

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

School Year

2026

Date of Board Approval

June 25, 2026

LEA Name

San José Unified School District

CDS Code:

43696660000000

Link to the LCAP:

(optional)

[Sjuds.org/about/district-information/lcap](https://sjuds.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 distributed in alignment with SJUSD's strategic priorities—Rigorous Curriculum, Innovative Workforce, and Unified Community—and in accordance with federal program requirements. These resources are designed to supplement, not replace, state funding. Title I funds are primarily allocated directly to school sites so they can select interventions and supports tailored to the specific needs of their communities.

Title I also supports site-level parent and family engagement activities and targeted professional learning. Titles II, III, and IV are planned and implemented at the district level to address the areas of greatest need across the system. These funds are largely dedicated to professional development that strengthens the capacity of staff who work daily with high-needs students.

State and local assessment results, along with school climate survey data, inform the development of LCAP goals and actions. All federal funding is used to support and advance those goals.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All decisions in SJUSD are grounded in data and research. Ongoing analysis helps identify which students need support and in what areas. While categorical funds provide targeted assistance, LCFF resources are also used to expand interventions, provide supplemental materials, strengthen social-emotional supports, and offer enrichment opportunities.

Each fall, departments and school sites review multiple data sources—including state and local assessments, climate surveys, attendance, and suspension trends—to set goals and develop action plans. These goals align with the Strategic Plan and the state's LCFF priorities. Progress is monitored throughout the year, and plans are adjusted as interim data indicate a need for refinement.

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 encourages teachers to participate in a federal program that forgives their student loan debt if they teach in a Title 1 school.

The San José Unified School District has removed the salary cap and now hires teachers with 10, 15, and 20 years of experience at all our sites.

1. In relation to low-income students (9,308) and minority students (19,130)

- a. 80 teachers can be classified as Inexperienced, representing 7% 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. 8 teachers can be classified as Out-of-field, representing .07% 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 across SJUSD work collaboratively to address the educator equity gap. This effort involves the Superintendent’s Council; Directors of Elementary and Secondary Instruction/Curriculum; the Human Resources Director; Elementary, Middle, and High School Lead Principals; the Director of Educational Equity; the Induction Program Coordinator; the District Registrar; the Director of Data Analytics; the Credentials and Certificated Hiring Team; and the Substitute Desk Team.

Each group holds defined responsibilities within the monitoring and response process. For example, the district registrar verifies whether teachers are serving within their authorized credential areas. The induction coordinator monitors progress as educators move out of the inexperienced category. The credentials and hiring team confirms credential authorization during hiring and supports pathways toward full certification to reduce ineffective or out-of-field assignments. The substitute desk tracks vacancies, leaves, and returns, providing real-time information that helps identify staffing gaps.

Together, these coordinated roles ensure ongoing monitoring and targeted action to reduce inequities in access to appropriately prepared 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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.

Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

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 2025 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 and Spring of 2025/26.

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) outlines how federal funds supplement each school's core instructional program. Each year, Schoolwide (SW) Title I schools review data tied to every action item to determine effectiveness. Actions that demonstrate progress toward school goals are continued, while those that do not are revised or discontinued.

Schools use Title I funds to provide extended-day or extended-year instruction for students performing below grade level, with specific approaches varying based on student need. Some SW Title I schools fund enrichment opportunities aligned to core instruction, such as instructional field experiences. Others focus on accelerating learning by purchasing hands-on instructional materials, strengthening teacher capacity through professional learning—particularly in supporting English Learners and differentiated instruction—and offering intervention beyond the regular school day or year. In some cases, services are available schoolwide while interventions are prioritized for students most at risk.

SJUSD has also prioritized expanding access to Advanced Placement (AP), International Baccalaureate (IB), and SAT preparation. To support this effort, high school SW Title I sites use Title I funds to provide targeted support for students who have historically been underrepresented in AP/IB participation.

