

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

School Year

2025

Date of Board Approval

June 26, 2025

LEA Name

San José Unified School District

CDS Code:

43696660000000

Link to the LCAP:

(optional)

SjUSD.org/about/district-information/lcap

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 I, PART D

Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-Risk

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.

Federal funds are allocated based on SJUSD's strategic plan priorities, which align with federal fund usage guidelines: Rigorous Curriculum, Innovative Workforce, and Unified Community. They supplement state funds. Title I funds are primarily allocated to sites so they can determine interventions and support that meet the needs of their individual communities.

Additionally, Title I funds are allocated to support parent and family engagement at the site level and professional development. Titles II, III, and IV are planned for and implemented at a district level so we can target the neediest community or area. Titles II, III, and IV are primarily used for professional development to improve the skills of staff members who interact daily with high-needs students. State and local assessments, as well as climate survey data, are used to develop LCAP goals and actions. All federal funds are utilized to support those goals and actions.

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.

All decisions in SJUSD are data and research-based. A review of data helps us determine which students need support in each area. Categorical funds provide support in some cases, but we also use LCFF funds to provide additional interventions, supplemental resources, social-emotional support, and enrichment. Departments and schools review data (state and local assessments, climate surveys, attendance, and suspension) each fall to determine goals and develop action plans to reach those goals. The goals are based on the Strategic Plan, which is aligned with the state's LCFF priorities. Action plans are reevaluated throughout the year and adjusted based on interim data.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

Schools with 40% or greater students eligible for free or reduced meals receive Title I funds.

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 CDE's 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:

San José Unified has a teacher support program that helps teachers grow through professional development opportunities, including support from instructional coaches, consulting teachers, and administrator evaluators. Moreover, San José Unified has an in-house induction program focusing on coaching cycles.

San José Unified also encourages teachers to participate in a federal program that forgives teacher loans if they teach in a Title 1 school.

Just recently, the San José Unified School District removed the salary cap. Thus, we now hire teachers with 10, 15, and 20 years of experience at all our sites.

1. In relation to low-income students (10,622), and minority students (19,363)

- a. 102 teachers can be classified as Inexperienced, representing 11% of our total teachers.
- b. 0 teachers can be classified as Misassigned, based on the definition listed by the CDE, as our school district ensures that hired teachers at least hold a limited emergency permit.
- c. 27 teachers can be classified as Out-of-field, representing 2% of our total teachers.

2. SJUSD has an educator equity gap. Internal controls and tools used to determine root cause analysis include:

- a. Data from Santa Clara County Office of Education Credential Report, California Commission on Teacher Credentialing (CTC), and 4-Week Letter to track out-of-field and ineffective teachers, CalSAAS and CALPADS data to track out-of-field and ineffective teachers, Tyler/MUNIS employee data to track inexperienced teachers, Data from Infinite Campus

software to track teacher's credential and their authorization area to the course(s) that they teach, and Recruitment Data measured using hiring software.

b. Relevant Educational Partners within SJUSD collaborate to address this educator equity gap. Involved in this process are the Superintendent's Council, Directors of Elementary and Secondary Instruction/Curriculum, HR Director, Lead Principals from Elementary, Middle, and High School, Director of Educational Equity, Coordinator of Induction Program, District Registrar, Director of Data Analytics, Credentials/Certificated Hiring Team, and the Substitute Desk Team. All personnel above have specific responsibilities relevant to executing these assessments. Some examples include the district registrar, who can provide data on teachers teaching in their authorized area. The induction coordinator can track the number of teachers exiting the inexperienced category. The credentials/hiring team verifies the authorized credential (or not) as they hire new-certificated employees. Moreover, they can chart a pathway of obtaining a credential; therefore, exiting the ineffective and out-of-field categories. The sub desk team can help track the ever-changing teacher leaves, vacancies, and returns (tracking ineffective, out-of-field, inexperienced). The combined efforts of these parties are instrumental in addressing this gap.

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 <i>California Code of Regulations</i>, 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
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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.

Parent input into Comprehensive and Targeted Support improvement plans occurs during the development, review, and approval of the School Plan for Student Achievement (SPSA). Planned interventions, strategies, and use of funds to address the areas of improvement are proposed based on available data, reviewed, and discussed by staff, parents, and the School Site Council in spring 2024 prior to approval. Throughout the school year the school site council will monitor ongoing implementation of the intervention strategy and use of funds to determine the plans effectiveness.

