education opportunities and staff support that results in a "good" to "excellent" level rating on the end-of-year parent survey in April; and by promoting Parent involvement on the School Site Council, English Language Advisory Committee, Board of Directors and Parent Guardian Group. LPS also plans to continue increasing communication with parents via parent newsletters, electronic communications and automated telephone messages that result in achieving a measurable increase in the level of participation by the end of the school year.

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 Leadership Public Schools - Hayward:

SWP: As a SWP, LPS provides increasingly intensive interventions for foster students, chronically absent students, and other vulnerable populations by utilizing the Response to Intervention framework. LPS has a Coordinator of Tiered Support Services, in addition to interventionists and student Alleys who provide case management, academic mentoring and in-class support. LPS provides core-day intervention programming and one-on-one support for Tier 2 and 3 students. Additional supports include a site-based SARB process which includes school counselors, mental health clinicians, community members and advocates to provide support to students struggling with attendance. Advisors, teachers, clinicians, social workers and other staff members collaborate to provide wraparound services for students. LPS school priorities incorporate instructional and SEL strategies that are designed to support engaging students with relevant and rigorous academic opportunities, which supports students in developing a life dream in connection with their academic progress.

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 Leadership Public Schools - Hayward:

N/A

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 Leadership Public Schools - Hayward:

LPS provides increasingly intensive interventions for homeless students, foster students, chronically absent students, and other vulnerable populations by utilizing the Response to Intervention framework and our Tiered Support Model of Services.
LPS has an Intervention Team, in addition to interventionists who provide case management, academic mentoring and in-class support. LPS has a Coordinator of Tiered Support Services, in addition to interventionists and student Alley who provide case management, academic mentoring and in-class support. LPS provides core-day intervention programming and one-on-one support for Tier 2 and 3 students. Additional supports include a site-based SARB process which includes community members and advocates to provide support to students struggling with attendance. Advisors, core-day teachers, clinicians, social workers and other staff members collaborate to provide wraparound services for students. Each student is served by an intervention counselor who follows the child throughout their time at LPS, and coordinates wrap-around services to ensure student success.
LPS’s approach to student development includes engaging students with social-emotional curriculum that is relevant and rigorous, which supports students in developing a life dream in connection with their academic progress.

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 Leadership Public Schools - Hayward:

Response from Leadership Public School:
At this time LPS does not serve students who would fall under early childhood education programs, we are a designated High School only school.

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 Leadership Public Schools - Hayward:
Response from Leadership Public School:
LPS has implemented various strategies to facilitate effective transitions for students from middle school into high school by offering a Summer Bridge Program which provides an opportunity to administer diagnostic assessments, and orientation to a college going culture; where there is planning and goal setting for high school. Additionally, all student create a to postsecondary educational portfolio in which they collect academic artifacts over the four years while maintaining rigorous student achievement documents and measures.

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 Leadership Public Schools - Hayward:

All title I funds received are used to implement the various intervention programs to ensure student academic success.

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.

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LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Leadership Public Schools - Hayward:

Response from Leadership Public Schools:
LPS carefully monitors the degree to which teachers are appropriately assigned and fully credentialed by working closely with the LFS HR department.
Not Applicable - LEA is a charter school.
Per the California Department of Education all LEAs applying for ESSA funds must complete this section of the LCAP Federal Addendum. This provision requires LEAs to analyze and compare data across school sites and therefore charter schools and single-school districts are not required to provide a substantive response.

APPROVED BY CDE
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Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Leadership Public Schools - Hayward:

For all teachers, on-going Network-wide Professional Development focuses on meeting the needs of diverse learner profiles, including Emerging Bilingual students. In course content, grade level, and other groupings, teachers design scaffolds to allow for increased access and success with rigorous work for Bilingual Students. Teachers interrogate common, collaboratively-designed assessments for access and revise assessments to allow students to show what they know and can do. Performance Assessments are designed to encourage deeper learning and develop Collaborative, Interpretive, and Productive language. English Language Development teachers attend the WestEd ELA-ELD Framework Intensive Summer Institutes. These teachers engage in data analysis and reflection around the California ELD Standards, student writing, and other formative assessments. At a minimum of six times a year, they collaboratively plan for their students' needs.

Enhanced Instructional Opportunities

https://www2.cde.ca.gov/lfaps/program/view/8521
ESSA SECTIONS 3115(e)(1) and 3116
Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Leadership Public Schools - Hayward:

Leadership Public School place students in classes based on their ELPAC levels (where applicable). Additionally, the ELD Coordinator monitors the progress of newly reclassified students four years after their formal reclassification. LPS, through their English Language Development Coordinator and the implementation of a structured English immersion program has been able to successfully reclassify a high number of English Language students as being English proficient. English Language Development instruction occurs within our intervention model. During this time, students receive designated instructional support. Integrated English Language Development occurs during the normal core day, as all English Language Learners (ELs) are enrolled in Structured English Immersion Classes. Additionally, Middle School ELs receive targeted support during Saturday Academy. Additional intervention supports have also been reviewed and put into place through LPS’s Academic Intervention Support team. This team, through the use of data, has identified the current academic assessment of where our English Learning students are struggling in order to support administrators and teacher leaders to provide instruction that meets the specific needs of the ELs they serve.

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.

Response from Leadership Public Schools - Hayward:

62% of our students come from homes where English is not the first language. Instructionally and in terms of family engagement and school culture, LPS recognizes and builds on the assets of multilingualism and multiculturalism as part of 21st Century College and Career Readiness. We purposefully build feelings of belonging around our students’ identities (through Freshman Retreat, Advisory blocks, regular cultural and individual celebrations) and work to strengthen and expand these identities as we grow our students’ academic language development and overall readiness for college and career paths that will enable them to lead choice-filled lives. We rely on multiple measures to match our identified English Learners with the optimal instructional program. ELPAC, MAP, local benchmarks, and measures such as E.L. Achieve’s "Gapfinder" and the Language Analysis Framework for Writing are employed as placement diagnostics.

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)(C), 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.

Response from Leadership Public Schools - Hayward:

An important component of our mission is to create access to core content for all students. Access to the core content is facilitated by:
- thematic approaches to content
- a variety of instructional inputs including, for example, video and varied text sets as catalogued in the Common Spine
- a variety of assessment formats including performance assessments of varied length and complexity
- consistent, on-going formative assessment and feedback to students
- cooperative learning structures increase access to the curriculum and give students multiple opportunities to interact in meaningful ways with content and one another
- support in the student’s first language as appropriate
- explicit attention to academic discourse forms and vocabulary (integrated ELD)
- setting learner-specific expectations and goals appropriate to the student’s stage of language development
- constructivist instructional approaches such as the reading-as-problem solving approach of Reading Apprenticeship and cooperative learning structures increase access to the curriculum and give students multiple opportunities to interact in meaningful ways with content and one another.

The English 3D Curriculum allows Long-Term English Learners to benefit from Designated ELD focused on augmenting Academic Language, particularly Productive forms. Beginning and Intermediate ELD courses use National Geographic's EDGE Curriculum to support thematic vocabulary development, reading in many different genres, and learning about how English works.

Title III, 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.

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Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from Leadership Public Schools - Hayward:

The $10,000 of LPS Hayward Title IV funds will be used to support the Freshman Leadership Retreat. At the retreat incoming 9th graders spend two days and a night at UC Santa Cruz becoming oriented to the LPS core values and college going vision. The retreat includes team-building challenge activities and
provides an opportunity for students to build relationships with the staff and students in their four-year Advisory.

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.

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