

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

School Year

2023-2024

Date of Board Approval

April 16, 2024

LEA Name

San Leandro Unified School District

CDS Code:

01-61291-0000000

Link to the LCAP:

(optional)

<https://drive.google.com/file/d/1ZVbXcEyvXA7bi8HI8-SSP5eFpWqgV1Mh/view>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

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

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

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

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

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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

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

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

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Our Local Control and Accountability Plan (LCAP) is comprehensive and prioritizes meeting the needs of all students, particularly English Learners (ELs) and identified student groups.

Title I Funds for Intervention Supports:

We use Title I funds to target intervention supports for struggling students. Programs are additional supplemental instructional resources, tutoring programs, and smaller class sizes aimed at addressing the academic needs of students who are falling behind.

Title II Funds for Professional Development:

We use Title II funds towards increasing professional development opportunities for staff, particularly focusing on universal design for learning, culturally responsive teaching, and linguistically responsive teaching. This ensures that teachers are equipped with the necessary skills to deliver instruction in a relevant and responsive way for ELs and minority student groups.

Title III Funds for English Learners:

We use Title III funds to provide targeted supplemental materials and intervention support specifically tailored for English Learners and newcomers. EL specialists provide support to language development resources, bilingual instructional materials, or additional support staff trained in language acquisition strategies.

Title IV Funds for School Climate and Achievement:

Our Title IV funds are directed towards interventions focused on academic and behavioral goals that contribute to improving school climate and achievement. We implement programs to reduce truancy, enhance services associated with the Student Attendance Review Board process and invest in a powerful data management and reporting system to inform decision-making for academic and behavior interventions.

Our commitment extends to a renewed emphasis on universal design for learning, culturally responsive teaching, and linguistically responsive instruction. This ensures that our educators are equipped to deliver lessons in a manner that is relevant and responsive to the needs of English Learners and minority student groups. Central to our approach is a focus on systematic language development, tailored interventions addressing both academic and behavioral needs, and targeted enrichment opportunities. Through these initiatives, we strive to ensure that all students, particularly those facing barriers to success, have equitable access to academic achievement.

Our utilization of federal funds strengthens our objectives. We allocate Title I funds to provide intervention support for struggling students, invest Title II funds in expanding professional development opportunities for staff, specifically targeting teacher quality aligned with our goals. Title III funds are directed towards supplying targeted supplemental materials and intervention support for English Learners and newcomers. Meanwhile, Title IV funds are earmarked for interventions aimed at enhancing school climate and achievement, with a focus on academic and behavioral goals.

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.

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 1-4) 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.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

As required by ESSA Section 1113 A, SLUSD shall designate as eligible, any school attendance area or school in which at least 35 percent of the children are from low-income schools. The breakdown of students that qualify FRPM from 2022-23:

Garfield = 78.1%
Halkin = 82.5%
Jefferson = 81.2%
Madison = 64.5%
Mckinely = 81.6%
Monroe = 77.5%
Roosevelt = 43.6%
Washington = 64.8%
Bancroft = 76.6%
Muir = 76.6%
San Leandro High School = 70.8%
Lincoln Continuation = 80.4%
San Leandro Virtual Academy = 68.4%

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

Under Section 1116, LEAs (Local Educational Agencies) are required to implement effective parent and family engagement strategies. Here's how San Leandro Unified School District's strategy:

Needs Assessment:

We conduct a yearly comprehensive needs assessment to identify the specific needs and preferences of parents and families within its district. We administer surveys, focus groups, and discussions to understand the barriers to engagement and the types of support parents/caregivers are seeking.

Establishing Partnerships:

We actively seek to establish partnerships with parents, families, and community organizations. We invite diverse educational partners and foster collaborative relationships built on trust and mutual respect.

Communication Channels:

We establish clear and accessible communication channels to keep parents/caregivers informed about school activities, programs, and their child's progress. We use parent square and regular newsletters, emails, phone calls, social media updates, and a user-friendly website translated into multiple languages.

Parent Education and Support:

We provide opportunities for parent education and support, offering workshops, seminars, and informational sessions on topics such as understanding academic standards, navigating the school system, supporting homework, and fostering positive behavior at home.

Two-Way Communication:

We ensure that communication with parents/caregivers is two-way, providing opportunities for feedback, input, and collaboration. This may involve parent-teacher conferences, advisory committees, parent forums, and regular surveys to solicit parent perspectives on school policies and practices.