An annual needs assessment is conducted with the School Site Council (SSC) to evaluate outcomes and collaboratively revise the plan with staff and families, ensuring it continues to meet student needs. Title I allocations from the Consolidated Application are incorporated into each SPSA, and funds are aligned to specific action items. SJUSD operates exclusively Schoolwide Title I programs and does not implement Targeted Assistance 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 liaison ensures that families experiencing homelessness are informed of their educational rights and opportunities to participate in their children's schooling. The liaison coordinates with community agencies and district departments to ensure students are immediately enrolled, maintain school stability whenever possible, and have full access to extracurricular activities. Working with enrollment staff and site administration, the liaison facilitates prompt placement and, in collaboration with counselors and administrators, helps students receive appropriate coursework, credit accrual, and clear information about graduation and alternative graduation requirements provided by law.

School administrators and counselors receive annual training on McKinney-Vento requirements and supports. The district has adopted Board Policy and Administrative Regulation 6173 (Education for Homeless Youth) to prevent segregation or stigmatization and to provide a formal dispute resolution process. The McKinney-Vento liaison also partners with community organizations to help prevent homelessness and support rapid rehousing for families.

Each SJUSD school designates a site-based McKinney-Vento/Foster Youth liaison who collaborates with district liaisons to ensure students can fully participate in school. These teams coordinate individualized supports and ongoing check-ins to monitor attendance, academics, and well-being, including access to counseling and tutoring.

Reserved funds provide basic needs such as clothing, toiletries, backpacks, uniforms, coats and transportation passes. Additional services include counseling and housing support through a partnership with the Bill Wilson Center. Program coordination includes the McKinney-Vento Program Coordinator and office support staff to ensure timely services and consistent communication with families.

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:

SJUSD intentionally designs transitions so every student and family feels prepared, informed, and confident about what comes next.

District staff facilitates articulation meetings between elementary and middle school (5th–6th grade) and middle and high school (8th–9th grade) teachers in both general and special education. These collaborative conversations focus on understanding grade-level standards, aligning expectations, and identifying the academic and social-emotional supports students will need to thrive in the next learning environment. (Federal funds are not used for these meetings.)

Winter Family University extends this work to families by offering transition-focused sessions on expectations, rigorous coursework, and course selection for both general and special education students. Families also receive practical resources to navigate the secondary system, strengthen home-to-school communication, and understand graduation requirements.

Preparing for College, Career, and Life

- All schools are staffed with counselors funded through LCFF who guide students and families through academic planning and postsecondary pathways. Some Title I high schools offer additional family meetings and hands-on support with college and scholarship applications.
- SJUSD further expands access to opportunity through district-supported initiatives:
- Dual enrollment courses are offered at every high school through a partnership with San José City College
- Community college staff on campuses (including Broadway) to support assessment and enrollment
- University information sessions and campus visits are available to all students
- Credit recovery options for students completing A–G requirements
- A Destination College Advising Corps advisor at each high school supporting first-generation college applicants (UC Berkeley program)

Middle school counselors teach a College and Career Readiness curriculum for grades 6–8, including high school transition planning, graduation requirements, and A–G eligibility in 8th grade. High school administrators visit feeder middle schools to introduce programs and pathways, and student and family orientation events support smooth transitions between elementary, middle, and high school.

Through aligned staff collaboration, clear communication, and expanded access to opportunity, SJUSD ensures students and families experience transitions as supported milestones—not barriers—on the path toward their future.

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:

SJUSD is committed to ensuring every student has a pathway to success, even when a traditional school setting is not the right fit at a given time.

The district partners with Sunol Community Day School to provide continued education for students who have been expelled, maintaining academic progress and connection to learning. SJUSD also works with the Santa Clara County Office of Education to support justice-engaged students through a 30-day dual-enrollment transition period, helping them return to district schools with stability and continuity.

For students with IEPs whose needs cannot be met in a comprehensive setting, SJUSD collaborates with approved nonpublic schools to provide specialized services and individualized supports.

Additionally, the district offers two alternative high school programs—Broadway and Liberty—designed to provide flexible structures, personalized guidance, and credit completion pathways so students can successfully earn a diploma.

Through these coordinated options, SJUSD ensures students remain connected, supported, and on track toward graduation, regardless of the challenges they encounter along the way.

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 mental and physical health care. 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:

SJUSD partners with families as essential members of the learning community. Through districtwide and site-based workshops, families learn about grade-level academic and social-emotional expectations and gain practical strategies to support their children when challenges arise. Teachers, instructional coaches, intervention specialists, advisors, counselors, and administrators work alongside families to provide guidance that strengthens both learning and well-being throughout the school day.