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:

The SJUSD Parent Involvement Policy was jointly developed with parents' input to ensure their feedback was considered and their voices included. The policy aims to create meaningful opportunities for parents to be involved in district and school activities, advisory, decision-making, and advocacy roles, and activities to support learning at home. The involvement policy is accessible via our district website, and feedback on the policy implementation is collected from SJUSD advisory committees in the spring.

Through district-wide and site-based workshop opportunities, parents are provided information to help them understand the expectations of their child's grade level (academic and socio-emotional), specific content areas (literacy, math), and academic assessments. They are also provided with support and strategies to help them when their children face challenges in these areas. School staff, such as teachers, instructional coaches, intervention specialists, advisors, or counselors, can support families with additional strategies to help their children address challenges.

Title 1 schools employ a full-time Family Liaison who can help facilitate communication between school and home, interpret between English and Spanish for parent-teacher academic meetings, and provide additional resources to families when they seek support for their children or their families.

Liaisons and other school staff also prioritize outreach to underrepresented families to make connections and build trusting relationships, engaging them in opportunities to help keep them informed about how best to support their child's academic and socio-emotional well-being. Family Liaisons receive monthly professional development through the Office of Family Engagement. Professional development topics include best practices for engaging families, emphasizing underrepresented families, understanding family engagement frameworks, district communication platforms, resources from community agencies available to support families, analyzing parent feedback, and more. Professional development for teachers, administrators, and other staff occurred in the fall of 2024 and spring 2025.

All printed and digital SJUSD communication and information is published in both English and Spanish to ensure that families can access it, and translation to simplified Chinese is provided for one district school. We utilize an on-demand interpretation service that supports oral interpretation in over 290 languages. Our mass communication platform provides translation of messages into over 100 languages. Site-based or district-wide workshops are provided in English and Spanish or with Spanish interpretation. In addition to translation and interpretation, school and district events offer support with childcare, light refreshments, and transportation, if needed.

All strategies outlined in the policy are evaluated through parent and staff surveys and revised as needed based on outcomes and feedback provided.

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.

The School Plan for Student Achievement (SPSA) describes the strategies used to supplement the academic program using federal funds. Each year, Schoolwide (SW) Title I schools review the data for each of their action items to determine the effectiveness of the actions. If data shows the actions are effective in moving toward the school goals, the activity will be kept; if not, the activity will be abandoned or changed. Schools use Title I funds to offer extended day or extended year instruction for students identified as being below grade level. The options differ by school depending on the needs of the students. Some SW Title I schools use Title I funds to offer programs intended to enrich existing instruction (e.g. field trips aligned to core instruction), while other schools use the funds to accelerate learning by purchasing additional hands-on instructional resources, providing additional professional development to teachers to increase their skill in supporting English Learners and differentiating within their lessons, and providing intervention/instruction outside of the school day or year. Some SW Title I schools use the services for all students but focus the interventions on students who are at risk. SJUSD has prioritized increasing access to Advanced Placement (AP)/International Baccalaureate (IB) courses and SAT prep. To support this goal, High School SW Title I schools use

Title I funds to provide support to students who have not traditionally enrolled in AP/IB courses. The needs assessment is completed annually to evaluate the effectiveness of the actions with the SSC so that parents and staff can reassess and develop the revised plan together to ensure that the plan meets students' needs. Title I allocations based on the Consolidated Application are included in the SPSA, and schools allocate funds to each action item. SJUSD does not have Targeted Assistance School Programs. All our participating schools have SW programs.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Every site has a leadership team, SSC, student support team, and climate and culture team that support all sites. This also includes parent participation and feedback from the school sites that have higher needs.

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:

SJUSD's McKinney-Vento (Homeless Youth and Families) liaison informs parents of homeless children of educational opportunities to participate in their children's education. The liaison coordinates activities with other agencies and ensures that homeless children are enrolled and have full and equal opportunities to succeed in school. In conjunction with enrollment and site administration, the liaison ensures school stability, immediate enrollment, and access to extracurricular activities. In conjunction with site counselors and administrators, the liaison ensures that homeless youth are assigned appropriate coursework and credits and are aware of all graduation requirements, including alternative graduation requirements as provided by law.

