

San Leandro Unified School District Local Control and Accountability Plan Federal Addendum 2020-21



Background

San Leandro Unified School District is required to submit a Local Control and Accountability Plan Federal Addendum (LCAP Federal Addendum) to the California Department of Education (CDE) in order to apply for funding from the following Every Student Succeeds Act (ESSA) programs: Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; and Title IV, Part A.

This plan was approved by the CDE and is available here for reference. Revisions will be made as needed, submitted to CDE's Title Program offices, and will be documented here accordingly.

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 San Leandro Unified:

Our 2019-2020 LCAP has commitment to services such as English Learner curricular resources, ongoing training on EL instructional planning and delivery, a truancy intervention unit, a powerful data management and reporting system (i.e. Tableau) to inform decision making for academic and behavior interventions based on demonstrated need, priority access in enrichment programming and improved services associated with the Student Attendance Review Board process.

We explicitly include a new focus on culturally and linguistically responsive teaching in order to ensure our teachers are trained on how to deliver instruction in a relevant, responsive way for English Learners and our minority student groups. We identify a focus on systematic language development, intervention for both behavioral and academic needs, and targeted enrichment so that our students furthest from opportunity can access academic success equitably.

Our federal funds help us enhance these goals by using Title I funds to target intervention supports for our both struggling students, using Title II funds to increase professional development opportunities for staff and new teacher quality towards these goals, and Title III to provide targeted supplemental materials and intervention support for English Learners and Newcomers. Title IV funds will be used to support interventions focused on academic and behavioral goals that improve school climate and achievement.

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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 San Leandro Unified:

Through our LCAP community engagement process, the DELAC, ELAC, and SSC members from our schools alongside central office managers who manage federal funds, play critical roles in ensuring that funding received through federal program (Titles 1-3) and grants are reflected in the final LCAP so that our community can see the whole picture of how our district vision and programs are funded. Our school site principals via their SPSAs, align their site based federal funds to enhance programs that are already aligned to our LCAP goals and priorities- which are clearly articulated in our district strategic plan.

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LCAP Federal Addendum System

Title I, Part A

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

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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 San Leandro Unified:

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students. See box below for detailed action plan.

The LEA actively engages with families and parents in jointly developing the Targeted Support and Improvement Plan by conducting a data analysis of the California Healthy Kids Survey with parent leadership groups as a way to identify and address areas of need that will help improve the academic proficiency status. The LEA hosts opportunities to engage in data dialogues with the most recent data dashboard results, to get specific

feedback on the areas that need most improvement for the site.

The LEA supports the school site with increasing the participation of the site's targeted parent leadership groups such as the English Language Advisory Committee (ELAC), School Site Council committee(SSC) and the Parent Teacher Association to participate in the co- construction of the ATSI plan. The LEA has increased participation by providing targeted outreach to families of English Learners as they make up the majority of the population.

The LEA assures that the process for participating in the development of the ATSI plan is accessible to the parent community and supports linguistic needs present. The LEA determines dates that identify the process for participating in the development of the ATSI plan.

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

Response from San Leandro Unified:

****SLUSD Revisions Below****

The LEA Parent and Engagement Policy was developed through a collaborative process with our parent engagement groups, namely a Parent Advisory Committee that represents parents of the following student groups: Title I, English Learner, Homeless, and Students With Disabilities. This group engaged a series of meetings with the Assistant Superintendent and Title I program specialists in order to identify best practices for parent engagement and empowerment. The policy was then approved by the Governing Board and distributed to school sites via site managers. The policy has been translated into multiple languages. It is also available in the district's multi-lingual parent-student handbook which is distributed to all families in the district each year.

In order to build district staff capacity in implementing quality parent engagement, all district leaders receive ongoing training on improving parent and community engagement. In order to prepare for the 2019-20 school year, district staff read "Beyond the Bake Sale" and are using the frameworks from the text to conduct inventories, alongside parents and support staff, at their sites as to the quality and depth of current parent engagement. Each site's SPSA contains goals and action items related to improving parent engagement based on the findings from these inventories. The district is working alongside parents so that the aforementioned parent engagement programs can be refined to be more effective and purposeful for families of specialized groups such as students with disabilities, migratory children, homeless students, and foster youth. This year, families have received

specialized workshops on topics such as immigration assistance, working with students with behavioral challenges related to IEP's, and how to access community based health resources for their families. The content of these workshops then feeds into professional development activities for teaching and support staff to further develop the capacity of the organization. All district meetings and parent engagement events include interpretation services and have available child care

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SLUSD actively engages families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students. We have a dedicated resource at every site to building strong relationships with families and school, and increasing the web foothold of the district. The district and school websites are hubs for information. They are updated regularly and maintained to communicate efficiently with the community.