Engagement in Decision-Making:

We actively involve parents/caregivers in decision-making processes related to school governance, budgeting, and program development. This includes inviting parents to serve on advisory boards (PAC), parent-teacher associations, or school site councils.

Cultural Responsiveness:

We recognize and respect the cultural diversity of our parent and family community. Strategies are implemented to ensure that engagement efforts are culturally responsive, inclusive, and sensitive to the needs and values of all families. We partner with community organizations that value this aspect.

Resource Allocation:

We allocate resources to support parent and family engagement efforts, including funding for staff positions dedicated to family outreach, translation services, transportation assistance, and childcare during events.

Monitoring and Evaluation:

We regularly monitor and evaluate the effectiveness of our parent and family engagement strategies. This involves collecting feedback from parents, assessing participation rates in engagement activities, and analyzing outcomes related to student achievement and school improvement.

Continuous Improvement:

We believe in continuously refining and improving our parent and family engagement strategies, ensuring that they are responsive to the evolving needs of parents, families, and the community.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SLUSD will actively foster reciprocal relationships with families and the wider community to bolster the positive social, emotional, and academic growth of our students.

We do the following:

- Continuing to solicit stakeholder input through district surveys, community engagement meetings, and analysis of student performance data to address identified needs.
- Ensuring that students, parents, and staff have a clear understanding of expectations, protocols, procedures, and available resources to effectively enhance student achievement.
- Providing a supportive environment to ensure that parents and students perceive schools as welcoming, inclusive, and culturally and linguistically responsive places.
- Implementing a plan to cultivate and utilize local business and city partnerships to enhance student learning and family resources.
- Prioritizing effective school-family communication by providing ample lead time for document translation and ensuring all administrators and school staff utilize translation services to reach non-English speaking families.
- Offering consistent, high-quality translation and interpretation services at all parent events.
- Creating alternative avenues of communication for parents uncomfortable with calling the school or district for assistance.
- Maintaining up-to-date family contact information for efficient outreach.
- Establishing an online "suggestion box" or "feedback form" on school and district websites to gather parent feedback.
- Enhancing translation and interpretation support for Chinese-speaking parents across district schools.
- Increasing staff capacity for personal phone calls to non-English speaking families.
- Providing training sessions for parents on how to use the parent portal, access district information online, and digitally communicate with the district.
- Conducting School Smarts PTA training for parents and families at all school sites, offering sessions in both morning and evening to maximize attendance and participation.

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.

na

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A Our LEA does not conduct these programs in house.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

- Provide 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, school supplies, clothing, transportation, tutoring services, etc.
- 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 to 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 have access to alcohol and drug rehabilitation treatment centers.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

SLUSD collaborates with Davis Street preschool, San Leandro Adult preschool programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A) SLUSD has successfully partnered with local community colleges, employers and local business partners and 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, Chabot College, Eden Area ROP, 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 through the College Guidance Initiative.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Annually, the district uses multiple measures to identify students for Gifted and Talented Education. All third-grade students are assessed with the Naglieri Nonverbal Ability Test®-Third Edition (NNAT3). Additionally, local ELA and Mathematics assessments are factored into the eligibility for GATE. The indicators combined are reviewed by the district data and assessment department to determine if a student meets the criteria for GATE. Families are notified of how their child performed on the battery of assessments and their eligibility for GATE.

(B) The district has made a tremendous commitment to improving the library services at all levels. The libraries renovated with new furniture and technology. The libraries are fully staffed. Students have access to a variety of blended learning platforms that support the libraries. At the elementary levels, students have access to multiple digital platforms. Students take quizzes for books they have read at their instructional reading levels. Some of the libraries now provide maker spaces for students to explore.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A Our LEA does not receive these funds

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - Our LEA does not receive these funds

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

SLUSD's systems of professional growth and improvement support teachers, principals, and other school leaders in advancing their practice in service to students. Below is a description of how SLUSD addresses the specific needs of the three groups in our professional growth and improvement system.

When teachers are hired into San Leandro USD their first official day is an orientation to the district, including our Strategic Plan and Goals, our Multi-tiered Integrated Intervention System of Supports (MIISS), our Graduate Profile, and foundational instructional resources such as curricula and blended learning platforms. This grounding ensures that there is an exposure to key pillars and change drivers in SLUSD so that as teachers continue to engage in professional learning opportunities, they can always refer to these elements which are central to SLUSD's continuous improvement work.

