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

Board Approved
June 17, 2025

School Year
2024-2025

Date of Board Approval
June 17, 2025

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.

San Leandro Unified's Local Control and Accountability Plan (LCAP) reflects a comprehensive commitment to serving all students, with a particular focus on English Learners (ELs), low-income students, and other historically underserved groups. Federal funds are strategically leveraged to supplement and enhance the locally and state-funded initiatives outlined in the LCAP, ensuring equitable access to high-quality instruction, targeted intervention, and whole-child supports.
Title I, Part A – Academic Intervention and Family Engagement:
Title I funds are used to provide supplemental academic supports for students performing below grade level. These include intervention programs, tutoring, reduced class sizes, and targeted support staff such as Parent Facilitators and Library Literacy Specialists at Title I schools. These investments directly align with LCAP goals focused on academic achievement and increased parent engagement.
Title II – Professional Development:
Title II funds are dedicated to expanding professional learning opportunities for educators. Priorities include training in Universal Design for Learning (UDL), culturally responsive practices, and linguistically responsive instruction. This enhances teacher effectiveness and supports our broader instructional goals outlined in the LCAP, particularly in serving ELs and other diverse learners. District funded instructional coach support district wide professional development and teacher coaching cycles.
Title III – English Learner Supports:
Title III funds provide targeted resources for English Learners and newcomer students. These include supplemental instructional materials, language development programs, and EL specialists who support site-level implementation of language acquisition strategies. This directly supports the LCAP focus on language development and access to standards-aligned instruction for ELs.
Title IV – School Climate, Student Support, and Professional Development:
Title IV funds are used to promote a safe, inclusive, and engaging school environment while supporting a well-rounded education for all students. Investments include programs that enhance school climate, strengthen behavioral interventions, and improve student wellbeing. Additionally, Title IV supports the work of instructional coach who provides ongoing professional development aligned with social-emotional learning, inclusive practices, and integrated academic supports. These efforts reinforce LCAP goals focused on whole-child development and staff capacity building.
Together, these federal resources allow us to deepen and expand upon our locally driven priorities, providing additional tools, staff, and strategies to eliminate barriers and improve outcomes for all students. One emerging priority is the expansion of early learning opportunities through the addition of one Transitional Kindergarten (TK) classroom at every elementary school site. This investment is aligned with our goal of ensuring readiness for kindergarten and foundational success in literacy and math. Federal funds will support professional development, instructional materials, and family engagement specific to TK implementation.

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.

San Leandro Unified ensures alignment of federal, state, and local funds through a collaborative and transparent planning process. Educational Partners including DELAC, ELAC, and School Site Council members, along with central office leaders who oversee federal programs, actively participate in shaping the LCAP to reflect how all funding sources—Titles I–IV and other federal grants—support district goals. Site principals align their Single Plans for Student Achievement (SPSAs) with the LCAP, using site-based federal funds to enhance initiatives already prioritized in our district's strategic plan. This coordinated approach ensures that all resources work together to advance equitable student outcomes.

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.

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).

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.

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.

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.

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 in 2024-25 is as follows:

Garfield = 83.75%
Halkin = 83.29%
Jefferson = 85.84%
Madison = 69.02%
McKinely = 84.14%
Monroe = 82.44%
Roosevelt = 45.99%
Washington = 63.53%
Bancroft = 79.85%
Muir = 80.80%
San Leandro High School = 77.29%
Lincoln Continuation = 86.75%
San Leandro Virtual Academy = 81.37%

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: • 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.

	Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	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: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
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.

San Leandro Unified School District is committed to implementing effective parent and family engagement strategies in accordance with Section 1116 of the Every Student Succeeds Act (ESSA). Our approach is grounded in collaboration, cultural responsiveness, and continuous improvement.

1. Needs Assessment:
Each year, we conduct a comprehensive needs assessment through surveys, focus groups, and community discussions to identify barriers to family engagement and determine the types of support families seek.

2. Building Strong Partnerships:
We foster meaningful partnerships with parents, caregivers, and community organizations to strengthen trust, collaboration, and shared responsibility for student success.

3. Accessible Communication:
We use multiple communication platforms—including ParentSquare, emails, newsletters, social media, phone calls, and a multilingual website—to ensure families stay informed about school activities, programs, and student progress.

4. Family Education and Support:
We offer workshops and informational sessions focused on academic standards, homework support, positive behavior, and navigating school systems to empower parents as partners in learning.

5. Two-Way Communication:
We prioritize listening and responding to families by creating regular opportunities for feedback through surveys, parent-teacher conferences, advisory groups, and family forums.

6. Shared Decision-Making:
Families participate in school and district decision-making processes through School Site Councils (SSC), English Learner Advisory Committees (ELAC/DELAC), Community School Action Teams, and the Parent Advisory Committee (PAC), influencing programs, policies, and budget priorities.