Community and Public Relations are vital to the success of a school district. In the three years, we have seen increased parent participation at school sites, have a dedicated resource at every site to building strong relationships with families and school, and are increasing the web foothold of the district. The district and school websites are hubs for information. They are updated regularly and maintained to communicate efficiently with the community. The parent facilitators have bridged the gap between home and school and consistently provide parent education opportunities, particularly for families who have been historically marginalized by schools. School Smarts Academy, a parent engagement program exposes a wide range of parents to the big picture of how the education system works, and empowers them to maximize the success of their own children and schools. Our ELAC, SSC and DELAC participation by parent leaders has substantially improved and have become institutionalized structures that promote parent leadership and voice. Currently, we are planning a Parent Learning Institute focused on engaging our underrepresented families, by providing workshops to address college and career resources, parenting skills, health and wellness and financial literacy.

SLUSD has also adopted a two-way communication platform, ParentSquare, which allows families to have more systemic, integrated communication with teachers and school administrators. Embedded translation in the program allows parents to send and receive information in the languages they use at home. Districtwide translation into three languages is a standard operating procedure for information disseminated centrally, but ensuring that practice is echoed at each school site is a targeted improvement area for the current school year.

SLUSD increased its survey participation response rate from approximately 200 to nearly 1200 parent responses this past year. Parent leadership structures at the district level continue to be strengthened. Town hall-style engagement events had approximately 100

parent attendees to provide constructive feedback on district success and areas of growth. SLUSD will continue to focus on increased participation for feedback surveys and engagement events through stronger communication channels provided by ParentSquare.

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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 San Leandro Unified:

In an effort to reduce the achievement gap that exists in San Leandro Unified School District, we have worked with our teachers and a consultant to align our benchmark exams with the common core state standards and the new online testing environment. These items were developed with the CCSS/NGSS standards and have the technology enhanced items that are now part of the Summative Assessments. We are also using and training all teachers, support and administrators on our online diagnostic reading and math assessments to help teachers better address students' reading and math gaps. Alongside this effort to monitor progress, we have built better infrastructure for quality teaching and learning by:

District wide professional learning days, led by teacher expert trainers, focused on key shifts and strategies to align current practice and materials to Common Core State Standards (CCSS) and NGSS

English Language Arts teachers K-12 worked in course alike groups to create CCSS aligned curriculum scope and sequence of standards, learning targets, and units/modules for instruction for new ELA/ELD adoption K-12

Mathematics teachers K-12 worked in course alike groups to create CCSS aligned curriculum guides that include pacing of CCSS math standards and aligned formative assessments

Teachers in History, Science and technical subjects received professional development on the Reading standards in CCSS and how to align current standards to CCSS

Middle school science teachers engaged in professional development, unpacking Next Generation Science Standards as they link to key shifts in CCSS, and unit design

English Language Development has been an area of focus districtwide as administrators and teacher leaders have conducted learning walks and subsequent professional development linked to improving consistency of ELD instruction in light of CCSS.

Funds allocated towards technology infrastructure and devices in order to access differentiated learning materials and instructional technology software to meet the needs of students

Teachers have weekly job-embedded collaboration time to design lessons and assessment aligned to CCSS and fused with thoughtful tech integration

Teachers leadership teams and site management engaged in professional learning and walk-throughs in order to take inventory of current progress towards CCS/NGSS teaching and learning strategies

Use of Illuminate data and assessment management system to monitor progress towards new standards and create formative assessments and drive differentiation as needed in our Tiered Strategic Intervention spaces (Reading Academy in elementary, ELA and Math Lab Intervention Courses in secondary) and Intensive Intervention spaces (Inside in elementary and secondary spaces via intervention and RSP specialists)

