

**JOINT
WORKSHOP
SESSION**

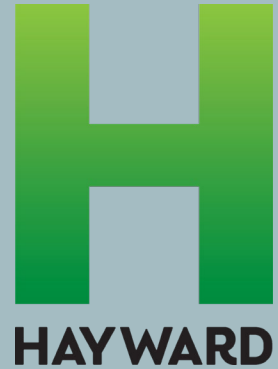
**OF THE
CITY OF HAYWARD
AND
HAYWARD UNIFIED
SCHOOL DISTRICT**

SEPTEMBER 14, 2021

PRESENTATIONS

Joint Workshop Session
of the
City of Hayward
and the
Hayward Unified
School District

September 14, 2021



Workshop Overview

Focus Areas

- Equity and Anti-racism
- Social-Emotional Learning and Mental Health
- Literacy

Agenda

- Staff presentations with no more than five minutes of clarifying questions after each presentation
- Public comments
- Small group discussion on each focus area
- Whole group share out
- City Council and Board comments



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Workshop Agreements

As this is a new format for engaging with City Council and Board colleagues, we are offering the following agreements:

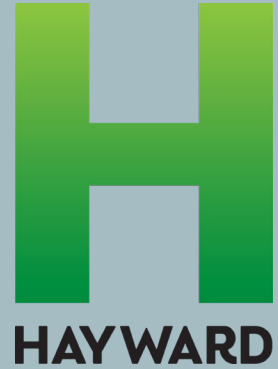
- Step up, step back (“What do you think, _____?”)
- Have grace with each other (“Thank you for your hard work on ... ”)
- Take an inquiry stance, ask questions (“I am curious about ...”)
- Honor multiple perspectives (“I appreciate _____’s view that ... I want to add that...”)
- Respect time allocation



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Equity and Anti-racism in the City of Hayward and the Hayward Unified School District



Dr. Candace Cofield, HUSD
Administrator Equity and Antiracism

Laurel James, COH Management
Analyst

Shane Safir, Safir and Associates





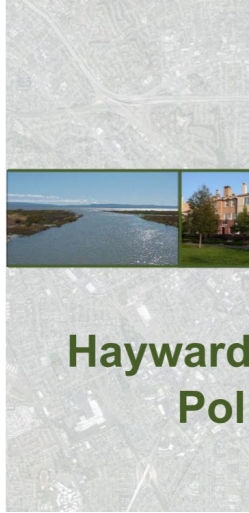
Diversity, Equity, and Inclusion Work in the City of Hayward



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Hayward's Evolving Commitment to Diversity



The Commitment (CIECC)

Attachment III

**Commitment for an
Inclusive, Equitable, and
Compassionate Community**



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Government Alliance on Race and Equity

- National network of governments and employees working to achieve racial equity and advance opportunities for all
- City of Hayward joined in 2019
- 30 staff participated in two year-long learning cohort trainings to:
 - Understand government's role in creating, maintaining, and dismantling racial inequities
 - Learn how to use and apply racial equity tools to government projects, programs, and policies



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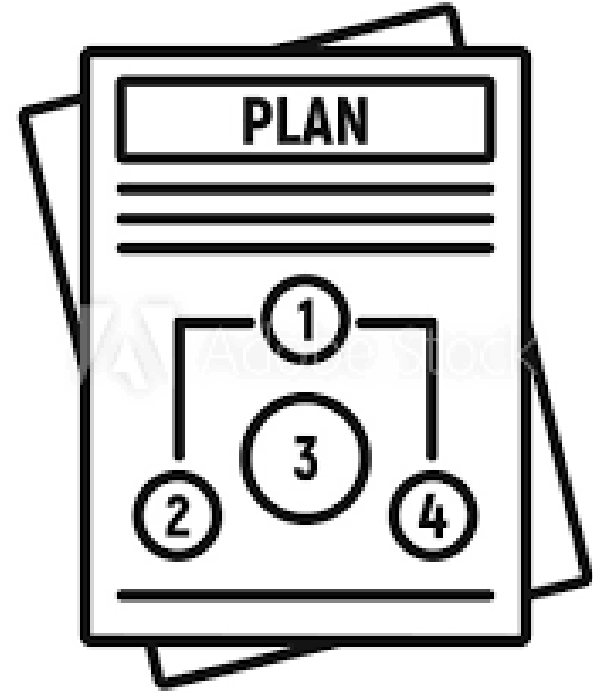
The Racial Equity Action Plan

Guiding Vision:

"All people in Hayward are happy, healthy, and safe. Race is not a factor in determining the course of one's life."