In addition, all teachers have the option to return before the first day of school for our week of JumpStart professional learning. Workshop offerings during this week focus on topics for starting the year off strong, targeting both new teachers as well as veteran teachers.

We provide all new teachers with induction services including onsite, peer to peer coaching around district foci including Universal Design for Learning, CA CCSS ELA/ELD and math, NGSS, history-social studies, and English Language Development.

Twice a year, the district also offers district professional development days where employees engage in professional learning to improve their practice. These professional development days have taken several formats, depending on time of year (Fall or Spring), teacher input, site goals, and student data. These formats include a conference-style day where teachers select 2-3 sessions focused on SLUSD initiatives as well as topics suggested and led by teachers in interest and recruitment surveys; keynotes followed by standardized sessions on SLUSD key pillars but customized to specific content areas and grades; schoolwide professional learning days focused on school goals; and self-designed learning sessions with clear learning goals but teacher-designed resources, processes, and activities to achieve the goal.

During job-embedded time, all teachers are expected to participate in action research—identifying research questions, research-based instructional strategies, focal students and a variety of data to assess the impact of the strategies.

Finally, we offer after-school communities of practice that provide teachers facilitated spaces to engage with research and evidence-based practices on specific topics such as culturally and linguistically responsive teaching, English Language Development, math teaching strategies, inclusive practices for early childhood educators, and more. These opportunities allow teachers to convene with educators from across the district to develop their practice in topics and areas that may not be addressed in regular job-embedded professional learning time.

All site leaders are part of ongoing professional development series aimed at improving their operational and instructional capacity. At least 2 times per month, central office staff organize site leader convenings to address topics such as equity-focused Universal Design for Learning and action research as professional learning. These sessions are designed to support site leaders—principals as well as vice or assistant principals—in their role as instructional leaders. Additionally, vice and assistant principals engage in their own learning series to develop their own capacity as co-leaders to principals at their schools.

Other school leaders such as counselors and classified staff (including office staff, paraeducators, and parent facilitators) meet regularly for professional learning sessions related to their positions. These are communities of practice where external research and resources are brought in, but participant's experiences and expertise is also leveraged to expand the body of knowledge and skills for each of these learning communities.

All staff in San Leandro USD go through regular evaluation cycles, where supervisors and staff co-identify strengths, areas of growth, and goals. They work collaboratively to support the staff members' growth over the course of the year through observations, job-embedded coaching, and regular supervisory meetings to reflect and discuss progress in capacities or professional standards.

In order to assess and improve our professional development system, the Teaching, Learning, & Educational Equity team provides feedback forms after every professional learning session, regardless of target audience. This practice, and the review of data to inform the design of subsequent professional learning sessions, ensures that we are in a process of continuous improvement in the support we provide to staff in their professional growth journeys.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a district we prioritize access to services funded under Title II, which are teacher induction and professional development, to all staff who provide instruction or supervision of instruction across our elementary- high schools. We believe this strategy and alignment is important as many of our teaching staff and administrators who access these services work across sites and programs.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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 community partner groups, including bargaining units and student and family groups. This data is combined with the consultations with site administrators, private school administration, and the community to target the professional development offerings and continually update and improve those activities.

For example, analysis of academic performance and special education placement in the 2022-23 school year showed a need to address universal teaching practices. The district provided professional development on the Universal Design for Learning (UDL) framework. After conducting staff surveys and gathering input from job-alike groups, professional learning sessions at district professional development days focused on more specific topics to support implementation of UDL principles.

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. Based on evaluations of the day, subsequent professional development days are modified (format, topics) in order to better address the needs of our community partners.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our professional development offerings include a focus on enhancing the instruction and assessment practices specifically tailored to English learners. Our PD plan includes workshop sessions and ongoing coaching sessions dedicated to equipping teachers, para, and site administrators with the necessary tools and strategies to effectively teach and assess English learners' progress.

Communities of Practice are offered to staff during non-embedded job hours aimed at deepening their understanding and implementation of curricula, assessment practices, and instructional strategies that are culturally relevant and aligned to the ELD standards. When teachers engage in the communities of practice they are expected to make adjustments to their instruction, collect data, and reflect on the impact of student growth and learning. Site administrators learn alongside teachers and support their efforts in the classroom. These communities of practice provide ongoing support and opportunities for collective learning and growth across the district.