Launched Project Based Learning training as a core instructional methodology to implement CCSS- all teachers have been trained and systems are in place to train new teachers

Utilized centralized instructional coaches in order to support implementation of CCSS

All schools in the district have dedicated PLC (teacher collaboration) time in order to closely plan, monitor, and adjust teaching for focal subgroups in response to dashboard data

PLC's will engage in collaboration using data from Illuminate and blending learning platforms with a keen lens on our historically underserved students

Our Professional Learning Communities (PLCs) work towards becoming sites of critical friendship by using Critical Friends Protocols to look at data from Illuminate and student work

Expansion of Summer School to include blended learning (online and teacher tutorial) for 9-12th grade students who need extra support in completing graduation requirements or recovering credits

San Leandro Unified School District has joined the Career Pathways Trust Grant and now

has multiple CPT pathways, expanded CTE offerings and dual enrollment courses starting in 9th grade

Library Media Specialists will provide access to literacy enrichment in order to ensure that students in our Title I schools have support services, tutoring, intervention for the literacy needs of students. (revision after LCP community engagement)

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A" //

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

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 San Leandro Unified:

N/A.

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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 San Leandro Unified:

Currently, the SLUSD Homeless Education Program is overseen by the Director of Teaching and Learning and Director of Family and Student Support Services. A program coordinator at the district level serves as our homeless program liaison. At the site level,

eight parent facilitators who work TK-8 serve to ensure coordination of services at the school and classroom level. In our high school, homeless program services students grades 6-8 are served by counselors. This team, across 12 schools sites, works fluidly to serve 160 homeless students and their families.

The following are program objectives and services provided to homeless children and youth:

Ongoing professional development, technical assistance, and advocacy district-wide to ensure federal statutes and district policy are being followed in regards to homeless students in the SLUSD.

Ongoing individual case management

Remove barriers to academic success for McKinney Vento eligible students by providing needed supplies such as records required for enrollment, immunizations, backpacks

Utilize Title 1 reserved funds to purchase emergency school supplies, clothing, transportation, tutoring services, etc.; Host Parent Learning Institute focused on engaging our

McKinney Vento families, by providing workshops to address college and career resources, parenting skills, health and wellness and financial literacy; Provide Staff

Professional Learning at the National Homeless Conference (NAEH)

Continued outreach, collaboration and service coordination with local public and private service agencies.

Educate students and parents on their educational rights.

Promote parent participation in school-related activities.

Continue to provide school stability for eligible homeless students.

Provide a clear process for Dispute resolutions

Provide support for academic success for students who are transitioning to Higher Education

SLUSD has established long term collaborative partnerships with various entities that provide resources that benefit our homeless students and their families. These entities include community-based agencies, shelters, county entities, health providers and faith-based institutions in order to enhance the provision of services that we provide to our homeless students, youth and families. Below is a description of the services provided by each entity and how funding can assist in maximizing the services.

Our collaboration with our local Boys and Girls clubs provide enrichment services to our homeless youth at a reduced or no cost that students can participate in as an extension of their curricular day. Students participate in recreational, enrichment activities and receive academic intervention support that fosters positive social-emotional growth in an extended learning setting.

Students receive counseling services as interventions and participate in afterschool extended day programming.

In partnerships with several shelters in the surrounding area, our students and their families have access to a variety of services that include emergency shelter, support services for runaway at risk and unaccompanied youths, transitional housing programs that provide extended shelter stay to help families live independently and transition into permanent housing. Families are also assigned family and individual case management, receive food services, health, and social services, abuse and mental health services. In some cases, families can be referred to attend residential treatment centers as well as access to alcohol and drug rehabilitation treatment centers.

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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 San Leandro Unified:

N/A

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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 San Leandro Unified:

A) SLUSD has successfully partnered with local community colleges, employers and local business partners through our career pathway grants. Specifically through our graduate profile working group that created a SLUSD graduate profile. Our working group consisted of members from California State University East Bay, OSISOFT, San Leandro Chamber of Commerce, parents, and staff. Quarterly, SLUSD collaborates with our local higher education institutions and local business partners on strategies and programs that support students real-world learning middle through high school. Our high school career pathways directly link to our local community colleges and students participate in college and business tours each semester.