School administrators and counselors receive yearly training to learn about the homeless liaison's responsibilities. SJUSD adopted BP and AR 6173 Education for Homeless Youth to ensure homeless children are not segregated or stigmatized and to ensure a dispute resolution process is in place for Homeless Youth. The McKinney-Vento (Homeless Youth and Families) liaison partners with community organizations to prevent homelessness and quickly rehouse homeless families. Each SJUSD school identifies a McKinney-Vento/Foster Youth Liaison who coordinates with the District McKinney-Vento and Foster Youth Liaisons to ensure that Homeless and Foster students can fully participate in our educational system, including utilizing interventions specific to each child's needs and ongoing check-ins to ensure that those interventions are effective. We use the reserve money to provide clothing, toiletries, backpacks, uniforms, bus tokens, and passes. Support: counseling and housing support through a partnership with the Bill Wilson Center Coordination of Services: McKinney-Vento Program Coordinator, (2) McKinney-Vento Liaisons (to enroll families), one COA II to provide office support to the program SJUSD has created a system in which a designated liaison at each school site contacts each homeless youth at their site, checks in and offers support (as needed) for attendance, academics and/or behavior issues. This includes access to counseling and tutoring services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

- (A) 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:

District staff facilitate articulation meetings for teaching staff at each level (5th and 6th grade, 8th and 9th grade) in general and special education. The focus of the meetings is to help instructional staff understand the content standards and the support students will need as they transition. Federal funds are not used to pay for these meetings. Winter Family University specifically focuses on transitions for general and special education students. The sessions include transitioning 5th to 6th grade and 8th to 9th grade, expectations, rigorous curriculum, and course selections.

Parents receive various resources to help them understand the secondary system, home-to-school communication, and graduation requirements.

High Schools support families and students in understanding post-secondary opportunities. All schools are staffed with counselors who are paid with LCFF funds. Some Title I High Schools use Title I funds to pay for additional parent meetings and support in completing applications and scholarship requests. In addition to this, we use non-Title I funds to:

- Support an MOU with San José Community College to provide dual enrollment courses at each HS site.
- Bring community college staff on each HS campus, including Broadway, to provide assessment and enrollment support.
- Four-year universities provide information sessions and tours at each HS for all students.
- Offer grade recovery to students within a few courses with A-G requirements.
- Every high school has at least one Destination College Advising Corps Member (DCAC) to work with first-generation students through UC Berkley.

Middle School Counselors deliver a College and Career Readiness curriculum to students and parents of students enrolled in grades 6-8. In 8th grade, this curriculum includes information about transition to high school, graduation requirements, and A-G eligibility. High School administrators visit feeder middle schools to educate 8th-grade students about the transition to high school and the various courses offered to meet graduation requirements. Student and parent orientation days also help the transition between elementary and middle school.

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:

SJUSD does not use Title I funds to assist schools in identifying and serving gifted and talented (GATE) students or to assist in developing effective school library programs. GATE students and library programs are supported through LCFF funds. Title I reservation funds fund Family Engagement programs, such as Family University, parent ESL classes, and interpretation equipment, and pay for parent liaisons.

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:

Alternative Education programs include Liberty, Broadway, Sunol Community Day School, Silicon Valley Career Technical Education, and Non-Public Schools.

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:

San José Unified has agreements with Sunol Community Day School to educate students expelled from SJUSD schools. SJUSD also has an agreement with the County of Santa Clara to keep students who are justice-engaged dual enrolled for 30 days to make the transition back to SJUSD seamless. SJUSD also has agreements with several nonpublic schools to provide educational services for students with IEPs who have not been successful in the comprehensive school setting. SJUSD provides two alternative programs for students to ensure they can graduate if a traditional comprehensive campus has not been successful for them (Broadway and Liberty).

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:

Not Applicable. The agencies we have agreements with operate independently from SJUSD.

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:

SJUSD provides reentry meetings for all students returning to the district from an alternative education setting. These meetings include identifying student needs and available resources on school campuses. Support plans for student success are created where applicable. The plans may include social, emotional, and academic support.

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:

Students served by these programs often have elevated social-emotional needs and need more individualized academic support. Schools meet these elevated needs through smaller adult-to-student ratios. There is a focus on social-emotional coping strategies. Students are often provided with more intensive counseling support. These programs usually require students to complete community service to reengage them in positive social behaviors. Sites may also offer substance abuse programs to students during school hours and/or on Saturdays.

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:

Broadway runs a young mothers program that provides access to child care and support for students who are parents. Broadway also provides a wellness space for students to access throughout the school day. Many students are returning from correctional facilities, and/or are at-risk children. Students have access to social and health services as needed. Schools coordinate with the Student Services Department to refer students to community agencies for both mental and physical health. Parents are provided access to the Parent Project, where applicable. The Family Engagement Office runs Parent University classes covering various topics and provides access to online sessions that address social and emotional issues.