The district also offers mental health webinars on topics such as substance use prevention, healthy social media habits, and building positive communication and boundaries at home.

When families need more individualized support, schools can connect them with partner agencies that provide intensive counseling and additional resources. SJUSD also collaborates with the Santa Clara County District Attorney's Office to offer the Parent Project and Parent Project Jr. programs, helping families recognize, address, and redirect concerning behaviors early. Information about these supports is shared throughout the year so families know help is available whenever they need it.

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.

SJUSD invests Title II resources in developing strong, reflective educators and leaders so every classroom delivers high-quality learning for every student. Professional learning focuses on classroom management, supporting students with diverse learning needs, instructional strategies, and both short- and long-term planning across all content areas—including literacy, mathematics, science, social studies, and English language development. Differentiation is a consistent priority to ensure instruction responds to the strengths and needs of all learners.

Educators have multiple ways to participate—during the school day, after school, and on Saturdays—so learning is accessible and relevant. Growth is monitored through coaching cycles, the educator evaluation system, participant feedback, and student performance data, with post-surveys collected after each session. Principals, assistant principals, instructional coaches, and other school leaders participate alongside teachers to deepen their understanding of standards, curriculum, and instructional practices, strengthening their ability to support and provide meaningful feedback.

Title II also supports leadership development through a Strategic Plan–aligned leadership academy for aspiring administrators, leadership coaching, and administrative credential clearing. Progress is measured through program completion, evaluation data, and participant feedback. The district regularly reviews survey results, student outcomes, evaluation measures, and the annual staff climate survey to assess impact and refine the use of Title II funds, ensuring continuous improvement in teaching and leadership across SJUSD.

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:

SJUSD allocates staffing and funding to ensure every school has a strong foundation while directing additional support where it is most needed. All schools receive base resources based on enrollment, with added staffing and funds for students identified as English Learners, low-income, or foster youth.

Resource decisions are informed by multiple measures, including academic outcomes and feedback from students, families, staff, and community members on the climate. For schools identified for additional support (ATSI, TSI, and CSI), the district conducts deeper analysis and collaborates with site leaders, educators, and community partners to understand needs and build on instructional strengths.

Based on this shared understanding, SJUSD provides targeted professional learning aligned to each school's priorities. Teams regularly review progress through ongoing data analysis and classroom walkthroughs, then adjust supports as needed. When schools or teacher teams share similar needs, the district brings them together for collaborative learning to strengthen and share effective practices across the system.

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 builds professional learning into the rhythm of the year so every employee group grows together in service of students.

Principals and assistant principals meet monthly for leadership learning focused on instructional improvement and school culture. Instructional coaches participate in multi-day institutes to deepen their expertise and design professional learning that supports classroom practice across the district.

Support staff is included in this shared commitment to growth. Office managers, registrars, office specialists, and family liaisons engage in ongoing monthly training, and paraprofessionals participate in twice-yearly learning sessions. Training topics are shaped by participant feedback, and three annual CSEA learning sessions are also developed in response to staff-identified needs.

SJUSD partners with organizations that bring proven expertise, including the Association of California School Administrators (ACSA) and Analyzing Teaching for Student Results (ATSR), to strengthen both current and aspiring leaders.

All professional learning is evaluated through participant surveys, the annual climate survey, and the employee evaluation process, so the district can continuously refine supports and ensure learning translates into stronger student outcomes.

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:

SJUSD is committed to ensuring multilingual learners fully access rigorous learning in every classroom. Through Title III, the district provides focused professional learning that strengthens instruction, assessment, and curriculum implementation for English Learners while building the capacity of teachers and school leaders.

District instructional coaches partner with teachers, site coaches, administrators, and Primary Language Program Assistants to support effective strategies for English Learners and reclassified students. Coaching emphasizes using data to monitor progress, aligning instruction to state and district standards, and integrating explicit language development across content areas. Coaches model lessons, observe classrooms, guide reflective practice, analyze student work, and support teams in planning both Integrated and Designated ELD instruction grounded in the 2012 California ELD Standards.