B) SLUSD adopted and implemented the College and Career Seminar course for all 9th graders who are a dual-enrolled course with Chabot Community College. Students in the course will develop a 10-year plan and will have career counseling provided by school counselors and in our Naviance program that identifies students strengths and interests in order for students to develop their 10-year plan.

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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 San Leandro Unified:

N/A

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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 San Leandro Unified:

The district has taken steps to review the equity data to address any equitable access challenges by identifying any inexperienced, ineffective or out of field teachers. We have also identified a goal in our district's strategic plan that provides additional professional learning and support to assure that all requirements are met.

Our personnel services division works closely with our educational services division to

ensure that all of our teaching staff are highly qualified, that is working with the proper authorizations required in their subject area. To date, we do NOT have a disparity in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The district works with the Alameda County Office of Education and the California Commission on Teacher Credentialing to review and ensure that all teachers have the correct credentials for their particular teaching assignment. Personnel Services staff is highly trained in the area of teacher credentialing and attends numerous conferences and workshops each year to maintain a knowledge base in the area of teacher credentialing requirements.

The district completes a Civil Rights Data Collection process biannually, as well as a Title I Comparability report that review teacher experience, class size, and salary data at district elementary sites. Both reports continue to demonstrate that the district continues to maintain equity among its school sites in terms of teacher quality, effectiveness, and class size.

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LCAP Federal Addendum System

Title II, Part A

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Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from San Leandro Unified:

Title II dollars are used to provide professional development support for teachers in the areas of classroom management, how to support students with special needs, and instructional strategies and long-term and short-term planning in all content areas (reading, writing, mathematics, science, social studies, ELD). This professional development and planning support always includes an emphasis on how to differentiate instruction to meet the needs of all learners and include professional learning on all district wide instructional initiatives. Teachers are given the opportunity to attend professional

learning sessions during our district wide professional learning days, during the school day, including after school and in some cases in summer.

We provide all new teachers the opportunity to complete their induction that includes onsite, peer to peer coaching with all content areas including Project Based Learning, ELA/ELD NGSS and technology integration standards. We provide our teachers access to a team of instructional coaches that also provide peer coaching and participate in job alike job shadowing.

Twice a year, the district also offers conference-style professional development days where employees can better their own learning in a personalized format. Additionally, teachers are provided access to an online, asynchronous training format, PEPPER, that allows for them to learn at their own pace and in specialized content areas.

We also use Title II funds for a leadership academy, Aspiring Administrators, that supports future leaders and is fully aligned to our Strategic Plan. Post surveys are given after all sessions. Growth and improvement is measured through the credential clearing program and through our evaluation system. We consistently use survey data, student performance data, and evaluation data to monitor effectiveness of how the Title II funds are being used and revise our plans. An additional survey is the climate survey that is taken annually by all teachers and staff that also informs how we evaluate the use of the services and make adjustments.

Growth and improvement is measured through data collection of teacher and student actions during coaching cycles, through our teacher evaluation system and feedback, and through student performance data. Post surveys are always given after each professional learning session.

For Principals and Other school leaders:

Principals, Assistant Principals, Instructional Coaches, and other school leaders are encouraged to and do attend teacher professional development sessions in order to better understand the content standards, curricular resources, and best practices that are being utilized in the classroom. This supports our leadership with being able to support and provide feedback to teachers. Our assistant principals and vice principals also participate in a professional development academy to develop skills that will make them successful candidates for the principalship covering topics that assist them with building teacher leadership and connecting with families.

Additionally, we offer systems of support for all of our employees from the beginning of their careers as outlined in our strategic plan goals for teach, learn and achieve and engaged collaborative district that are supported in our LCAP. To support advancement opportunities, we partner with outside educational organizations such as St Mary's

College, USC Education, UC Berkeley School of Education, National University and host events for employees that promote professional growth and insure improvement for those who are interested in pursuing educational leadership doctoral and masters degrees.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from San Leandro Unified:

As an LEA we determine funding that prioritizes schools by looking at multiple student data points, as well as climate survey data, which comes from our staff, students and parents. When identifying needs for schools that are TSI and CSI identified schools we further disaggregate the data, dig deeper into the data, meet with site leaders, teachers and staff and the parent community for input and prioritize the strengths of the teaching staff. We then provide the professional development that best fits those needs of those identified sites and follow up with data analyses and classroom site walks to determine next steps. When providing professional development we assess where the ongoing needs are and offer opportunities for grouping teachers and/or schools together based on common needs.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from San Leandro Unified:

The professional development plan for the district is developed with the analysis of multiple data sources. The district reviews the academic performance of all the schools and student groups and decides where targeted professional development would increase performance. Additionally, the district gathers information from key stakeholder groups that includes its bargaining groups, student and family groups, and community engagement activities. This data is combined with the consultations with site administrators, private

school administration, and the community to target the professional development offerings.