Three Main Components:

- Organizational Change;
- Hiring, Retention, and Promotion;
- Service Provision



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Select Recent Accomplishments

- Job Description Amendments
- Social Services Funding Process
- Navigation Center Referral Policy
- Let's House Hayward! Strategic Plan
- Pandemic Response
- Community Conversations on Public Safety and Public Safety Policy Innovation Workshop
- Racial equity training for Boards & Commissions (ongoing)
- Expanded language access (ongoing)



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Select Ongoing Work

- Equity in Budgeting, Capital Improvements, & Resource Allocation
- Parks & Recreation Equity
- Microenterprise Grant Program
- Housing Element Update
- Bookmobile Deployment
- Digital Divide (deepening partnership with HUSD)
- Boards & Commissions Recruitment
- Work with Safir & Associates to support RE/DEI work



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Next Steps

- Expand staff racial equity and implicit bias training
- Incorporate racial equity into annual Boards & Commissions training requirements
- Learning sessions for City Council
- Continued implementation of Public Safety and Strategic Roadmap projects
- Continue to build capacity among personnel and systems (data, policies, etc.) to support racial equity work
- Expand partnerships with community & other local agencies



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Equity and Anti-Bias/Anti-Racism (AB/AR) Policies Implementation in HUSD





Strategic Plan 2019-2022



Our Vision

Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

Core Values

- H** Equity
- H** Well-Supported Staff
- H** Integrated Partnerships
- H** Collaborative Leadership
- H** Data-Informed Decisions

Our Mission

We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.



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HUSD Commitment to Equity and Anti-racism



Anti-Racism Policy

Hayward Unified School district is committed to establishing and sustaining a community that shares a collective responsibility to recognize, interrupt, dismantle, and eliminate actions, decisions, and outcomes that result from and perpetuate racism. The district rejects all forms of racism as destructive to the district's mission of educational equity.



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Starting with Staff

Professional Development (PD)

- Ongoing district-wide PD on Anti-bias/Anti-racism (AB/AR) AB/AR (10-12 hours completed)
- *A Made in Hayward* approach led by district staff
- Created safe and brave spaces for reflection to support courageous conversations



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Focusing on Students

Student Voice and Leadership

Students have access to AB/AR leadership programs through which they add student voice to policy implementation via the SLAM or Student Leadership Anti-racism Movement Program

As one student put it simply, *"I feel more comfortable now talking about racism or bias."*



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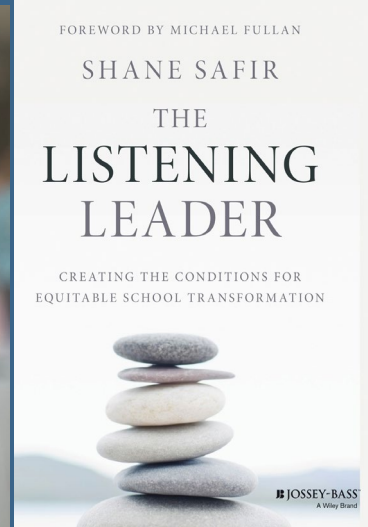
Focusing on Families

- Family, Student, and Staff surveys
- End-of-Year Community Input Equity Surveys
- Coordination of Services Team (COST)
Specialists at each site support collaboration with local agencies and community groups to provide services



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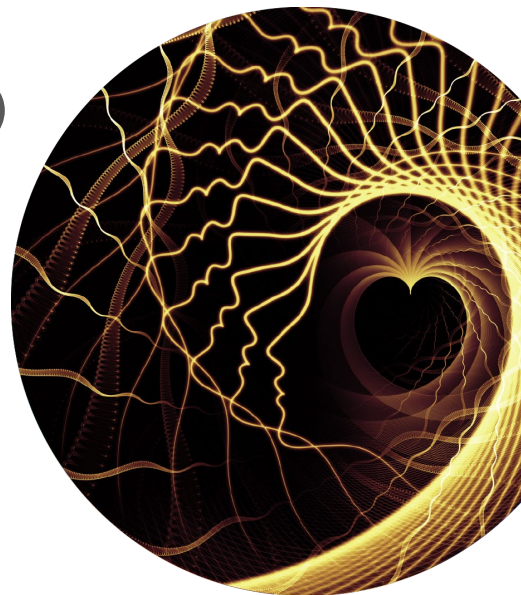


Targeting the Classroom

Equity Pilot Schools

(Shane Safir and Associates with Dr. Jamila Dugan)

- Four schools develop innovative approaches to make progress on common outcomes across the schools in service of shared learning.
- The school staff shares their learning, including impact and outcomes, in a public forum once or twice across the year.