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:

SJUSD has a Joint Powers Authority agreement with Silicon Valley Career Technical Education to provide technical classes for our students. Students who complete these programs often receive certificates that allow them to gain employment after graduation while also receiving high school credits. Transportation is provided for students from their home high school to the program. School counselors also assist students with applications to technical schools and community colleges.

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:

Through district-wide and site-based workshop opportunities, parents receive information to help them understand the expectations of their child's grade level (academic and socio-emotional) and strategies to help them when their children face challenges in these areas. School staff, such as teachers, instructional coaches, intervention specialists, advisors, counselors, and administrators, can support families with additional strategies to help their children address challenges with the academic and social aspects of the school day. Mental health webinars were provided in the areas of substance abuse, social media use, and establishing healthy communication and boundaries.

Parents seeking more individualized support for their child may receive a referral to intensive counseling from a partner agency, which may provide additional resources for parents. SJUSD partners with the Santa Clara County District Attorney's Office to provide the Parent Project and Parent Project Jr. programs for families needing extra support recognizing and redirecting their child's negative behavior. Communication about these resources occurs throughout the school year.

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:

Silicon Valley Career Technical Education offers state-of-the-art programs taught by industry professionals. These programs engage students in rigorous, real-world academics and skills development designed to support their success through college and in their future careers.

Student Learning Outcomes (SLOs); Students will:

- Demonstrate technical skills for college and career readiness.
- Demonstrate leadership skills, including teamwork & a strong work ethic.
- Solve problems using effective communication, critical thinking, & evidence-based decision-making.
- Integrate academic skills through applied learning experiences.

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:

Schools collaborate with Probation Officers by providing accurate attendance, grade, and behavior data when requested. Probation officers are also included in reentry meetings when appropriate to reinforce the relationship between the schools and probation and intake meetings as needed.

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:

San José Unified School District ensures that correctional facilities working with children and youth are aware of existing Individualized Education Programs (IEPs) by;

- Sharing all relevant student records, including IEPs (amendments, annuals, triennials, initials, and manifestation determinations), special education assessment reports, 504 plans, office discipline referrals, suspension forms, attendance enrollment history, state assessment results, counseling logs, transcripts, grades, schedules, and any other documentation in the student's cumulative file.
- Inviting probation officers, social workers, Department of Family and Children Services advocates, and attorneys to IEP and intake meetings.
- Collaborating with probation officers, social workers, and Department of Family and Children Services contracted service providers to ensure appropriate school placement and services and that students meet rehabilitation, treatment, and/or probation goals.

Additionally, the District transfers SIRAS (online IEP management system) records to the Santa Clara County Office of Education (SCCOE) to ensure that necessary meetings during a student's time in a correctional facility are documented appropriately. Upon a student's release, SCCOE transfers the student's SIRAS profile back to the District, facilitating a seamless transition between the Local Education Agency and SCCOE.

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:

SJUSD employs 5 Child Welfare and Attendance Counselors (CWA). These counselors work with youth who need alternative placements and provide information and guidance about both SJUSD programs and outside programs. These counselors also provide Tier 3 support for students with social-emotional and attendance needs at their assigned sites.

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.

Title II dollars fund professional development support for teachers in classroom management, supporting students with special needs, instructional strategies, and long- and short-term planning in all content areas (reading, writing, mathematics, science, social studies, ELD). This professional development and planning support always emphasizes differentiating instruction to meet the needs of all learners.

Teachers are given options for attending PD, including after school, during school, and on Saturdays. Growth and improvement are measured through data collection of teacher and student actions during coaching cycles, our teacher evaluation system, feedback, and student performance data. Post-surveys are always given after each PD session. Principals, Assistant Principals, Instructional Coaches, and other school leaders are encouraged to attend teacher professional development to understand better the content standards, curricular resources, and best practices utilized in the classroom.

This supports our leadership by enabling us to support and provide feedback to teachers. We also use Title II funds for a leadership academy that supports future leaders and is fully aligned with our Strategic Plan. Post-surveys are given after all sessions. In addition, we use Title II funds to provide coaches for leaders and clear their admin credentials. Growth and improvement are measured through the credential-clearing program and our evaluation system. We consistently use survey data, student performance data, and evaluation data to monitor the effectiveness of how Title II funds are being used and revise our plans. An additional piece is the climate survey that is taken annually by all SJUSD staff.

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:

Staffing and funding are allocated by a formula that provides all schools with basic resources based on student enrollment and additional staffing and funding based on EL, Low Socioeconomic, and Foster Youth enrollment. When determining school resources, we look at multiple academic data points and climate survey data from staff, students, parents, and community members. When identifying the needs of ATSI, TSI, and CSI schools, we dig further into the data, have meetings with staff, community, and site leadership for input, and pay close attention to the instructional strengths of the teachers. We then provide the professional development that best fits those needs and follow up with regular data analyses and classroom walkthroughs to determine the next steps. We sometimes group teachers and/or schools based on common needs when providing professional development.