For example, the California dashboard results in the fall of 2018 demonstrated a need to reduce chronic absenteeism. The district hired a program coordinator to provide Tier 3 intervention to families by addressing barriers for students being able to attend school on a daily basis. The district also provided professional developments to the school site administrators focusing on Tier 1 and Tier 2 intervention to reduce chronic absenteeism. In addition, the district office provides bi-weekly reports to school-sites to monitor students who are on the watch list or near to meet the criteria of being chronically absent.

The smarter balanced assessment results for mathematics over the past three years demonstrated a need for an updated curriculum and professional development. All mathematics teachers were trained over the course of the last two years on how to use the adopted curriculum.

The district provides all certificated members access to our online professional development platform, Pepper. Teachers and administrators can self-select coursework that addresses their specific areas of growth.

Each professional development day offered by the district includes thorough evaluations of the PD day offerings and areas to collect data on additional needs for future training.

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LCAP Federal Addendum System

Title II, Part A

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Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from San Leandro Unified:

Title II dollars are used to provide professional development support for teachers in the areas of classroom management, how to support students with special needs, and instructional strategies and long-term and short-term planning in all content areas (reading, writing, mathematics, science, social studies, ELD). This professional development and planning support always includes an emphasis on how to differentiate instruction to meet the needs of all learners and include professional learning on all district wide instructional initiatives. Teachers are given the opportunity to attend professional

learning sessions during our district wide professional learning days, during the school day, including after school and in some cases in summer.

We provide all new teachers the opportunity to complete their induction that includes onsite, peer to peer coaching with all content areas including Project Based Learning, ELA/ELD NGSS and technology integration standards. We provide our teachers access to a team of instructional coaches that also provide peer coaching and participate in job alike job shadowing.

Twice a year, the district also offers conference-style professional development days where employees can better their own learning in a personalized format. Additionally, teachers are provided access to an online, asynchronous training format, PEPPER, that allows for them to learn at their own pace and in specialized content areas.

We also use Title II funds for a leadership academy, Aspiring Administrators, that supports future leaders and is fully aligned to our Strategic Plan. Post surveys are given after all sessions. Growth and improvement is measured through the credential clearing program and through our evaluation system. We consistently use survey data, student performance data, and evaluation data to monitor effectiveness of how the Title II funds are being used and revise our plans. An additional survey is the climate survey that is taken annually by all teachers and staff that also informs how we evaluate the use of the services and make adjustments.

Growth and improvement is measured through data collection of teacher and student actions during coaching cycles, through our teacher evaluation system and feedback, and through student performance data. Post surveys are always given after each professional learning session.

For Principals and Other school leaders:

Principals, Assistant Principals, Instructional Coaches, and other school leaders are encouraged to and do attend teacher professional development sessions in order to better understand the content standards, curricular resources, and best practices that are being utilized in the classroom. This supports our leadership with being able to support and provide feedback to teachers. Our assistant principals and vice principals also participate in a professional development academy to develop skills that will make them successful candidates for the principalship covering topics that assist them with building teacher leadership and connecting with families.