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AB/AR Pedagogy Tool

Antiracist Pedagogy

(ideas drawn & adapted from October 13th Pilot School PD [Padlet](#) exercise)

Begins with...	Looks like...
<ul style="list-style-type: none">• Exploring our identities and relationship to power, privilege, bias• Being mindful of power and not abusing it• Knowing our students' and families' stories• Affirming the cultures of our students• Asking students + families what they need• Ongoing AB/AR learning with a crew• Identifying and dismantling white supremacist practices in our classrooms and school	<ul style="list-style-type: none">• Student work is visible and celebrated• Students present their work and thinking• Materials, classroom and content affirm students' many identities and backgrounds• Every child speaks and feels comfortable sharing their voice• Teacher takes time to get to know every child• Students are in motion and active• Students receive coaching and supportive, wise feedback from teacher
Sounds like...	Feels like...
<ul style="list-style-type: none">• Students do the majority of thinking and talking during the lesson• Students engage in conversations about culturally relevant content• Students collaborate on real-world projects re issues of justice and racism• Students question the text and/or each other as they explore content• Teacher frames the lesson and guiding inquiry questions, then facilitates• Multiple perspectives and opinions being shared and discussed	<ul style="list-style-type: none">• Inclusive: every child matters• Belonging: every child feels loved and seen through an asset lens• Dynamic: a mixture of activities engages all learners• Safe: non-judgmental and welcoming to every type of learner and human• Liberating: students have agency to determine methods that work for them• Warm: teacher is warm, affirming, and conveys high expectations for every child

Areas of Intersection

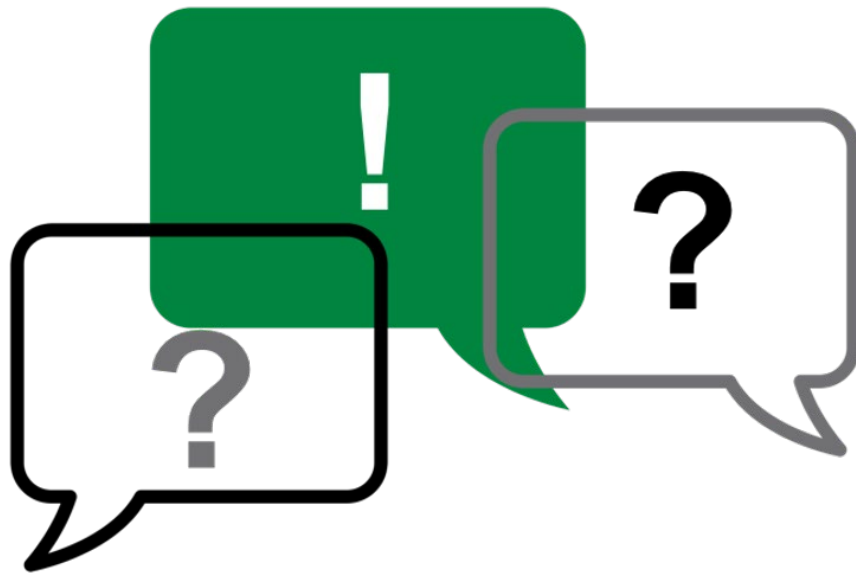
1. Community Engagement
2. Leadership Capacity-Building
3. Culturally Inclusive Literacy
4. Street Data Orientation