7. Cultural Responsiveness:
We honor the cultural and linguistic diversity of our families by ensuring that engagement strategies are inclusive, respectful, and responsive. We also collaborate with culturally rooted community organizations to support this work.

8. Resource Allocation:

We allocate funding and personnel—including family outreach staff, interpreters, and event support such as childcare and transportation—to reduce barriers and promote equitable participation.
9. Monitoring and Evaluation:
We assess the effectiveness of engagement activities by tracking participation data, gathering parent feedback, and analyzing the connection between engagement efforts and student outcomes.
10. Commitment to Continuous Improvement:
We regularly reflect on and refine our strategies to ensure that they evolve in response to family needs and align with our district's broader goals for equity and student achievement.

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 educational partner 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.

N/A

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

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 13 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. SLUSD offers Transitional Kindergarten 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:

San Leandro Unified School District (SLUSD) implements coordinated strategies to support smooth transitions for students across key educational milestones, with a focus on postsecondary readiness and real-world application of skills.
(A) Coordination with Higher Education Institutions, Employers, and Local Partners
SLUSD collaborates with local colleges, employers, and community partners to align academic programs with workforce and postsecondary expectations. A key initiative is the SLUSD Graduate Profile, developed through a collaborative working group that included representatives from California State University East Bay, Chabot College, Eden Area ROP, the San Leandro Chamber of Commerce, district staff, and families. This profile guides our vision for college and career readiness.
On a quarterly basis, SLUSD engages in joint planning with higher education institutions and industry partners to strengthen career pathways and experiential learning opportunities. These partnerships inform pathway development from middle grades through high school and include regular college and career site visits, guest speakers, and business tours that help students connect classroom learning with real-world contexts.
(B) Increasing Student Access to Early College, Articulated Courses, and Career Counseling
SLUSD has implemented a College and Career Seminar course for all 9th grade students—a dual enrollment course in partnership with Chabot College. Students develop a 10-year plan and receive personalized college and career counseling through both school counselors and the College Guidance Initiative.
To further support student transitions, SLUSD offers a growing array of dual enrollment and articulated courses that provide students with early college credit and exposure to career-aligned pathways. Dual enrollment offerings include American Sign Language (ASL 64 and 65), Child Growth and Development (ECD 56), Principles and Practices of Early Childhood Education (ECD 50), and the UMOJA College Planning course at Lincoln High School. In addition, articulated and dual enrollment courses such as Marketing Economics, Sports Medicine, College and Career Freshman Seminar, Entrepreneurship, Auto Technology, Business Economics and Finance, and Ethnic Studies provide students with access to hands-on learning and transferable skills.
These opportunities support SLUSD's commitment to providing relevant, rigorous, and aligned learning experiences that equip students for success in college, career, and life.

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 with library multimedia specialists. 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. Many district libraries have maker spaces.

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 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 specifically addressing adopted core standards and assessments; and 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 to ensure academic gains in achievement and outcomes for students are met.

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 Universal Design for Learning and action research as professional learning, instructional learning walks, and standards aligned instructional observational tools are used. 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. We fund an instructional coach that ensure teachers at identified schools receive coaching and professional development in implementing adopted curriculum and standards.

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.

San Leandro Unified School District (SLUSD) is committed to using data and continuous consultation to inform, update, and improve activities supported under Title II, Part A. These efforts are part of an integrated system aligned with district goals, LCAP priorities, and other state and federally funded programs.
1. Coordination with Related Strategies and Programs
Title II, Part A activities are strategically coordinated with initiatives funded through the LCAP, Title I, Title III, and other district-led programs. Professional development priorities, such as Universal Design for Learning (UDL), culturally responsive teaching, and instructional coaching, are developed in collaboration with site leaders and align with district-wide equity goals and student achievement targets. This coordination ensures coherence in instructional priorities across all funding sources and supports cross-functional planning across departments.
2. Use of Data to Update and Improve Title II Activities
SLUSD relies on multiple data sources to guide and refine professional development funded by Title II. These include state and local assessment results, English Learner reclassification data, discipline and attendance trends, teacher credential and assignment data, and special education identification rates. These data inform decisions about where to focus professional learning in order to close achievement gaps and improve instructional quality.
3. Ongoing Consultation with Educational Partners
Ongoing consultation under Section 2102(b)(3) includes regular engagement with educational partners across various roles and settings. SLUSD gathers input through structured feedback sessions, surveys, job-alike focus groups, and site leadership meetings. Feedback is synthesized to shape the design and delivery of professional learning offerings and is essential in ensuring training remains relevant and responsive to educator needs.
4. Data Sources and Frequency of Analysis
SLUSD monitors multiple sources of quantitative and qualitative data, including:
Student achievement and growth data (state and district benchmarks)