Additionally, we offer systems of support for all of our employees from the beginning of their careers as outlined in our strategic plan goals for teach, learn and achieve and engaged collaborative district that are supported in our LCAP. To support advancement opportunities, we partner with outside educational organizations such as St Mary's

College, USC Education, UC Berkeley School of Education, National University and host events for employees that promote professional growth and insure improvement for those who are interested in pursuing educational leadership doctoral and masters degrees.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from San Leandro Unified:

As an LEA we determine funding that prioritizes schools by looking at multiple student data points, as well as climate survey data, which comes from our staff , students and parents. When identifying needs for schools that are TSI and CSI identified schools we further disaggregate the data, dig deeper into the data, meet with site leaders, teachers and staff and the parent community for input and prioritize the strengths of the teaching staff. We then provide the professional development that best fits those needs of those identified sites and follow up with data analyses and classroom site walks to determine next steps. When providing professional development we asses were the ongoing needs are an offer opportunities for grouping teachers and/or schools together based on common needs.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from San Leandro Unified:

The professional development plan for the district is developed with the analysis of multiple data sources. The district reviews the academic performance of all the schools and student groups and decides where targeted professional development would increase performance. Additionally, the district gathers information from key stakeholder groups that includes it's bargaining groups, student and family groups, and community engagement activities. This data is combined with the consultations with site administrators, private

school administration, and the community to target the professional development offerings.

For example, the California dashboard results in the fall of 2018 demonstrated a need to reduce chronic absenteeism. The district hired a program coordinator to provide Tier 3 intervention to families by addressing barriers for students being able to attend school on a daily basis. The district also provided professional developments to the school site administrators focusing on Tier 1 and Tier 2 intervention to reduce chronic absenteeism. In addition, the district office provides bi-weekly reports to school-sites to monitor students who are on the watch list or near to meet the criteria of being chronically absent.

The smarter balanced assessment results for mathematics over the past three years demonstrated a need for an updated curriculum and professional development. All mathematics teachers were trained over the course of the last two years on how to use the adopted curriculum.

The district provides all certificated members access to our online professional development platform, Pepper. Teachers and administrators can self-select coursework that addresses their specific areas of growth.

Each professional development day offered by the district includes thorough evaluations of the PD day offerings and areas to collect data on additional needs for future training.

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LCAP Federal Addendum System

Title III, Part A

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

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

Title 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 San Leandro Unified:

Professional development aimed at supporting the effective, consistent implementation of newly adopted standards in ELD across the content areas occurs in a variety of formats. Staff receive on-site professional development via our instructional coaches and through our online learning platform Pepper which houses learning modules specifically for how instruction for English Learners should be designed and delivered across content areas, grades TK-12, including the intersection with special education. Professional learning on ELD is also included as a strand in the district-wide professional learning days that occur

twice in each academic year.

In order to increase the reclassification rates of English Learners and ensure their access to college going course programming, our staff receives training and professional support in using ELLevation (a student data platform) to monitor effective ELD instructional practices and English Learner progress.

Our staff in specialized programs such as the Two Way Bilingual Immersion also receive personalized training in dual language immersion practices and attend local conferences so they can be part of a larger learning community.

Paraprofessionals that work in dual language programs and work with our English Learners have participated in an ELD para educator professional learning series. This series provided them with training on reading intervention programs and training on understanding ELD standards.

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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.

Response from San Leandro Unified:

As the transition for newcomers requires intensive immersion practice of English language and the learning of U.S. culture, SLUSD aims to help newcomers extend their learning outside of school hours through online learning platforms that provide primary language support (Imagine Learning), services that connect families to free computers and WIFI, and access to summer school intensive language institutes.

The district also closely monitors the students' academic progress and socio-emotional needs to assure that they are provided with additional resources and interventions throughout the academic year as well as participation in summer school targeted for immigrant youth. Additional resources within some learning platforms are allocated so that English Learners who are in the early stages of language proficiency can have additional literacy support.

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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 San Leandro Unified:

The district has committed to improving and expanding the elementary bilingual alternative programming in order to increase student achievement levels while simultaneously promoting biliteracy and biculturalism. The district has established a dual immersion programming at target elementary site(s). SLUSD is operating a dual immersion programming (Two Way Bilingual Immersion) at Washington Elementary. We launched the program in 2017-18, starting with Kindergarten and we expanded the program to grades K-1 in 2018-19. The district level team worked with the school site to engage in feasibility studies, define the program, recruit students, engage families in enrolling, and developing the capacity of teachers to teach in dual immersion programming, and coordinated the purchase of materials and training needed for a successful program. The district has also increased recruitment efforts to support and retain students in the Spanish Biliteracy Pathway program by offering a Bilingual Achievement award at the elementary level similar to the Seal of Biliteracy offered to the graduating seniors. The district is expanding the summer school programming to provide an intensive language academy for identified English Learners and those recently reclassified.

