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

LEA Name

San Leandro Unified School District

CDS Code:

01-61291-0000000

Link to the LCAP:

(optional)

https://www.sanleandro.k12.ca.us/domain/2757

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.

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 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.

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 1-3) 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.

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 *(as applicable)*

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.

The San Leandro Unified School District sees students' progress towards mastery of state academic standards as one of its top priorities as indicated by Goal #1: Teach, Learn, and Achieve of both the LCAP and strategic plan.

Our Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity) and civic engagement.

(A) SLUSD consistently implemented a state-approved mathematics curriculum K-12 (entering year 3 of implementation) and has completed the first year of implementation of an adopted English Language Arts and English Language Development Curriculum for K-12. In addition to the newly adopted curriculum, SLUSD provides a robust plan for teacher professional development. All students have access to a balanced curriculum that meets state academic standards for English Language Arts, Mathematics, English Language Development (for ELLs), Science, Social Studies/History, Visual and Performing Arts, Physical Education, and a full course catalog at the secondary level. For students with disabilities, the district promotes the least restrictive environment for instruction. Secondary schools have established lead and support, a co-teaching model, for instructing the majority of our students with disabilities within core academic classes.

(B) Identification of students at risk for academic failure is a top priority at all levels. The district has a fully implemented Multi-Tiered Integration-Intervention System of Supports mapped to each grade level for both academic and behavioral interventions. The MIISS Maps identify the indicators that need to be closely monitored including cut scores and benchmarks that trigger the different tiers of support. All teachers have been introduced and trained on referencing the MIISS maps for documenting and chronicling the interventions provided to students. The data generated by tier 2 interventions are monitored by site administrators on a regular basis.

(C) At all levels, students are given diagnostic assessments in both English Language Arts and Mathematics three times a year. We have a fall, winter, and spring assessment window where all students are tested. This data together with classroom performance indicators and summative assessments are used to determine placement in tier 2 levels of intervention.

At the elementary level students have an opportunity to receive intervention support during structured learning academies. These small group, differentiated intervention sessions are taught by the classroom teachers and are provided to the students performing below state standards.

At the secondary level, students identified in need of academic support are provided either a math or literacy lab course in addition to their core academic coursework. This semester-long course is focused on bridging the gaps in the students' acquisition of grade level standards. These courses heavily rely on our blended learning platforms and assessments for progress monitoring.

(D) SLUSD regularly analyzes student academic and social-emotional data points to adjust and amend school site plans and the LCAP. In the process of reviewing performance data school sites determine instructional strategies that best suit the population of students being served. Specific strategies that have been incorporated districtwide include Project Based Learning for all, Lead and Support classes for students with disabilities, intervention support personnel working directly with Title 1 elementary schools, instructional coaches to support teachers in science, ELD, English, and mathematics. Our professional learning days are structured in conference style offerings that promote expertise from within. Teachers submit proposals to lead PD sessions with peers. Teachers and administrators are provided significant amounts of structured professional development as well as the opportunity to showcase their expertise. School sites are encouraged to promote data rich discussions that drive action.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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).

Our multitiered intervention framework for academic and behavioral support outlined in our LCAP highlights key actions and services associated with behavior truancy, chronic absenteeism, and dropout prevention. Those factors combine to create conditions that lead to behavior resulting in discipline. In order to get to root causes, SLUSD aims to reduce obstacles to learning for ALL students by meeting the unique social, emotional and health needs of middle and high school students. Services will be offered before, during and after school, with a focus on health, wellness, restorative practices, and resiliency-building offerings. Tiered services will range from enrichment programming, targeted prevention and intervention services, as well as one-on-one and group behavioral health counseling. The end goal for these actions and services is to improve attendance, improve academic outcomes, and support socio-emotional outcomes for SLUSD students.
Providing staff training on trauma-informed interventions will improve school policies supporting cultures of healing in schools and thus improve school and classroom practices of creating safe school environments that offer alternatives to suspensions.
Implementation of PBIS, coupled with strong support for restorative justice (including mediation) and reentry practices can build the competencies in both students and school systems to optimize opportunities to learn while teaching necessary behaviors and habits of mind and practice correlated to school success.

In addition, our school site principals and counselors are being trained in how to better use our data systems to monitor discipline rates in order to attend to disproportionality and move resources that can address root causes in a timely manner.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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.