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Questions



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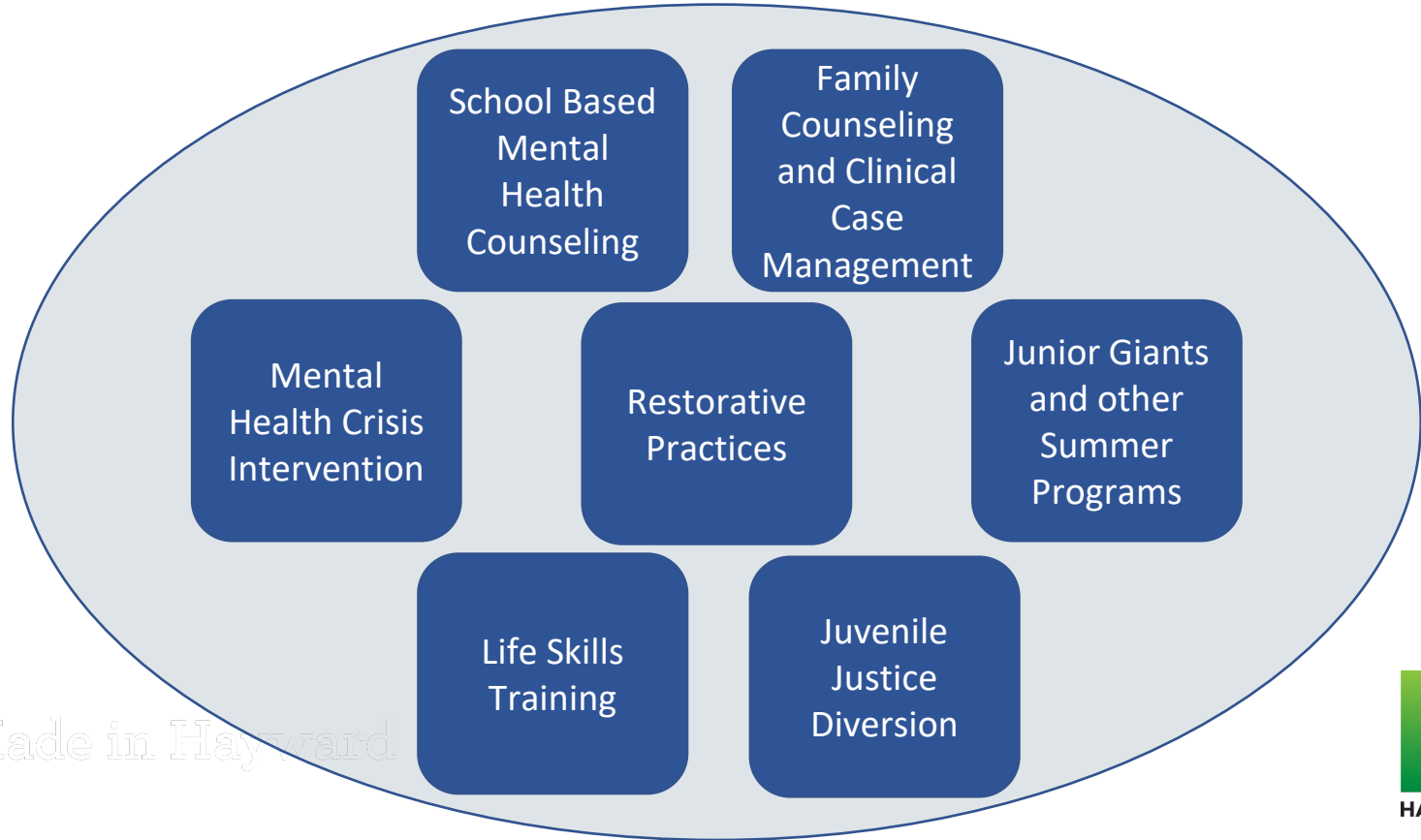
Working Together to Promote Social Emotional Learning and Mental Health

Chien Wu-Fernandez, Associate
Superintendent, Student and Family
Services

Emily Young, Psy.D.,
Administrator, Youth and Family
Services Bureau



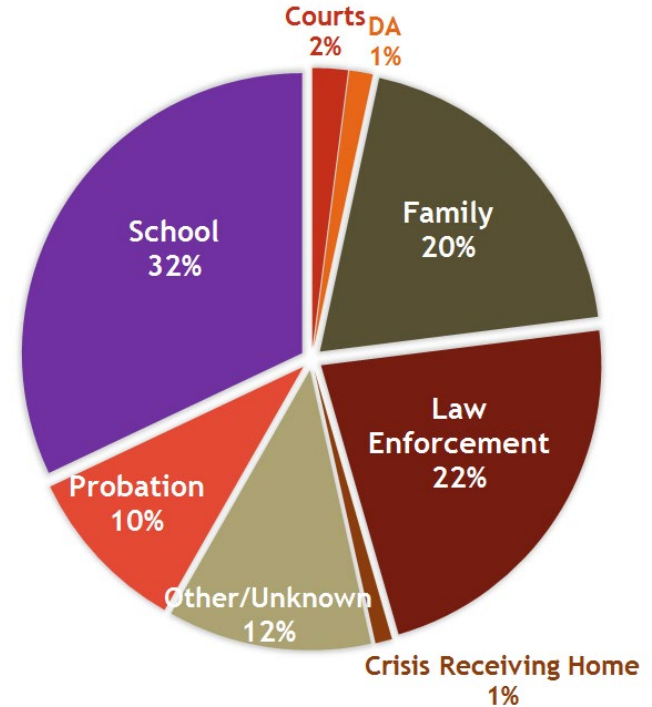
YFSB Integrated Prevention Programs and Mental Health Services