Site instructional coaches engage teachers in ongoing coaching cycles to design lessons that embed English learner best practices. Using observational evidence and assessment data, including ELPAC results, coaches facilitate instructional conversations and plan next steps. They also provide targeted professional learning tailored to each school's needs and conduct walkthroughs with site leaders to monitor progress and refine supports.

All professional learning is designed to increase English proficiency while strengthening teacher expertise and instructional practice so English Learners experience meaningful participation and academic success across the curriculum.

Elementary (TK–5)

Coaching cadres support teacher teams in implementing SJUSD Designated and Integrated ELD units within language arts and mathematics. Targeted sites receive intensive week-long professional learning twice yearly that includes content study, demonstration lessons, collaborative planning, classroom observations, and daily reflection. Additional learning for bilingual program teachers strengthens biliteracy development and metalinguistic awareness, thereby accelerating language acquisition.

Secondary (6–12)

Teachers receive training to implement newcomer curricula (Edge/Inside) and Academic Language Development courses aligned to district frameworks. Middle and high school teachers implement designated ELD through the SpringBoard ELA/ELD framework, and educators participate in collaboratives and instructional rounds focused on expanding English Learner access to core content courses. Additional learning through Constructing Meaning supports explicit language instruction across disciplines.

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 supported through LCFF resources rather than Title III funding. SJUSD offers multiple high-quality language pathways so multilingual learners and their families can choose the program that best supports their language development and academic success goals.

Structured English Immersion (SEI) — TK–12

SEI provides a strong English language foundation while ensuring students continue learning grade-level content. English Learners whose families do not select a bilingual option are placed in SEI classrooms, which are available at every elementary school (with River Glen serving as the district's TWBI magnet).

Students learn alongside reclassified and native English-speaking peers who serve as language models. Teachers intentionally design lessons so rigorous content remains accessible through Integrated ELD and SDAIE strategies. Students receive daily Designated ELD instruction, organized in either group sections or small groups, depending on enrollment.

At the secondary level, students participate in proficiency-aligned ELD courses. Long-term English Learners receive Academic Language Development support within English courses, and upper-grade students receive targeted language instruction embedded within their ELA classes. The goal is rapid language growth while maintaining strong progress toward grade-level standards and reclassification.

Academic Language Acquisition (ALA) — TK–3

ALA is a transitional bilingual pathway designed for Spanish-speaking English Learners. Students develop literacy and academic skills in Spanish while accelerating English acquisition. The program builds strong foundational learning in the primary language during the early grades, then transitions students into English-medium instruction by grades 4–5. Throughout the process, student progress is closely monitored to ensure mastery of academic standards and continued advancement toward English proficiency.

Two-Way Bilingual Immersion (TWBI) — TK–12

TWBI develops bilingualism, biliteracy, and cross-cultural competence. English Learners, English-speaking students learning Spanish, and bilingual students learn together, serving as language models for one another. Balanced classroom enrollment supports authentic language use and collaborative learning.

Students build strong academic skills in both Spanish and English while also developing collaboration, cultural awareness, and advocacy skills in partnership with families and the community.

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:

Across TK–12, SJUSD shares responsibility for ensuring English Learners develop English proficiency while meeting rigorous state academic standards. The district maintains clear expectations, uses transparent data, and provides collaborative support so students experience consistent, high-quality instruction at every school.

All sites implement both Integrated and Designated ELD daily, and master schedules are reviewed at the district level to ensure consistency. Schools use research-based, standards-aligned instructional programs to support language development across content areas, and long-term English Learners receive targeted language instruction during the school day to accelerate growth. Site and district leaders, along with instructional coaches, conduct regular classroom walkthroughs to observe instruction, provide feedback, and guide future professional learning.

Student progress is continuously monitored through the English Learner Progress Monitoring system and the ELlevation platform, which provide educators with comprehensive student information, including identification history, ELPAC results, grades, and assessment data. Educators review ELPAC performance, including students demonstrating limited growth, and develop individualized action plans to support progress. The district also reviews literacy and mathematics outcomes multiple times each year across grade spans using local and state measures. Interim data, such as writing assessments, benchmark assessments, and course performance, are used to guide timely interventions.