The district provides targeted all-day and half-day PD sessions for all staff with opportunities for ongoing support with coaches through which teachers and site admin can acquire the knowledge and skills needed to facilitate language development and academic success among English learners. These sessions are the perfect launching point for continued work with grade-level teams, cross-district program-like learning spaces, and on one-on-one coaching. Other staff that work with EL students such as EL Paras are also invited and encouraged to attend the EL-focused sessions offered at the district-wide PD days.

Each site across the district has time allotted for monthly collaboration or department meetings. To continue this work staff meet additionally after school in spaces facilitated by teacher leaders, EL specialists, site admin, or outside consultants. This additional professional learning time allows for staff to develop their practice over time and examine structures or barriers that directly impact the success of their English learners.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SLUSD is committed to facilitating a smooth transition for newcomers, which involves intensive support in the English language and familiarization with U.S. culture. To support this process beyond regular school hours, we provide access to online learning platforms such as Imagine Learning, which offer primary language support. Additionally, we offer access to summer school-intensive language institutes and we assist families in connecting to free computers and WIFI services.

At the comprehensive High School, we have implemented an ambassador program specifically designed to support Multilingual LTELS and newcomer students. This buddy system helps students transition into the new school environment and provides leadership opportunities for more advanced English learners.

To celebrate the diversity and multilingualism of our immigrant youth, SLHS organizes an annual ELD/World Language event for the community. This event offers students the chance to showcase their cultures and fully engage in high school experiences.

Furthermore, the district closely monitors students' academic progress and socio-emotional needs throughout the academic year. We provide additional resources and interventions as necessary and encourage participation in summer school programs tailored for immigrant youth. Within certain learning platforms, extra resources are allocated to provide additional literacy support for English Learners in the early stages of language proficiency.

Title III Programs and Activities

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 Dual Language Immersion programs (DLI) at target elementary sites. SLUSD currently operates a DLI Program at Washington Elementary K to 5th grade. It has successfully transitioned Jefferson's Bilingual Program to a DLI Program K-3, adding a grade level each year until 5th grade. Halkin transitioned its Bilingual Program at the K grade level and will continue to transition each year until 5th grade.

Additionally, Madison launched SLUSD's first Mandarin DLI Program at the kindergarten level. The district-level team worked with the Madison school site to engage in feasibility studies, define the program, recruit students, engage families in enrolling, and develop teachers' capacity to teach in dual immersion programming and coordinate the purchase of materials and training needed for a successful program. At the secondary level, SLUSD has one cohort of students in the newly launched Spanish DLI Program at Bancroft and is preparing for the second cohort for fall 2024.

The district has also increased recruitment efforts to celebrate and retain students in the DLI Programs by expanding the Pathways to the state Seal of Biliteracy in 5th and 8th grade. These pathway awards motivate students to continue their path of Multilingualism and Biliteracy while elevating students' home languages.

English Proficiency and Academic Achievement

ESSA SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has increased the amount of ELD Paraeducator support in schools across the district to assist with delivering instruction that best meets the needs of English Learners. This support varies based on differing levels of need; some students receive small group support, while others may receive one-on-one support. Additionally, the district has increased the amount of supplemental materials used for English intervention and made resources available in the students' primary language. Together, these supplemental resources not only aid in accessing the core curriculum but also promote biliteracy and support meeting expectations for growth in English proficiency. Professional development in ELA and ELD standards is available to all teachers who have English Learners. Teachers can access professional learning opportunities through Communities of Practice, online self-paced PD, traditional in-person job-embedded training, and outside conferences. They also have access to professional coaching to support them in meeting the needs of this student population. Students' English progress and success in core content are monitored by classroom teachers and EL Specialists. The online platform, Ellevation, supports this monitoring, as does consultation with parents when developing support plans to meet their language and academic goals.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Leandro provides teachers on special assignment, instructional coach, to support academic, socioemotional, and behavioral instruction during the school day. With a focus on elementary and especially primary grades, the integration of academics with socio-emotional and behavioral supports well-rounded educational opportunities and safe and healthy students.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

We analyze our CAASSP data, monthly attendance reports, student STAR growth reports, COST Tracker data, monthly referral data

What activities will be included within the support for a well-rounded education?