YFSB Services Available to All

Services available to all Hayward youth and their families at no cost, regardless of insurance or immigration status

No wrong door – referrals come from many places



FY18-21 Referral Sources



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Relationship Centered Schools

Increase student access to social-emotional supports with a focus on equity



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Strategic Plan 2019-2022



HUSD's strategic plan is driven by community input, developed by community leaders, and focused on the following priorities and actionable goals.

Deeper Learning

Increase opportunities for students, particularly underserved students, to think critically and master academic content by engaging them in ways that are culturally and linguistically responsive

- Train for culturally responsive teaching
- Pilot two deeper learning experiences in the class per year
- Develop a site-based continuous improvement process
- Develop systematic early intervention in math and literacy
- Increase access to deeper learning opportunities for African-American students
- Attract and retain highly-qualified staff to implement deeper learning experiences

Relationship-Centered Schools

Increase student access to social-emotional supports with a focus on equity

- Equitably distribute student support services
- Train for equity, implicit bias, and positive relationship-building
- Develop non-traditional parent engagement opportunities
- Convene advisory teams that includes multiple stakeholders
- Expand parent education and engagement

Service Excellence

Provide positive experiences at our sites for our diverse community

- Recruit and retain staff who reflect our students' ethnic and linguistic diversity
- Create a welcoming environment at our schools and the district
- Train staff to provide quality service to all
- Establish and communicate customer-focused timeline for major services

Operational Sustainability

Implement facilities, safety, and technology plans that are equitable and sustainable

- Conduct facilities analysis to maximize resources that better serve the community
- Create a need-based, equitable facilities plan
- Create a need-based, equitable technology improvement plan
- Develop and implement training for safety and emergency operations plan





Focus on Social and Emotional Learning

Social and emotional learning, (SEL), is an integrated approach allowing adults and students to develop fundamental skills and competencies needed to thrive in school and in life.

Including:

- Managing emotions
- Making responsible and caring decisions
- Creating trusting learning environments and collaborative relationships
- Establishing and maintaining supportive school-family-community partnerships

that ultimately improve academic and life outcomes.

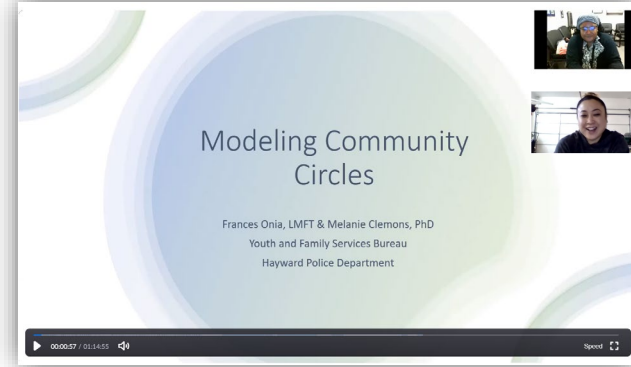


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District Wide City and School District Collaboration

- Social Emotional Wellness Leadership Team
- Alignment and Coordination of SEL and Mental Health Resources to create Relationship Centered Schools
- Crisis Response Subcommittee



Meeting the Challenges of 2020

- ★ Creating Community using Restorative Practices
- ★ Supporting Staff Wellness and Self Care
- ★ Connecting Students, Families and Staff to Mental Health Services



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Coordination of Services Team - COST

(COST) is a system for managing and integrating various learning supports and resources for students

COST teams are at all sites to identify and address student needs holistically and ensure that the overall system of supports works together effectively to support the student

Possible Participants of a COST:

- COST Specialists
- Afterschool Providers
- School Counselors
- Principal and/or
- Assistant Principal
- Family Engagement Specialist
- School Nurses
- Special Education staff
- Teachers and other school staff
- Mental Health Providers
- School Health Center staff



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Partners that Currently Support HUSD Students in a Variety of Ways