Teachers, administrators, and specialists engage in shared data discussions to refine instruction and support. Writing performance assessments are administered twice yearly to inform teaching and contribute to reclassification decisions. Professional learning is continuously refined based on classroom observation data and student outcomes, ensuring instruction remains responsive to student needs.

Through consistent expectations, collaborative monitoring, and responsive supports, SJUSD ensures English Learners are known, supported, and progressing toward full academic participation and multilingual success.

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:

SJUSD strategically transfers Title IV funds into Title II to deepen our investment in people—the educators and staff who create meaningful learning experiences for students each day.

Title II resources support ongoing professional learning focused on classroom culture, meeting the needs of diverse learners, instructional practice, and thoughtful planning across all content areas, including literacy, mathematics, science, social studies, and English language development. Professional learning consistently emphasizes differentiation so every student can access rigorous learning. Educators can participate during the school day, after school, or on Saturdays, ensuring access and relevance. Growth is monitored through coaching cycles, educator evaluations, participant feedback, and student outcomes, with surveys collected after each session.

School leaders—principals, assistant principals, and instructional coaches—learn alongside teachers to strengthen shared understanding of standards, curriculum, and instructional practice. This shared learning strengthens feedback, collaboration, and instructional coherence across schools. Title II also supports a Strategic Plan–aligned leadership academy, leadership coaching, and administrative credential clearing. Progress is measured through program completion, evaluation systems, staff surveys, and the annual climate survey to ensure continuous improvement.

Staffing and resources are allocated using a formula that provides a strong base for all schools and additional support based on English Learner, low-income, and foster youth enrollment. The district reviews academic outcomes and climate feedback from students, families, staff, and community members to understand needs. For schools identified for additional support, teams conduct deeper analysis and collaborate with site staff and community partners to build on instructional strengths. Targeted professional learning follows, with ongoing data review and classroom walkthroughs guiding next steps. When schools share similar needs, they learn together to strengthen and spread effective practice.

Professional learning extends to all employee groups. Monthly sessions support principals, assistant principals, instructional coaches, intervention specialists, and consulting teachers. Office managers and family liaisons meet regularly for training, paraprofessionals participate in twice-yearly learning opportunities, and CSEA staff engage in annual sessions shaped by employee feedback. SJUSD also partners with organizations such as the Association of California School Administrators (ACSA) and Analyzing Teaching for Student Results (ATSR) to strengthen current and future leadership.

Across all learning opportunities, the district evaluates impact through participant feedback, employee evaluations, student outcomes, and climate survey results, continually refining supports so professional learning translates into stronger experiences and outcomes for students.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

The California Dashboard and internal data metrics such as Amira 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?

SJUSD uses Title IV resources to strengthen the learning experience in every classroom by investing in educators' and leaders' growth. Professional learning focuses on classroom culture, supporting students with diverse needs, instructional practice, and thoughtful planning across all content areas, including literacy, mathematics, science, social studies, and English language development. Each learning opportunity emphasizes differentiation so all students can access rigorous instruction.

Educators can participate during the school day, after school, or on Saturdays, providing flexible pathways for growth. Impact is monitored through coaching cycles, educator evaluations, participant feedback, and student performance data, with surveys collected after each session. Principals, assistant principals, instructional coaches, and other school leaders learn alongside teachers to deepen shared understanding of standards, curriculum, and best practices, strengthening their ability to support instruction and provide meaningful feedback.

Title IV also supports a Strategic Plan-aligned leadership academy, leadership coaching, and administrative credential clearing. Progress is measured through program completion, evaluation processes, and participant feedback. The district regularly reviews survey results, student outcomes, evaluation data, and the annual staff climate survey to assess effectiveness and refine supports, ensuring professional learning consistently translates into improved teaching and student success.

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 Title IV Funds are transferred to Title II to support flexible, data-driven professional development for teachers and leaders, focused on improving student outcomes. Effectiveness is measured through surveys, student performance, evaluations, observations, and participation data, which are regularly reviewed to guide continuous improvement and future planning.

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 embeds professional learning into ongoing collaboration so staff grow together in the service of students. Principals, assistant principals, instructional coaches, intervention specialists, and consulting teachers meet monthly to deepen instructional practice and leadership capacity. Each session includes participant feedback to shape future learning and ensure relevance.