Suspension, chronic absenteeism, and special education placement data

Teacher and staff feedback surveys after each professional development day

Annual Title II needs assessments and credentialing data

Observational data and site-based implementation walkthroughs

Data is reviewed quarterly by district instructional leads and site administrators, with deeper analysis occurring during professional development planning cycles and LCAP educational partner engagements.
5. Meaningful Consultation with Educational Partners
SLUSD regularly consults with the following groups to improve and refine Title II, Part A activities:
Teachers through districtwide surveys, department collaborations, and job-alike groups

Principals and School Leaders via monthly site leader meetings and instructional leadership teams

Paraprofessionals through union representation and targeted staff meetings

Specialized Instructional Support Personnel such as counselors, EL specialists, and instructional coaches through department meetings and PD planning teams

Private School Leaders are invited to participate in Title II consultations and coordination meetings when applicable

Parents/Caregivers through DELAC, PAC, and LCAP engagement sessions

Community Partners including local colleges, mental health providers, and CBOs through advisory groups and partnership planning meetings

Organizations with Expertise such as county offices of education, professional learning providers, and advocacy organizations through contracted services and consultation

6. Frequency of Consultation
Consultations occur on an ongoing basis throughout the year, with structured educational partner engagement at least quarterly. Input from educators and presenters is also gathered after every district wide professional development day and integrated into planning for future sessions.

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:

San Leandro Unified School District (SLUSD) is committed to providing sustained, high-quality professional development that strengthens the instructional practices and leadership capacity of all educators who support English Learners (ELs). All Title III-funded professional development activities are supplemental to those provided through other funding sources and are designed to directly advance English language development and academic success.

1. Improving Instruction and Assessment of English Learners
Professional development under Title III focuses on improving instruction and assessment practices specifically for English Learners. Sessions address integrated and designated English Language Development (ELD), formative assessment strategies aligned to the ELD standards, and differentiated instruction for diverse language proficiency levels. Teachers and instructional leaders are equipped to assess EL progress using multiple measures and to use that data to inform instruction.

2. Enhancing Understanding and Implementation of EL-Focused Curriculum and Assessment Practices
SLUSD facilitates Communities of Practice that meet outside of regular instructional hours. These groups are designed for teachers, EL specialists, and site leaders to deepen their understanding of culturally and linguistically responsive pedagogy. Participants engage in collaborative lesson design, implementation, data analysis, and reflection on student outcomes. Administrators participate alongside teachers to ensure alignment and classroom support. These learning communities build educator capacity to implement effective, standards-aligned curriculum and assessments for ELs.

3. Increasing English Proficiency and Strengthening Instructional Practice
The district offers targeted, multi-session professional development series that support both language development and content-area instruction. These sessions build teacher knowledge and skills in supporting language acquisition within academic content, increasing both student English proficiency and access to grade-level standards. Staff are expected to apply new strategies in the classroom, monitor EL student growth, and reflect on outcomes through ongoing coaching and collaboration.

4. Sustained and Intensive Learning Opportunities
Title III professional learning is structured to provide sufficient intensity and duration to ensure lasting instructional impact. Beyond traditional PD days, SLUSD offers:

Full- and half-day workshops followed by coaching cycles

After-school collaborative sessions facilitated by teacher leaders, EL specialists, or consultants

Monthly site-based team or department meetings focused on EL instructional strategies
This layered support structure ensures professional learning is continuous, collaborative, and job-embedded—not limited to one-time workshops.

5. Supplemental Use of Title III Funds
All Title III-funded activities are supplemental and aligned with the broader goals of the LCAP and Title I programs. These include support for dual language immersion programs, after-school tutoring through ELPAC Boot Camps, and extended learning opportunities specifically designed to accelerate language acquisition for EL students. EL paraprofessionals and other staff who work directly with English Learners are also invited to participate in districtwide Title III-funded sessions.

Through this comprehensive and data-informed approach, SLUSD ensures that educators are equipped to meet the needs of English Learners, ultimately increasing both English language proficiency and academic achievement across the district.

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:

San Leandro Unified School District (SLUSD) is dedicated to supporting the academic, linguistic, and social-emotional success of immigrant children and youth through enhanced instructional opportunities that are supplemental to core services and other available funding sources.

SLUSD provides a multi-tiered system of support to facilitate the transition and integration of immigrant students into the U.S. school system. These supports include intensive English language development and cultural orientation opportunities designed to help students navigate their new environment and thrive academically.

Supplemental Programs and Services Include:

Online Language Development Platforms: Immigrant students have access to Imagine Learning, a supplemental, adaptive online platform that provides primary language support and individualized instruction in English language development and foundational literacy skills.

Summer Language Institutes: SLUSD offers summer school programs specifically designed for immigrant and newcomer students, focused on accelerated English language acquisition, academic readiness, and social integration.