- Hayward Promise Neighborhoods
- Alameda County Health Care Services Agency
- Community Child Care Council of Alameda County
- City of Hayward Youth and Family Services Bureau
- Eden Area Regional Occupational Program
- Chabot College
- California State University East Bay
- Project Eden
- La Familia
- Tiburcio Vasquez Health Center
- Eden Youth and Family Center
- East Bay Agency for Children
- STARS Behavioral Health Group
- Fred Finch Youth Center
- Seneca Center
- Alameda County Crisis Support Services



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Site Based Mental/Behavioral Health Support in HUSD

- **21** HUSD Intervention and Prevention Counselors
- **5** Behavior Specialists
- **26** Mental Health Clinicians Medi-Cal funded (for students with Medi-Cal only- partnership with Alameda County Behavioral Health Care Services Agency)
- **7** Counselors funded by Alameda County Health Care Services Agency (includes 3 FTE Hayward YFSB Clinicians)
- **1** FTE Hayward YFSB Clinician funded by HUSD
- Counseling **Interns** from multiple universities



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YFSB Partnership on School Sites

- YFSB School Based Clinical Consultants provide direct service at **10 sites**
- **COST** participation at all middle and high schools
- Focus on **school climate** and the social emotional learning needs of all students
- **Flexible funding** to provide what's needed – not limited by Medi-Cal
- Coordinated **crisis response** in the aftermath of tragedy



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YFSB School Based Services By the Numbers

- **4.0** FTE Mental Health Clinicians
- **3874** unique individuals served (Students, Family, Teachers, School Administrators, Other Providers)

Funding Source	Amount
HUSD	\$120,000
Alameda County CHSC	\$220,000
Medi-Cal Administrative Activities	\$150,000
City General Fund	\$110,000

Type of Service	Number Served AY20-21
Individual Clients	127 students
Group Clients	291 students
Student and Family Case Management	73 individuals
Classroom Support	35 hours
Consultation to Staff and Admin	363 hours
Community Partner Collaboration	32 hours
District Wide Professional Development	419 staff



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New Ways of Working Together in 2021

YFSB services will be offered at the HUB starting in September 2021

Adding YFSB interns to provide services at some sites

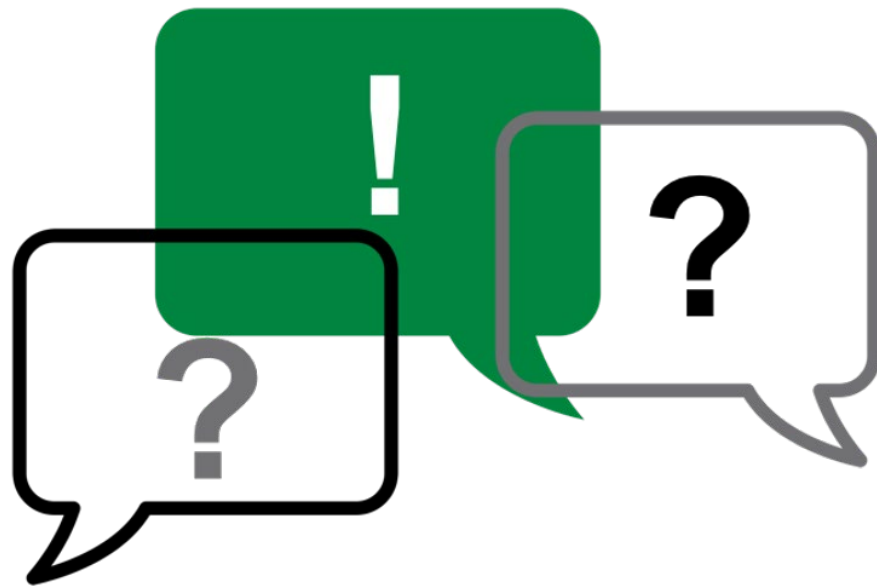
Updates to crisis response protocol



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Questions

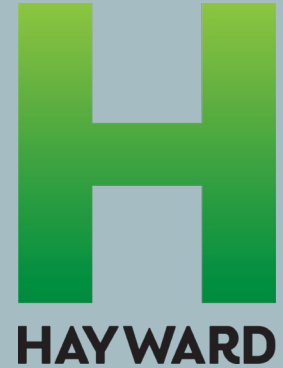


Literacy and Academic Support

Dr. Lisa Davies, Assistant Superintendent
Educational Services

Hector Garcia, Director Curriculum,
Instruction, and Assessment

Lindsey Vien, City of Hayward
Educational Services Division Manager



Current Literacy Trends

Adult Illiteracy Rates in the US mirrors Hayward trends

- 43 million adults in the United States cannot read, write, or do basic math above a third-grade level
- Less than 10% of adults in need are receiving services
- Children from immigrant families now account for 1 in every 4 young children in the United States
 - 1-in-5 among immigrants, only half (53%) are proficient English speakers
- 60% of Hayward residents speak another language other than English at home