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.

SJUSD has monthly meetings with all principals and assistant principals to provide professional development. Instructional coaches engage in several multi-day learning sessions to incorporate professional development and content design.

We have ongoing monthly meetings for office managers, registrars, office specialists, family liaisons, and twice yearly for paraprofessionals, which include professional development and training. Content is based on participant surveys. We also hold three CSEA meetings per year, with content based on staff surveys about their training needs.

Organizations and partnerships with relevant and demonstrated expertise in programs and activities that we pay for with Title II funds include: -Association of California School Administrators (ACSA) -Analyzing Teaching for Student Results (ATSR) Training and partnerships with these organizations provide support to existing leadership, as well as future leaders. All the above-mentioned professional developments are evaluated through participant surveys, our annual climate survey, and through our employee evaluation process.

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:

The LEA provides professional development activities specific to English Learners/Title III purposes designed to improve instruction and assessment of English Learners and to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners. The District Instructional Coaches assist classroom teachers, site coaches, administrators, and Primary Language Program Assistants (Funded by LCFF) by providing direct support and assistance in the use of effective instructional strategies for English Learners, use of data to improve and monitor student achievement for English Learners (ELs) and Reclassified (RFEPs) students and align curriculum and instruction to State and District-identified standards. District Instructional Coaches spend the majority of their time working with site coaches and teachers to provide professional development targeted to the needs of ELs and RFEPs that would include, but not be limited to, understanding the 2012 CA ELD Standards, in-class coaching, observing, modeling of instructional strategies to support ELs, guiding teachers through reflective practice, using district instructional resources to differentiate for the needs of English Learners, assessing student work, and developing instructional plans with teams of teachers or as individuals to teach Integrated or Designated ELD. Effective in increasing students' English Proficiency or substantially increasing subject matter knowledge, teaching knowledge, and teaching skills of teachers, District Instructional Coaches focus on explicit language instruction in coaching cycles with all content areas and in their work with Site Coaches.

Site instructional coaches engage in coaching cycles with teachers to craft lesson plans that integrate English learner best practices.

Coaches leverage observational and internal data to facilitate discussions on refining instruction and planning next steps.

In addition, coaches conduct targeted professional development sessions to amplify support for English learners. Coaches use assessment data (ELPAC) and observational data to tailor their professional development to meet the needs of school sites.

TK-5:

Coaching cadres support teams of teachers in understanding the 2012 CA ELD standards and implementation of the SJUSD Designated ELD Units and Integrated ELD in Language Arts and Math. Professional development includes supporting targeted sites with week-long PD twice a year, offered to each site, including content exploration, demonstration lessons, reflective conversations, lesson planning, and 5-day 1:1 coaching cycles, which include in-class observations/demonstration lessons, and daily reflective conversations and planning. In between the cadre visits, DELICs engage in classroom walkthroughs with site and district administrators and the site coach to discuss progress and identify next steps. Additional professional development is provided to bilingual program teachers to support biliteracy and develop metalinguistic awareness to accelerate English language acquisition.

6-12:

- PD for ELD teachers trained to implement the Edge/Inside curriculum to support newcomer EL students.
- ELD collaboratives and instructional rounds are held throughout the year.
- Middle School ELA with Academic Language Development teachers trained on scope and sequence and implementation of designated ELD with the Springboard ELA/ELD curriculum.
- High School ELA with Academic Language Development teachers trained on scope and sequence and implementation of designated ELD with the Springboard ELA/ELD curriculum.
- District ELD coaches support the professional development of teachers, coaches, and administrators on best instructional practices to create access to English Learners to content area courses and provide myriad opportunities and/or interventions for English language development and production across their courses.
- Continue to provide training on integrating explicit language instruction into content area teaching through the Constructing Meaning program.

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:

We do not apply for immigrant funds.