Digital Access Support: Recognizing the need for equitable access to online learning, the district assists immigrant families in securing free computers and Wi-Fi services, ensuring that students can engage with instructional content both in and out of school.

Newcomer Ambassador Program: At San Leandro High School, an ambassador program pairs newcomer and multilingual long-term English learner (LTEL) students with peer mentors who support their academic, social, and emotional transition into the school community. This program fosters belonging, leadership, and cross-cultural understanding.

Cultural Celebration and Community Engagement: SLUSD hosts an annual ELD/World Language celebration that provides a platform for immigrant students to showcase their cultural heritage and linguistic skills. This event fosters pride, connection, and inclusion within the school and wider community.

Targeted Monitoring and Interventions: The district regularly monitors the academic progress and well-being of immigrant youth. Schools provide targeted interventions, such as small group instruction, socio-emotional supports, and participation in tailored after-school or summer programs to meet emerging needs.

Supplemental Literacy Supports: For early-stage English learners, additional resources within digital platforms and classroom materials are allocated to build foundational literacy and language skills beyond core instruction.

Through these enhanced instructional opportunities, SLUSD ensures that immigrant children and youth receive the support they need to succeed academically, socially, and emotionally as they adjust to their new educational environment.

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:

San Leandro Unified School District (SLUSD) is committed to implementing effective, research-based language instruction programs and supplemental activities that support English Learners (ELs) in increasing English language proficiency and achieving the State's academic standards. All Title III-services are designed to enhance the core program and are supplemental to services provided through other funding sources, such as Title I and the Local Control Funding Formula (LCFF).

1. Effective Language Instruction Educational Programs
SLUSD is expanding access to Dual Language Immersion (DLI) programs to promote high levels of academic achievement, bilingualism, and biliteracy. These programs provide English Learners with a rigorous standards-aligned curriculum delivered in both English and a partner language, fostering language development and cross-cultural competence.

Spanish DLI Programs: SLUSD operates established Spanish DLI programs at Washington Elementary (K–5) and is actively transitioning Jefferson Elementary's Bilingual Program into a full TK–5 DLI model. Halkin Elementary has also initiated the transition to a Spanish DLI program, beginning with TK/K and adding a grade level annually.

Mandarin DLI Program: Madison Elementary launched the district's first Mandarin DLI program, beginning at kindergarten and will add a TK option. The district conducted feasibility studies, engaged families, developed curriculum supports, and provided targeted teacher training to ensure a successful implementation.

Secondary DLI Expansion: At Bancroft Middle School, SLUSD launched a Spanish DLI cohort to support elementary DLI students continuing their bilingual education into secondary school. A second cohort is being prepared for the 2024–2025 school year, with plans to create a continuous TK–12 bilingual pathway.

2. Title III Supplemental Activities Focused on English Learners
SLUSD uses Title III funds to provide services that extend beyond the core instructional program, ensuring ELs receive additional support aligned to their language development needs. These activities include:

Professional Development: Ongoing training for teachers, administrators, and instructional support staff focused on designated and integrated ELD, culturally and linguistically responsive teaching, and effective strategies to support ELs across content areas.

Instructional Resources and Materials: Supplemental bilingual and language development materials are provided to support students in DLI and newcomer programs.

Family Engagement: Title III EL Specialists supports outreach and engagement activities that connect EL families with school programs and resources in their home language, promoting active family participation in student learning.

Newcomer Supports: Supplemental tutoring, access to primary language resources (e.g., Imagine Learning), and ambassador programs at secondary sites help immigrant and newcomer students transition successfully into the U.S. school system.

3. Expanding Recognition of Multilingual Achievement
SLUSD has expanded its recognition of biliteracy through the establishment of Pathways to the State Seal of Biliteracy for students in grades 5 and 8. These early recognitions serve to affirm students' home languages, encourage continued participation in bilingual programs, and foster pride in multilingualism.

Through these programs and activities, SLUSD is ensuring that English Learners receive enriched and culturally affirming educational experiences that build language proficiency, promote academic achievement, and support the development of global citizenship.

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:

San Leandro Unified School District (SLUSD) is committed to ensuring that all elementary and secondary schools receiving Title III funds support English Learners (ELs) in both acquiring English proficiency and meeting California's challenging academic standards. Our approach includes targeted instructional supports, professional development, supplemental resources, and robust monitoring systems—all aligned to state and federal expectations and supplemental to services funded by LCFF, Title I, and other sources.

(A) Supporting English Learners in Achieving English Proficiency
SLUSD ensures that ELs are making progress toward English language proficiency based on the English Language Proficiency Assessments for California (ELPAC) and consistent with the state's long-term goals. Schools are held accountable through regular progress monitoring and are expected to demonstrate improvement in students' ELPAC scores and reclassification rates.