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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.

Response from San Leandro Unified:

The district has increased the amount of ELD Para educator support at schools across the district to assist with the delivery of instruction that best meets the needs of English Learners. An increased amount of supplemental materials that are used for intervention that is available in the students' primary language and in English to promote biliteracy and meeting the expectations for English proficiency. Professional development in the ELA

and ELD standards is also provided to all teachers who have English Learners. Teachers also have access to professional coaching to support them in meeting the needs of this population of students. Students are monitored and in consultation with parents engage in support plans to meet academic goals via an online platform (Ellevation).

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LCAP Federal Addendum System

Title IV, Part A

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

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The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- 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 San Leandro Unified:

San Leandro Unified School District has effectively implemented funds to meet Title IV regulations as defined within the statute. Title IV funding is used in SLUSD as follows:

Activities to support safe and healthy students - \$30,000

Activities to support well rounded education - \$60,000

Activities to support the effective use of technology - \$26,823

Title IV priorities were created based on parent/stakeholder input at LCAP Community Forums (5 district meetings held across the district at 5 different school sites in English, Spanish and in Chinese), parent advisory committees, youth leadership councils, and staff, stakeholder and student surveys. San Leandro Unified School District (SLUSD) used the California Healthy Kids Survey (CHKS) to identify major programming needs for use of Title IV funds. The CHKS is part of the California School Climate, Health, and Learning Survey System, which provides schools and districts with critical information about their learning and teaching environments. It was administered to students in grades five, seven, nine, and eleven, and is part of our comprehensive, data-driven decision-making process aimed at improving school climate and student learning environment. The themes that emerged from these sessions strongly detailed the SLUSD's need to provide students with academic and behavioral services, English Language Learner (ELL) support, and after school programming. Goals not appropriate for title IV funds were supported by LCAP or other funding sources. Title IV funds were used to enhance the student experience and add extra-curricular activities (well-rounded education) and safe healthy student programs. Specifically SLUSD promotes prevention and intervention programs that focus on health, wellness and positive personal and social emotional learning. Many partnerships support Visual and Performing Arts (VAPA) programs such as Arts Integration Professional Development of Studio Habits of Mind and Authentic Assessment through the Arts, and Arts Integration with culturally responsive pedagogy, Health Education through peer-led education classes such as nutrition, fitness and exercise, stress reduction, bully prevention, cyber- bullying and safe digital citizenship skills and awareness courses. Professional development programs are offered to staff on trauma informed practices and building a culture of healing in schools. Partnerships include Kaiser Permanente, Blue Shield Wellness Together, Alameda County of Health, East Bay Agency for Children, San Leandro Boys and Girls Clubs, Native American Health Center and Davis Street. SLUSD also adopted social-emotional learning curriculum and mindfulness lessons to increase healthy minds and body.

Title IV funds will support funding for a teacher on special assignment and an intervention specialist that align Title IV goals of supporting a well-rounded education and activities related to supporting safe and healthy students. Positions directly implement SLUSD's

Multi-tiered Integrated Intervention Support System (MIISS). Our MIISS intended program outcomes is build school's sites COST (Coordination of Services Team) and provide targeted interventions and resources during the school day that support a well rounded education for all students and that ensure school's implement safe and healthy programs for students. Intended outcomes are:

Goal 1: Improve student conduct and behavior.

Goal 2: Increase student engagement and consistent attendance.

Goal 3: Increase academic achievement and provide outstanding educational experiences to all students.

Title IV funds will be used to improve the use of technology to improve academic achievement by providing professional development to educators, school leaders, and administrators with the professional learning tools and resources to personalize learning to improve student academic achievement through STAR Renaissance and Aeries Analytics trainings. These resources specifically will support:

1)personalize learning to improve student academic achievement; 2) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and 3) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.

SLUSD conducts quantitative and qualitative data analyses, as appropriate, to provide performance feedback and allow for periodic assessment of progress toward achieving intended outcomes. All evaluation data will be triangulated to synthesize findings across sources and methods to identify the "who" and "what" as well as the "how" and "why" of program implementation and outcomes of Title IV funds.

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