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:

These programs are funded with LCFF, not Title III funds. High-quality language instruction programs specific to ELs: English Learner students in SJUSD have an option of three programs designed to support language development – Structured English Immersion (SEI) grades TK-12, Academic Language Acquisition (ALA) grades TK-3, and Two-way Bilingual Immersion (TWBI) grades TK-12. Structured English Immersion (SEI): Ed Code 300 in California mandates that all children in California public schools be taught English as rapidly and effectively as possible. All English Learners whose parents have not requested an alternative bilingual program are initially placed in an SEI classroom. Except for the TWBI Magnet school, River Glen, all elementary schools in SJUSD have at least one SEI classroom at each grade level at their site. At the elementary level, EL students with all levels of fluency are grouped in an SEI class with

reclassified students and/or native English language speakers. This program aims to provide Integrated English Language Development (ELD) instruction at each student's appropriate English proficiency level. The teachers modify their instruction to make the core content comprehensible for English Learners. Teachers employ strategies using Specially Designed Academic Instruction in English (SDAIE) to help students maintain grade-level competency.

In contrast, students acquire English quickly and progress toward reclassification. Native speakers and reclassified English proficient students serve as English language role models for their English learner peers. In elementary schools with 25 or more English Learner students across two grade levels, students are grouped for 45 minutes of daily Designated English Language Development. In elementary schools with less than 25 EL students across two grade levels, English Learner students will receive designated ELD daily in a small group setting within the context of their English language arts instruction. In grades 6-12, newcomer students are supported in ELD courses aligned to their proficiency levels. English Learners enrolled in ELD courses for more than three years are grouped to receive designated ELD support through the grade-level ELA with Academic Language Development courses in grades 6-10. In grades 11 and 12, English Learner students will receive small-group Designated ELD instructions during each class meeting within the context of their ELA course.

Academic Language Acquisition (ALA) is one of the San José Unified School District's uniquely designed alternative bilingual programs. This program is for Spanish-speaking students classified as English Learners from Spanish-speaking homes. The ALA program is a modified transitional bilingual program with primary language maintenance and development in the TK-3 elementary grades. ALA is designed as a well-articulated multi-year program with dual goals of accelerating the student's acquisition of the English language while developing academic skills in core content areas in the child's primary language, Spanish. By 4th and 5th grade, students who have participated in the ALA program in their primary years are fully immersed in an SEI classroom. The students' academic progress is monitored to ensure mastery of grade-level content standards. At the same time, their acquisition of English is monitored as they make progress toward reclassification.

Two-Way Bilingual Immersion (TWBI) is SJUSD's second alternative bilingual program. TWBI is a multi-year program spanning grades TK-12, offering students the optimum opportunity for the development of high levels of Spanish and English oral fluency (bilingualism), a strong academic foundation in both languages (bi-literacy) while working with the students, their families, and community to build strong multicultural, pro-social and advocacy skills. The TWBI program integrates Spanish-speaking English Learners, English-speaking Spanish learners, and bilingual students classified as "proficient" in English based on the ELPAC. Both native Spanish speakers and native English speakers serve as language models for each other in a TWBI classroom. Class rosters are created each year with particular attention to the number of native English and Spanish speakers in each room to ensure the appropriate balance of language role models for proper program implementation.

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:

TK-12 sites are held accountable for meeting English acquisition progress for ELs and the challenging State academic standards:

- Ensure daily implementation of Designated and Integrated ELD instruction for English Learners. Master Designated ELD Schedules are collected and reviewed at the District Level for monitoring.
- Monitor interim data points and planned interventions through the English Language Learner Progress Monitoring plan.

- Sites and district personnel, including teachers, administrators, and specialized staff, will use the ELLevation platform to monitor and ensure the progress of our English Learner students. This platform provides teachers and staff access to comprehensive student data (Initial Identification date, ELPAC, grades, State and District assessment data) for tracking progress and proper course placement. Additionally, ELLevation streamlines EL and RFEP monitoring by offering collective data views and facilitates teacher feedback collection through digitized forms.
- A minimum of two data collection walkthroughs of integrated ELD Courses each year with Site and District Administrators and coaches to monitor the implementation of best practices for ELs, provide feedback to sites, and inform future professional development for teachers.
- Monitor ELPAC annual and 3-year-no growth and establish EL action plans for students to accelerate progress in English language development.
- District level monitoring of EL progress in TK-2 ELA/SLA and Math 4 times yearly, and 3-5 ELA and Math SBAC annually. In 3-5 TWBI, annual ELA/SLA Reading Achievement monitoring, Fall to Spring data points. District Level monitoring of EL progress in 6-12 ELA and Math 3x/year, 6-8 and 11th grade ELA and Math SBAC, and 6-8 SLA progress in Reading.
- Implementation of high-quality research based CCSS aligned language instructional program (National Geographic Inside/Edge in ELD, SpringBoard ELD Companion for Designated ELD) A minimum of two data collection walkthroughs each year of these Designated ELD courses with Site and District Administrators and coaches to monitor implementation of curriculum and best practices to support ELs, to provide feedback to sites, and to inform future professional development for teachers.
- Provide intensified language instruction to long-term English learners through Designated ELD, which is offered during regular school hours.
- Monitor interim data points (WPAs, NWEA Literacy and Math, course grades) and plan interventions through the long-term English Language Learner Progress Monitoring plan.
- Administer Fall and Spring common writing assessments (WPAs) in ELD courses. WPA scores are then used as local data points in determining EL student progress toward reclassification.