To support this, the district has significantly increased the number of ELD Paraeducators across schools to deliver individualized and small-group language instruction. These supports are tailored based on students' proficiency levels and specific language development needs. Instruction is further enhanced with supplemental materials, including resources in students' primary languages, which help bridge access to academic content while promoting biliteracy.

EL Specialists work in collaboration with classroom teachers to monitor student progress using the Ellevation platform, which helps track English proficiency levels, instructional strategies, and growth data. Student progress is reviewed in regular consultation with families and integrated into student support planning.

(B) Supporting English Learners in Meeting State Academic Standards
SLUSD provides ongoing professional development to ensure that all teachers of English Learners are equipped to deliver high-quality, linguistically responsive instruction aligned to ELA and ELD standards. This includes:

Participation in Communities of Practice focused on ELD integration

Job-embedded coaching for teachers at all grade levels

Online self-paced PD modules and in-person training on effective ELD strategies

Access to external conferences and workshops to deepen instructional practice

These professional learning opportunities help teachers scaffold rigorous academic content, support language development across disciplines, and ensure that ELs can fully engage with grade-level standards.

Accountability and Continuous Improvement
Each school is required to analyze EL data as part of their Single Plan for Student Achievement (SPSA), including ELPAC growth, reclassification rates, and academic performance in core subjects. Sites are also expected to implement supplemental activities, such as EL tutoring, targeted intervention groups, and family engagement strategies, to close opportunity gaps. EL Specialists and site administrators work together to ensure Title III-funded activities are aligned with school goals and responsive to the needs of English Learners.

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 Unified School District (SLUSD) utilizes Title IV, Part A funds to enhance student learning and support the development of the whole child through programs that promote well-rounded education, safe and healthy schools, and effective use of technology. Funds are distributed based on a districtwide needs assessment conducted every three years and are aligned with our LCAP goals, school site plans, and federal program requirements.

(A) Partnerships Supporting Title IV Activities
SLUSD collaborates with a range of partners with a proven track record of supporting student well-being and academic success. These include:

Chabot College and California State University, East Bay – support early college programming, dual enrollment, and career pathway development.

Eden Area ROP – provides CTE programming aligned with well-rounded education goals.

Soul Shoppe and other nonprofit organizations – offer school-based social-emotional learning (SEL) and positive school climate supports.

City of San Leandro and local law enforcement agencies – partner on school safety, emergency preparedness, and health initiatives.

Mental health providers – deliver school-based mental health counseling and wellness programming.

(B) Well-Rounded Education (Section 4107)
Activities include:

Implementation and expansion of dual enrollment courses in areas such as Early Childhood Education, ASL, Business, and College Planning.

Support for Visual and Performing Arts (VAPA) programs, including materials and enrichment opportunities at elementary and secondary levels.

Expansion of Ethnic Studies, World Language, and CTE pathway access to ensure all students can participate in engaging, standards-aligned coursework that reflects their interests and cultural identities.

Deployment of Teachers on Special Assignment (Instructional Coaches) focused on supporting academic, socio-emotional, and behavioral instruction—especially in elementary and primary grades. These coaches help integrate instructional practices that support the whole child, reinforcing the district's commitment to both well-rounded education and safe, healthy learning environments.

SLUSD also prioritizes early childhood education as part of a well-rounded education strategy. To this end, the district will phase in one TK classroom per elementary school site. These classrooms will provide developmentally appropriate instruction that prepares students for long-term academic and social success.

(C) Safe and Healthy Students (Section 4108)
These include:

Professional development and program implementation of restorative practices, PBIS, and SEL strategies.

Investment in school-based mental health services and wellness supports through the Community Schools model.

Implementation of Student Attendance Review Board (SARB) systems and early warning data tools to identify and support students at risk for disengagement.

Expanded peer leadership programs that promote school connectedness, student voice, and a positive school climate.

Ongoing support from instructional coaches who provide embedded guidance to staff on how to address academic, behavioral, and emotional needs in an integrated manner—particularly at the elementary level.

(D) Effective Use of Technology (Section 4109) Activities include:

Professional development for teachers on using digital platforms to support differentiated instruction and improve student engagement.

Implementation of blended learning models to support personalized learning and increase access to rigorous coursework.

(E) Program Objectives, Outcomes, and Evaluation
The overarching objectives of SLUSD's Title IV, Part A-funded activities are to:

Increase access to and engagement in well-rounded, culturally responsive instruction.

Improve student safety, mental health, and school climate.

Strengthen instructional practices through effective and innovative uses of technology.

Intended outcomes include improved academic achievement, increased student engagement, reduced disciplinary referrals, improved student wellness, and expanded access to postsecondary opportunities.

SLUSD evaluates the effectiveness of Title IV-funded activities through a combination of:

Annual educational partner surveys (e.g., families, students, and staff).