Activities included within the support for a well-rounded education may encompass a diverse range of experiences and opportunities aimed at fostering the holistic development of students. SLUSD employs the following activities:

Arts Education:

Providing access to visual arts, music, theater, and dance programs to develop creativity, self-expression, and cultural appreciation.

Physical Education and Athletics:

Offering physical education classes and extracurricular sports teams to promote physical fitness, teamwork, and sportsmanship.

STEM (Science, Technology, Engineering, and Mathematics) Education:

Integrating hands-on activities, experiments, and projects to enhance students' understanding and application of STEM concepts and skills.

Career and Technical Education (CTE):

Offering CTE courses and programs that provide practical skills and prepare students for future careers in various industries.

Civic Education and Service Learning:

Providing opportunities for students to learn about government, democracy, and civic responsibility, as well as engaging in community service projects to address local needs.

Extracurricular Clubs and Activities:

Supporting a variety of clubs, organizations, and extracurricular activities (such as academic clubs, debate teams, and cultural clubs) to cater to diverse interests and talents.

Field Trips and Experiential Learning:

Organizing field trips, guest speaker sessions, and experiential learning opportunities to supplement classroom instruction and expose students to real-world experiences.

Outdoor Education and Environmental Stewardship:

Incorporating outdoor education experiences, environmental science projects, and sustainability initiatives to promote environmental awareness and stewardship.

Social-Emotional Learning (SEL) Programs:

Implementing SEL programs and initiatives to support students' emotional well-being, develop interpersonal skills, and foster positive relationships.

We know these activities collectively contribute to providing students with a comprehensive and well-rounded education that prepares them for success in academics, career, and life.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The evaluation of program activities is crucial for informing future program planning and ensuring continuous improvement. We 1) Establish Clear Objectives and Outcomes and then 2) evaluate by qualitative methods (such as interviews, focus groups, and observations) and quantitative methods (such as surveys, assessments, and data analysis) 3) Collecting Data (attendance logs, feedback forms, assessment scores) 4) Analyzing Data which involves comparing pre- and post-intervention data, conducting statistical analyses, and identifying patterns or trends 5) Evaluate by assessing participation rates and levels of engagement 6) Identify challenges and successes

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

We review attendance rates, fitness gram standards met, student surveys and COST tracker information

What activities will be included within the support for safety and health of students?

The support for safety and health of students encompasses a variety of activities aimed at creating a safe and healthy learning environment. Here's a list of SLUSD activities that we implement:

Safety Protocols and Procedures:

Establishing and enforcing safety protocols and procedures to ensure physical safety on school grounds, including emergency response plans, fire drills, and lockdown procedures.

Health Education Curriculum:

Implementing a comprehensive health education curriculum that covers topics such as nutrition, physical fitness, mental health, substance abuse prevention, and sexual health.

Access to Health Services:

Providing access to school-based health services, including nursing staff, counseling services, and partnerships with community health providers for vaccinations, screenings, and referrals.

Promotion of Physical Activity:

Encouraging physical activity through physical education classes, extracurricular sports teams, intramural programs, and opportunities for active play during recess and breaks.

Nutrition Programs:

Offering nutritious meals and snacks through school meal programs, promoting healthy eating habits, and providing education on the importance of balanced nutrition.

Mental Health Support Services:

Providing access to mental health support services, including counseling, therapy, support groups, and crisis intervention for students experiencing emotional distress or mental health challenges.

Substance Abuse Prevention:

Educating students about the risks of substance abuse and addiction, providing prevention programs, and offering support services for students struggling with substance abuse issues.

Health Promotion Campaigns:

Launching health promotion campaigns and awareness-raising initiatives on topics such as hygiene, disease prevention, immunizations, and wellness practices.

Environmental Safety Measures:

Ensuring the safety of school facilities and equipment through regular maintenance, inspections, and upgrades to address potential hazards or risks.

Crisis Intervention and Support:

Establishing protocols for crisis intervention and providing support services for students and staff in response to traumatic events, emergencies, or crises.

Parent and Community Involvement:

Engaging parents and community members in efforts to promote the safety and health of students through education, outreach, and involvement in school-based initiatives and committees.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Spring review of fitness gram results, student/staff/parent surveys

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

February 2023

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022