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:

We transfer all Title IV funds into Title II as described below.

Title II dollars provide professional development support for teachers in classroom management, supporting students with special needs, instructional strategies, and long- and short-term planning in all content areas (reading, writing, mathematics, science, social studies, ELD). This professional development and planning support always emphasizes differentiating instruction to meet the needs of all learners.

Teachers are given options for attending PD, including after school, during school, and on Saturdays. Growth and improvement are measured through data collection of teacher and student actions during coaching cycles, our teacher evaluation system, feedback, and student performance data. Post surveys are always given after each PD session. Principals, Assistant Principals, Instructional Coaches, and other school leaders are encouraged to attend teacher professional development to understand better the content standards, curricular resources, and best practices utilized in the classroom.

This supports our leadership by enabling us to support and provide feedback to teachers. We also use Title II funds for a leadership academy that supports future leaders and is fully aligned with our Strategic Plan. Post surveys are given after all sessions. In addition, we use Title II funds to provide coaches for leaders and clear their admin credentials. Growth and improvement are measured through the credential clearing program and our evaluation system. We consistently use survey data, student performance data, and evaluation data to monitor the effectiveness of how the Title II funds are being used and revise our plans. An additional piece is the climate survey that is taken annually by all SJUSD staff.

Staffing and funding are allocated by a formula that provides all schools with basic resources based on student enrollment and additional staffing and funding based on EL, Low Socioeconomic, and Foster Youth enrollment. When determining resources for schools, we look at multiple academic data points, as well as climate survey data, which comes from staff, students, parents, and community members. When identifying the needs of TSI, ATSI, and CSI schools, we dig further into the data, have meetings with staff, community, and site leadership for input, and pay close attention to the instructional strengths of the teachers. We then provide the professional development that best fits those needs and follow up with regular data analyses and classroom walkthroughs to determine the next steps. When providing professional development, we sometimes group teachers and/or schools together based on common needs.

SJUSD has ongoing monthly meetings with all principals, assistant principals, instructional coaches, intervention specialists, and consulting teachers to provide professional development. Surveys are given at each meeting to provide feedback on content and to understand what else they would like training on. We have monthly meetings for office managers and family liaisons, and twice yearly for paraprofessionals, which include professional development and training. Content is based on participant surveys. We also hold three CSEA meetings per year, with content based on staff surveys about their training needs.

Organizations and partnerships with relevant and demonstrated expertise in programs and activities that we pay for with Title II funds include: -Association of California School Administrators (ACSA) -Analyzing Teaching for Student Results (ATSR) Training and partnerships with these organizations provide support to existing leadership, as well as future leaders. All the above-mentioned professional developments are evaluated through participant surveys, our annual climate survey, and through our employee evaluation process.

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 years (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.

The California Dashboard and internal data metrics such as Istation for elementary literacy, NWEA MAP for grade 3-Algebra II, and NWEA Literacy for grades 6-8 are used to measure improvement.

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

Title IV dollars are used to provide professional development support for teachers in classroom management, supporting students with special needs, instructional strategies, and long- and short-term planning in all content areas (reading, writing, mathematics, science, social studies, ELD). This professional development and planning support always includes an emphasis on differentiating instruction to meet the needs of all learners.

Teachers are given options for attending PD, including after school, during school, and on Saturdays. Growth and improvement are measured through data collection of teacher and student actions during coaching cycles, our teacher evaluation system and feedback, and student performance data. Post surveys are always given after each PD session. Principals, Assistant Principals, Instructional Coaches, and other school leaders are encouraged to attend teacher professional development in order to better understand the content standards, curricular resources, and best practices that are being utilized in the classroom. This supports our leadership in being able to support and provide feedback to teachers. We also use Title IV funds for a leadership academy that supports future leaders and is fully aligned to our Strategic Plan. Post surveys are given after all sessions. In addition, we use Title IV funds to provide coaches for leaders and clear their admin credentials. Growth and improvement are measured through the credential clearing program and through our evaluation system. We consistently use survey data, student performance data, and evaluation data to monitor the effectiveness of how the Title IV funds are being used and revise our plans. An additional piece is the climate survey that is taken annually by all SJUSD staff.