Program-specific participation and impact data.

Site-level review of metrics such as course completion, attendance, behavior, and reclassification rates.

LCAP-aligned evaluation metrics and program reviews by central office staff.

Evaluations are conducted annually and used to guide program adjustments and resource allocations to ensure continuous improvement and alignment with district priorities.

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.

San Leandro Unified School District (SLUSD) conducts a comprehensive needs assessment every three years to evaluate and prioritize Title IV, Part A investments. This process includes a review of multiple data sources and stakeholder input to identify gaps and opportunities for improvement across the three Title IV, Part A content areas: well-rounded education, safe and healthy students, and effective use of technology.

Indicators and Data Sources for Well-Rounded Education Needs Assessment:
To assess needs related to well-rounded educational opportunities, SLUSD reviews a combination of academic performance, engagement, and program participation data, including:

CAASPP Results (ELA and Math): Used to identify gaps in academic achievement and access to standards-aligned instruction across subgroups.

STAR Reading and Math Growth Reports: Monitor student progress over time and highlight areas where additional instructional supports are needed.

Student Attendance Data: Monthly attendance reports are analyzed to understand patterns of disengagement that may be linked to access or relevance of curriculum offerings.

COST Tracker Data (Coordination of Services Team): Highlights students who require academic, behavioral, or emotional supports, indicating a need for more integrated instructional and socioemotional learning opportunities.

Monthly Behavior Referral Reports: Used to identify student needs related to school climate, behavior supports, and engagement in learning.

Course Enrollment and Access Data: Examines participation in visual and performing arts, world languages, CTE, and advanced coursework to ensure equitable access to well-rounded programs.

These indicators help SLUSD evaluate the effectiveness of existing programs and determine where additional resources, supports, or new initiatives are necessary. Title IV, Part A funds are then allocated to supplement and expand efforts to improve access to a broad, engaging, and culturally relevant course of study for all students, especially those from historically underserved populations.

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

San Leandro Unified School District (SLUSD) is committed to providing students with meaningful, diverse educational experiences that promote academic excellence, creativity, civic engagement, and social-emotional development. The district uses Title IV, Part A funds to expand access to a broad range of learning opportunities that reflect the holistic needs of students. Activities include:

Arts Education:
SLUSD offers access to visual arts, music, theater, and dance programs that cultivate creativity, self-expression, and cultural awareness. These programs are integrated into the curriculum and supported through performances, exhibitions, and community showcases.

Physical Education and Athletics:
Comprehensive physical education instruction and extracurricular athletics promote physical fitness, healthy lifestyles, teamwork, and school spirit. Students have opportunities to participate in structured activities that support wellness and social development.

STEM (Science, Technology, Engineering, and Mathematics) Education:
Hands-on STEM activities—including labs, robotics, coding, and design challenges—are embedded into coursework to enhance problem-solving and critical thinking skills. These experiences help prepare students for future careers in high-demand fields.

Career and Technical Education (CTE):
SLUSD offers a variety of CTE pathways aligned with industry sectors, providing students with practical, real-world skills. Programs include business, health science, engineering, culinary arts, and early childhood education. Dual enrollment and articulation opportunities further support college and career readiness.

Civic Education and Service Learning:
Students engage in civics-based curriculum and service learning projects that teach the principles of democracy, community responsibility, and social justice. Activities may include participation in student government, voter education, and community service aligned with local needs.

Extracurricular Clubs and Activities:
SLUSD supports a wide array of student-led clubs and extracurricular activities—including academic teams, cultural organizations, and creative arts groups—that reflect student interests and promote leadership, collaboration, and inclusivity.

Field Trips and Experiential Learning:
Field trips, guest speaker series, and hands-on learning opportunities connect classroom instruction with real-world experiences. These activities expand student horizons, deepen understanding, and foster curiosity.

Outdoor Education and Environmental Stewardship:
Programs incorporate outdoor learning, environmental science projects, and sustainability initiatives that encourage students to explore the natural world and understand their role in protecting it.

Social-Emotional Learning (SEL) Programs:
The district implements SEL frameworks that support student well-being, build interpersonal skills, and create a positive school climate. SEL is embedded into daily instruction and reinforced through counseling, peer leadership programs, and schoolwide initiatives.

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?

San Leandro Unified School District (SLUSD) evaluates the effectiveness of Title IV, Part A-funded activities through a comprehensive process that combines quantitative data analysis, stakeholder input, and program-specific outcome tracking. This evaluation informs continuous improvement and future planning to ensure that activities remain aligned with district goals and student needs.