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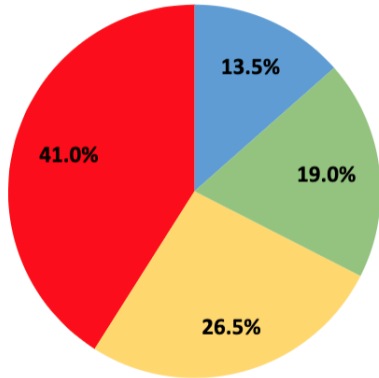
The Cycle of Family Literacy

When programs are known to provide appropriate language support and resources, parents in the community are eager to enroll in order to access not only high-quality, relevant care for their children, but also parent- focused opportunities

Continued Need for Literacy Support

HUSD ELA Performance by Grade (CAASPP 2017-19 Average)

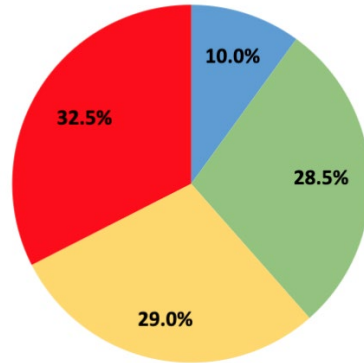
3rd Grade



32.5%

**Met or Exceeded
Standards**

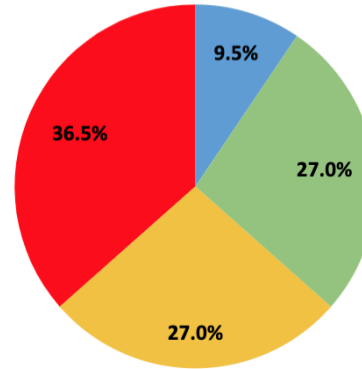
6th Grade



38.5%

**Met or Exceeded
Standards**

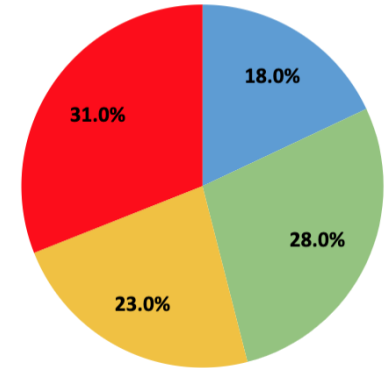
8th Grade



36.5%

**Met or Exceeded
Standards**

11th Grade



46%

**Met or Exceeded
Standards**



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Exceeded



Met



Nearly Met

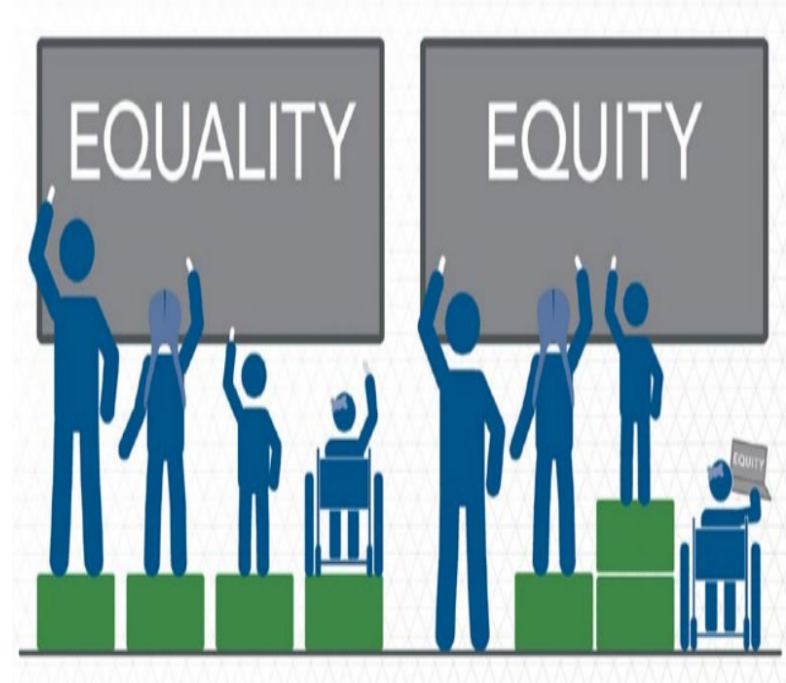


Not Met



Literacy & Equity

- Proficiency in literacy is a leading indicator of:
 - Academic success
 - Informed decision-making
 - Improved self-esteem
 - Personal empowerment
 - Greater economic opportunities
 - Active participation in local and global social communities
- Literacy is the gateway to lifelong learning--without equity in literacy education, achievement gaps will persist.



Teaching Literacy = Equity in Action



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Collective Impact & High Alignment of Services

To improve family literacy skills, HUSD establishes innovative and strategic partnerships with community stakeholders to provide additional support services to HUSD students/families

- Benefits of Collaboration:

- Increases the level of supplemental support services offered to students/families
- Expands breadth of additional partnering agency support
- Increases access to federal, state, and local funds
- High alignment of services, where students receive intentional support