A)The San Leandro Unified School District has developed a strategic goal within its 2017-2020 strategic plan, equity and inclusion through college and career readiness, that intentionally focuses the district on academically robust and career-oriented pathway implementation for its high school students. Specifically
This goal includes two strategic initiatives: 1) responsive, engaging pedagogy and 2) personalized and real-world learning; both align with quality career technical education. The district plans to make progress on its teaching and learning goal via the execution of the following intentional tactics relevant to career technical education: a) project-based learning and b) technology integration. Secondly, the strategic plan goal two, equity and inclusion through college and career readiness, includes a focused initiative on career exploration. The expectation is that all schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development. The district plans to make progress on its equity and inclusion through college and career readiness goal via the execution of the following intentional tactics: a)implement career pathways and rigorous course programming that combines academic content and applied, career-oriented learning b) institutionalize work-based learning and internship programs and c) expand career technical education and alternative programs to graduation. SLUSD has been a recipient of two programmatic grants that have supported extensive research and development in the area of in-demand high growth industry career technical education programs. San Leandro High School offers a two-three sequence of courses that build on skills in each career-themed pathway and ends in a capstone course that provides students an in-depth application of their learning. Career pathways that are available and offered are 1) advanced manufacturing 2) public service 3) information communication technology 4) digital media arts 5) construction and trades 6) business and finance 7) automotive technology and 8) biomedical health. SLUSD offers career-oriented courses that met UC a-g eligibility.
B)
Grant partnerships have strengthened our district to establish robust industry and community partners. These partnerships are critical to creating the internships and work-based learning programs that are an essential component of our career pathway model. SLUSD offers a variety of work-based learning opportunities for students starting in middle school through summer career pathway camps with Eden Area Regional Occupational Center, to school-wide career days. In our high schools, career pathway courses and academies offer a work-based learning continuum where students will experience job tours, guest speakers, job shadows, mock interviews, career days, career portfolio presentations and internships. In-depth internships are offered to students in our summer internship 101 course, where they work alongside industry professionals and earn academic course credit. SLUSD has hired a full-time career pathway coordinator that specifically connects work-based learning opportunities for students enrolled in career-themed courses. SLUSD works closely with industry partners and with the San Leandro Chamber of Commerce to ensure students received current industry work-based learning standards.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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.

The following outcomes will be carried out in SLUSD in order to improve the quality of teaching, learning, and student performance towards state standards and college and career readiness. These actions require a robust professional development and training for all layers of the workforce, for which Title II funds will be used. Services funded via Title II include 1) a full-time instructional coach focused on professional development delivery to our classroom teachers and support staff and 2) implementing new teacher induction for teachers who need to clear their preliminary credential through Center for Teacher Innovation induction and our internal San Leandro Unified School district new teacher training system and 3) An online library of professional learning modules (PEPPER) that focuses on the following:

1.1 Standards Aligned Instruction and Assessment
a. Support the effective, consistent implementation of newly adopted State standards in ELA, Math, ELD, Science and Social Studies through monthly professional development on site and a teacher induction system that is focused on improving daily instruction
b. Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs
c. Improve performance outcomes for students in the area of mathematics through the systematic implementation of the board adopted math curriculum

1.2 Responsive, Engaging Pedagogy
a. Implement Project-Based Learning so that every student experiences at least two project-based units every academic year that are tethered to State standards through teacher participation in three-day or two-day professional learning sessions.
b. Integrate technology consistently through the adopted blended learning suite as it aligns to state standards through onsite professional development and coaching
c. Provide professional development and support for culturally and linguistically responsive teaching on-site via the instructional coach

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

SLUSD will actively engage with families of English Learners and the multilingual community at large to build reciprocal relationships that promote and

support the positive social, emotional and academic development of our students.

Key Initiatives & Tactics:

1) Bridging Home and School

- Systematize parent engagement efforts at the district and site level
- Provide outstanding, consistent translation services to our multilingual community
- Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents

Bridging Home and School is an assertive attempt to build the relationship between marginalized parent communities and our schools. Given the demographic challenges confronted by our low-income students, English learners, and foster youth communities within the district, these services will benefit them dramatically. At a more specific level, the 2019-2020 LCAP has an ongoing commitment to services such as bilingual parent facilitators, translation services, a centralized parent resource center and a teacher on special assignment focused on Title III accountability to ensure our EL pathways are more robust and consistent.