To measure impact, SLUSD analyzes student participation and access data across programs such as arts, STEM, CTE, dual enrollment, and extracurricular offerings, with attention to equity and inclusion. Academic and behavioral indicators—including CAASPP scores, STAR Reading and Math growth data, attendance rates, chronic absenteeism, behavior referrals, and English language proficiency via the ELPAC—help assess both academic progress and student engagement. The district also reviews school climate and social-emotional learning outcomes using tools like the California Healthy Kids Survey (CHKS) and site-based surveys for students, staff, and families. Technology integration is evaluated through usage metrics and feedback from teachers and students regarding the effectiveness of digital tools and instructional strategies.

Educational Partner input is an essential component of the evaluation process. SLUSD collects feedback from families, students, educators, and community partners through focus groups, advisory meetings, and surveys. Input from professional development sessions and Communities of Practice is also reviewed to refine instructional supports and ensure professional learning remains relevant and impactful. Each year, the district reviews its Title IV, Part A program objectives, examines progress against identified metrics, and incorporates findings into site and district planning documents, including the LCAP and SPSAs. Based on this comprehensive analysis, SLUSD makes data-informed

adjustments to program strategies and funding priorities to strengthen outcomes and ensure the continued success of Title IV, Part A-supported initiatives.

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.

To examine needs for improvement in the Safe and Healthy Students priority area under ESSA Section 4108, San Leandro Unified School District (SLUSD) utilizes multiple indicators and data points that reflect students' physical health, emotional well-being, and overall engagement in a supportive school environment. Key measures include attendance rates, which are monitored monthly to identify patterns of chronic absenteeism and disengagement that may signal underlying wellness or school climate concerns.

The FitnessGram assessment results are reviewed annually to evaluate students' physical health and fitness levels, helping inform adjustments to physical education and wellness initiatives. Student surveys, including the California Healthy Kids Survey (CHKS) and site-specific school climate surveys, provide valuable insights into students' sense of safety, connection, and emotional well-being. Additionally, the district uses the COST (Coordination of Services Team) tracker to monitor referrals for academic, behavioral, and social-emotional supports. This tool helps identify individual and schoolwide needs and guide timely interventions. Together, these data points inform continuous improvement in creating safe, inclusive, and healthy learning environments supported by Title IV, Part A funding.

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

San Leandro Unified School District (SLUSD) is committed to fostering a safe, inclusive, and healthy learning environment for all students. Through Title IV, Part A funding, the district implements a broad range of activities that address physical safety, mental health, wellness education, and community engagement. These initiatives are designed to be proactive, inclusive, and responsive to student needs.

Safety Protocols and Procedures:
SLUSD maintains and regularly updates emergency response protocols, including fire drills, lockdowns, earthquake preparedness, and reunification plans. Staff receive ongoing training to ensure consistent implementation across all sites.

Health Education Curriculum:
A comprehensive health education curriculum is delivered at appropriate grade levels, addressing topics such as physical fitness, mental health, nutrition, substance abuse prevention, and sexual health. This ensures students are equipped with the knowledge to make informed choices about their well-being.

Access to Health Services:
Schools provide access to nursing staff and partner with community-based health providers to offer services such as immunizations, vision and hearing screenings, and mental health referrals. School-based wellness centers offer a bridge between academics and health support.

Promotion of Physical Activity:
Physical education courses, recess activities, sports teams, and intramural programs encourage students to engage in daily physical activity. These opportunities support physical wellness, self-confidence, and social skills.

Nutrition Programs:
SLUSD promotes healthy eating through the National School Lunch Program and classroom education on balanced nutrition. Nutritious meals and snacks are provided to ensure students are well-nourished and ready to learn.

Mental Health Support Services:
The district provides robust mental health support through counselors, therapists, and mental health partners. Services include individual counseling, group therapy, crisis response, and schoolwide initiatives to reduce stigma and promote wellness.

Substance Abuse Prevention:
Prevention programming educates students about the risks of tobacco, alcohol, and drug use, and provides access to intervention and support services for students at risk or in need of recovery support.

Health Promotion Campaigns:
SLUSD regularly implements schoolwide campaigns focused on hygiene, disease prevention, stress management, and wellness practices, often in collaboration with student leaders and community partners.

Environmental Safety Measures:
Facilities are maintained through regular inspections, upgrades, and hazard mitigation efforts to ensure clean, safe, and functional learning environments.

Crisis Intervention and Support:
Crisis response teams are trained to support students and staff in the aftermath of traumatic events. Schools also implement trauma-informed practices and offer support services to help students recover and stay engaged.

Parent and Community Involvement:
Parents and community members are engaged through wellness committees, educational workshops, and school events. Their input and participation strengthen the effectiveness of safety and wellness initiatives.

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?

To assess well-rounded education activities, SLUSD reviews student participation rates in arts, STEM, CTE, and dual enrollment programs; course access equity data; CAASPP and STAR assessment results; and stakeholder feedback from student and family surveys. The district also tracks course completion and A-G eligibility data to measure academic outcomes associated with enriched instructional opportunities.