- Smaller group interaction/intervention
- Collaborative networks to move conversations deeper into the community



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Strategic Partnership

Hayward Public Library

- Eliminated fines for all overdue/late charges
- HUSD students have access to HPL's e-books via SORA app with school I.D. card
- Library Card Drive District wide
- Bookmobile to visit hard-to reach neighborhoods
- Age appropriate book giveaways to build in-home libraries
- Backpack and school supply giveaways
- Tech Lending Library



FREE Family Education Program Services

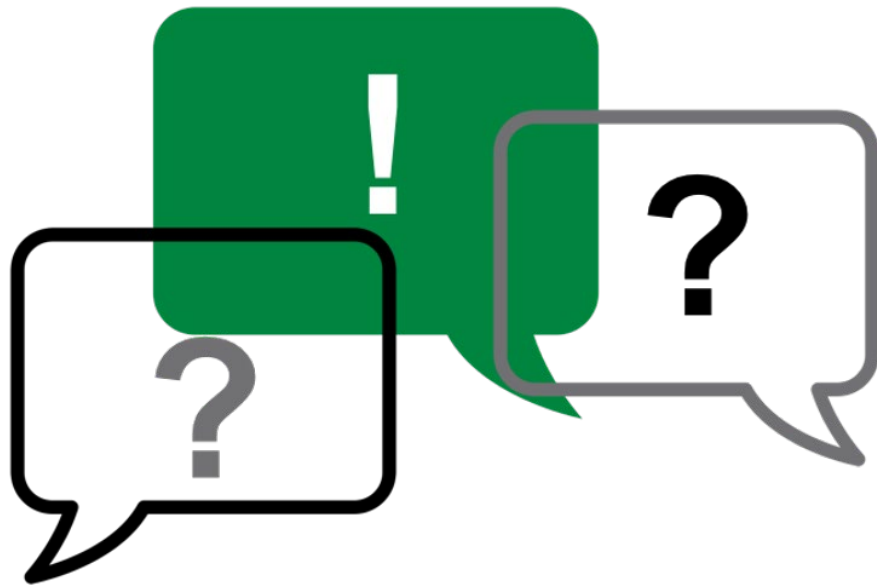
- After-School Homework Support
- Virtual Reading Circles & Storytimes
- Virtual Math Review Circles
- Adult English Conversation Circles
- Adult 1:1 Literacy Tutoring
- Career Online High School
- Access to robust e-resource collections



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Questions



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Workshop Sessions

City Council and HUSD Board Trustees will attend the following sessions:

B.1: Equity and Anti-racism (in this main Zoom meeting)

- Angela Andrews, Gabriel Chaparro, Dr. April Oquenda, Francisco Zermeño

B.2: Social-Emotional Learning and Mental Health (in a separate Zoom meeting)

- Sara Lamnin, Elisa Márquez, Sara Prada, Ken Rawdon

B.3: Literacy and Academic Support (in a separate Zoom meeting)

- Peter Bufete, Barbara Halliday, Mark Salinas, Aisha Wahab

Note: Attendees who wish to attend sessions B or C will need to exit this main meeting, and use the appropriate link to join the session they're choosing. Once that session ends, attendees will need to use the main meeting link to come back into the main meeting.



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THANK YOU



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