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 for free and reduced lunch for SY 2018-2019 are as follows:

Garfield = 65.9%
Jefferson = 71.1%
Madison = 46.9%
Mckinely = 70.9%
Monroe = 66.5%
Roosevelt = 34.3%
Washington = 66.3%
Wilson = 66.3%
Bancroft = 65.7%
Muir = 60.4%
San Leandro High School = 56.9%
Lincoln Continuation = 62.0%

Elementary schools that meet the 35% threshold are designated as eligible attendance areas. San Leandro High School and Lincoln Continuation are not designated as Title I and are not designated as eligible attendance areas. The local educational agency (SLUSD) shall allocate funds received to eligible school attendance areas or eligible schools in rank order on the basis of the total number of children from low-income families in each area of the school.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

The district will:
continue the process of gathering stakeholder input via the district survey and community engagement meetings and student performance data to address needs.
provide students, parents, and staff with a clear understanding of expectations, protocols, procedures, and resources in order to effectively impact student achievement.
provide support in place to assure that parents and students need to feel that schools are welcoming, inviting, and culturally-linguistically responsive places.
be implementing a plan that develops and leverages the local business and city partnerships in order to enrich students' learning and family resources.
emphasize effective school-family communication by ensuring adequate lead time in preparing documents for translation.
ensure all administrators and school staff utilize translation services to reach non-English speaking families and ensure that all families have access to the district's digital communication systems.
provide consistent, high-quality translation/interpretations at all parent events.
provide avenues of communication for parents who don't feel comfortable calling a school or the district when they need help.
collect and compile up-to-date family contact information for effective outreach.
utilize an online "suggestion box" or "feedback form" for schools and district websites in order to collect parent feedback.
increase translation/interpretation support for Chinese speaking parents across the district's schools.
increase staff capacity for personal phone calls to non-English speaking families.
provide training for parents on how to use the parent portal, how to access district information online, and how to digitally communicate with the district.
conduct School Smarts PTA training for parents and families at all school sites in morning and evening to increase 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.

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.

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) coordination with institutions of higher education, employers, and other local partners; and

(B) 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 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.

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 were newly 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 Accelerated Reader. 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 LEA and 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)

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

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:

We provide all new teachers with induction services including onsite, peer to peer coaching around targeted instructional initiatives like Project Based Learning, CCSS ELA/ELD and math, NGSS, and tech integration standards. In addition, all site managers and central office leaders are part of ongoing professional development series aimed at improving their operational and instructional capacity. Twice a year, the district also offers conference-style professional development days where employees can better their own learning in a personalized format. We also provide an online, asynchronous training format, PEPPER, that allows for staff to learn at their own pace and in specialized content areas.

The district has seen an increase in teacher and administrator retention, training for staff, and greater instructional support from 2013 to now, validating its recruitment and professional development practices and its impact on student achievement. The district correlates these first gains in students achievement data as an indicator that our staff is improving its practice, staying with the district longer, and thus implementing the professional learning provided through district-wide training and our instructional coach unit. In the three years, a new math adoption was implemented, technology was integrated into all curricular areas, and students achievement levels increased.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

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.

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 a dual immersion programming at target elementary site(s). SLUSD is operating a dual immersion programming (TwoWay 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.

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:

(C) 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
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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).

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote prevention and intervention programs that focus on health, wellness and positive personal, social development in an increasingly technological world, San Leandro Unified will do the following:

- Provide health education through peer to peer-led health education classes such as chronic illness support groups, nutrition, fitness and exercise classes, and personal hygiene programs, stress reduction, bully prevention, and cyber-bullying and safe digital citizenship skills and awareness courses. Our staff will collaborate with our partners from Kaiser Permanente Hospitals , Alameda county health, Native American Health Center and the East Bay Agency for Children.
- Socio-emotional curriculum via advisory and classroom lessons to increase habits of mind for a lifelong health mind and body. This curriculum will be evaluated and further refined in partnership with 365/360 PLC which works with Partnerships for Families and Schools in the bay area.

San Leandro will provide teacher on special assignment, intervention specialist, to support academic and behavior interventions to students in tier 2 programs during the school day.