For safe and healthy student initiatives, the district monitors multiple indicators including attendance and chronic absenteeism rates, behavior referral and suspension data, student wellness and mental health service usage, fitness gram results and results from the California Healthy Kids Survey (CHKS). Additional data from the Coordination of Services Team (COST) Tracker help assess the effectiveness of interventions for students identified as needing additional support. Crisis response data and school climate surveys also inform the effectiveness of SEL, PBIS, and mental health programming.

All data are reviewed annually and presented to district leadership, site administrators, and stakeholder groups, including School Site Councils and LCAP advisory committees. Evaluation results directly inform decisions about program refinement, expansion, or redirection, ensuring that Title IV, Part A activities are evidence-based, responsive, and aligned with student needs.

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.

San Leandro Unified School District (SLUSD) uses a combination of quantitative and qualitative data to assess the integration and impact of technology on teaching and learning. These indicators help identify gaps in access, instructional effectiveness, and professional learning needs, guiding future program planning and Title IV, Part A investments.

Student and Staff Technology Access Rates: Analysis of device distribution, internet connectivity, and access to digital tools to ensure equitable technology access across all grade levels and student subgroups.

Usage Data from Digital Platforms: Monitoring of learning management systems (e.g., Google Classroom), adaptive learning software, and other instructional technology tools to assess how frequently and effectively they are used by students and teachers.

Professional Development Participation: Tracking attendance and feedback from staff on technology-related PD sessions to evaluate the reach and relevance of training opportunities focused on instructional technology integration.

Teacher and Student Surveys: Gathering perception data on how technology supports instruction, engagement, and learning outcomes. This includes questions on comfort, confidence, and barriers to effective technology use.

Classroom Observation Data: Walkthroughs and formal observations to assess how technology is embedded into daily instruction and whether it supports personalized learning and academic rigor.

Digital Literacy Assessments: Reviewing student progress in building digital skills such as research, collaboration, media literacy, and responsible digital citizenship.

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])

San Leandro Unified School District (SLUSD) supports the effective use of technology through a range of activities designed to enhance instruction, build educator capacity, and promote digital literacy among students. Technology-integrated instructional support is provided through the daily use of digital platforms such as Google Classroom and learning applications to promote personalized learning, student collaboration, and increased engagement. Adaptive software is also used to deliver differentiated instruction tailored to individual student needs in reading, math, and English language development.

To ensure teachers are well-equipped, SLUSD offers ongoing professional development focused on best practices in educational technology. Educators receive coaching and support in integrating digital tools into lesson design, formative assessments, and project-based learning. Additional sessions cover digital pedagogy, blended learning models, and data-informed instructional strategies, ensuring that technology is used to enhance—not replace—strong teaching practices.

In parallel, the district emphasizes student digital literacy and citizenship. Students receive direct instruction on responsible technology use, including topics such as online safety, ethical behavior, and digital citizenship. Instruction also focuses on building essential digital skills such as conducting research, evaluating media, collaborating online, and effectively using productivity tools. These efforts ensure students are prepared to succeed in a digitally connected world while using technology responsibly and effectively.

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?

San Leandro Unified School District (SLUSD) evaluates the effectiveness of strategies and activities funded under Title IV, Part A through a multi-faceted approach that includes data analysis, input from educational partners, and alignment with program goals. Evaluation is embedded into the district's continuous improvement process and directly informs future planning and resource allocation.

To measure the impact of well-rounded education activities, SLUSD reviews student enrollment and participation rates in programs such as arts, STEM, CTE, and dual enrollment, as well as disaggregated access data to ensure equity. Academic indicators—including CAASPP scores, STAR assessment growth, and A-G course completion rates—are analyzed alongside student and family survey results to assess engagement and effectiveness.

For safe and healthy student programs, the district monitors attendance and chronic absenteeism rates, behavior referrals, suspension data, and student participation in SEL, mental health services, and wellness programs. The California Healthy Kids Survey (CHKS) and data from the Coordination of Services Team (COST) Tracker provide additional insight into student well-being and climate-related needs.

To evaluate the effective use of technology, SLUSD collects data on student and staff access to devices and internet connectivity, usage of digital learning platforms, and participation in technology-related professional development. Surveys from students and teachers assess the perceived impact of technology on engagement and learning outcomes. Observational data and classroom walkthroughs provide qualitative insight into how effectively technology is being integrated into instruction.

All collected data are reviewed annually by district leadership and shared with educational partners—including site administrators, educators, families, and advisory groups—to evaluate progress toward Title IV goals. This feedback is used to refine existing strategies, discontinue ineffective practices, and prioritize future Title IV, Part A-funded activities that are most likely to produce positive outcomes for students.

- 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:

October 17, 2024 and May 22, 2025

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/

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