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?

All above mentioned professional developments are evaluated through participant surveys, our annual climate survey, and through our employee evaluation process.

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.

SJUSD has ongoing monthly meetings with all principals, assistant principals, instructional coaches, intervention specialists, and consulting teachers in order to provide professional development. Surveys are given at each meeting for feedback on content and to understand what else they would like training on. We have ongoing monthly meetings for office managers and family liaisons, and twice yearly for paraprofessionals, which include professional development and training. Content is based on participant surveys. We also hold three CSEA meetings per year, with content based on staff surveys about their training needs.

Organizations and partnerships with relevant and demonstrated expertise in programs and activities that we pay for with Title IV funds include: -Stanford's Equity and Access Program - National Equity Project-Stanford's Principal Fellow Program -Association of California School Administrators (ACSA) -Analyzing Teaching for Student Results (ATSR) Training and partnerships with these organizations provides support to existing leadership, as well as future leaders.

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

Title IV dollars are used to provide professional development support for teachers in classroom management, supporting students with special needs, instructional strategies, and long- and short-term planning in all content areas (reading, writing, mathematics, science, social studies, ELD). This professional development and planning support always emphasizes differentiating instruction to meet the needs of all learners.

Teachers are given options for attending PD, including after school, during school, and on Saturdays. Growth and improvement are measured through data collection of teacher and student actions during coaching cycles, through our teacher evaluation system and feedback, and through student performance data. Post surveys are always given after each PD session. Principals, Assistant Principals, Instructional Coaches, and other school leaders are encouraged to attend teacher professional development to understand better the content standards, curricular resources, and best practices utilized in the classroom. This supports our leadership in supporting and providing feedback to teachers. We also use Title IV funds for a leadership academy that supports future leaders and fully aligns with our Strategic Plan. Post surveys are given after all sessions. In addition, we use Title IV funds to provide coaches for leaders and clear their admin credentials. Growth and improvement are measured through the credential clearing program and our evaluation system. We consistently use survey data, student performance data, and evaluation data to monitor the effectiveness of how the Title II funds are being used and revise our plans. An additional piece is the climate survey that is taken annually by all SJUSD staff.

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?

All above mentioned professional developments are evaluated through participant surveys, our annual climate survey, and through our employee evaluation process.

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.

SJUSD has ongoing monthly meetings with all principals, assistant principals, instructional coaches, intervention specialists, and consulting teachers in order to provide professional development. Surveys are given at each meeting for feedback on content, as well as to understand what else they would like training on. We have ongoing monthly meetings for office managers and family liaisons, and twice yearly for paraprofessionals, which include professional development and training. Content is based on participant surveys. We also hold three CSEA meetings per year, with content based on staff surveys about their training needs.

Organizations and partnerships with relevant and demonstrated expertise in programs and activities that we pay for with Title IV funds include: -Stanford's Equity and Access Program - National Equity Project-Stanford's Principal Fellow Program -Association of California School Administrators (ACSA) -Analyzing Teaching for Student Results (ATSR) Training and partnerships with these organizations provides support to existing leadership, as well as future leaders.

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])

Title IV dollars provide professional development support for teachers in classroom management, supporting students with special needs, instructional strategies, and long- and short-term planning in all content areas (reading, writing, mathematics, science, social studies, ELD). This professional development and planning support always emphasizes differentiating instruction to meet the needs of all learners.

Teachers are given options for attending PD, including after school, during school, and on Saturdays. Growth and improvement are measured through data collection of teacher and student actions during coaching cycles, through our teacher evaluation system and feedback, and through student performance data. Post surveys are always given after each PD session. Principals, Assistant Principals, Instructional Coaches, and other school leaders are encouraged to attend teacher professional development to understand better the content standards, curricular resources, and best practices utilized in the classroom. This supports our leadership in supporting and providing feedback to teachers. We also use Title IV funds for a leadership academy that supports future leaders and is fully aligned to our Strategic Plan. Post surveys are given after all sessions. In addition, we use Title IV funds to provide coaches for leaders and clear their admin credentials. Growth and improvement are measured through the credential clearing program and our evaluation system. We consistently use survey data, student performance data, and evaluation data to monitor the effectiveness of how the Title II funds are being used and revise our plans. An additional piece is the climate survey that is taken annually by all SJUSD staff.

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?

All above mentioned professional developments are evaluated through participant surveys, our annual climate survey, and through our employee evaluation process.

- 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:

June 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/>

California Department of Education
February 2022