Support staff is also included in this shared learning culture. Office managers and family liaisons participate in monthly training, paraprofessionals engage in twice-yearly learning opportunities, and CSEA members take part in three annual sessions designed around staff-identified needs. This continuous feedback cycle ensures training remains practical, responsive, and connected to daily work.

The district partners with organizations that bring demonstrated expertise to strengthen both current and aspiring leaders, including the Stanford Equity and Access Program, the National Equity Project, the Stanford Principal Fellows Program, the Association of California School Administrators (ACSA), and Analyzing Teaching for Student Results (ATSR). Through these partnerships, SJUSD builds leadership at every level so schools are equipped to support strong teaching and meaningful student learning.

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

SJUSD uses Title IV resources to strengthen teaching and leadership, ensuring that every classroom offers engaging, rigorous learning for all students. Professional learning supports classroom culture, meeting the needs of diverse learners, instructional practice, and thoughtful planning across literacy, mathematics, science, social studies, and English language development. Each learning opportunity emphasizes differentiation to ensure students can meaningfully access grade-level content.

Educators participate in learning during the school day, after school, and on Saturdays to provide flexible pathways for growth. Impact is monitored through coaching cycles, educator evaluations, participant feedback, and student performance data, with surveys collected after every session. Principals, assistant principals, instructional coaches, and other leaders participate alongside teachers to deepen shared understanding of standards, curriculum, and effective practice, strengthening their ability to support instruction and provide meaningful feedback.

Title IV also supports a Strategic Plan–aligned leadership academy, leadership coaching, and administrative credential clearing. Progress is measured through program completion, evaluation systems, and participant input. The district regularly reviews survey results, student outcomes, evaluation data, and the annual staff climate survey to refine supports and ensure professional learning leads to stronger teaching and improved student experiences.

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 Title IV Funds are transferred to Title II to support flexible, data-driven professional development for teachers and leaders, focused on improving student outcomes. Effectiveness is measured through surveys, student performance, evaluations, observations, and participation data, which are regularly reviewed to guide continuous improvement and future planning.

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 builds a culture of continuous learning by bringing staff together regularly to strengthen practice and better support students. Principals, assistant principals, instructional coaches, intervention specialists, and consulting teachers participate in monthly professional learning focused on instructional leadership. Each session includes participant feedback so future learning reflects staff needs and school priorities.

This commitment extends to all employee groups. Office managers and family liaisons engage in monthly training, paraprofessionals participate in twice-yearly learning opportunities, and CSEA staff attend three annual sessions shaped directly by staff-identified needs. By listening and responding to feedback, the district ensures professional learning remains practical, relevant, and connected to daily work with students and families.

SJUSD also partners with organizations that bring proven expertise to leadership development, including the Stanford Equity and Access Program, National Equity Project, Stanford Principal Fellows Program, the Association of California School Administrators (ACSA), and Analyzing Teaching for Student Results (ATSR). These partnerships support both current leaders and emerging leaders, strengthening leadership capacity across the district so schools can continue to provide strong teaching and meaningful learning experiences for every student.

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])

SJUSD uses Title IV resources to strengthen teaching and leadership, ensuring that every classroom provides engaging, rigorous learning for all students. Professional learning supports classroom culture, meeting the needs of diverse learners, instructional practice, and intentional planning across literacy, mathematics, science, social studies, and English language development. Each learning opportunity emphasizes differentiation to ensure all students can access grade-level content.

Educators participate during the school day, after school, and on Saturdays, creating flexible opportunities for growth. Impact is monitored through coaching cycles, educator evaluations, participant feedback, and student performance data, with surveys collected after every session. Principals, assistant principals, instructional coaches, and other leaders participate alongside teachers to deepen shared understanding of standards, curriculum, and effective practice, strengthening their ability to support instruction and provide meaningful feedback.

Title IV also supports a Strategic Plan–aligned leadership academy, leadership coaching, and administrative credential clearing. Progress is measured through program completion, evaluation systems, and participant input. The district regularly reviews survey results, student outcomes, evaluation data, and the annual staff climate survey to refine supports and ensure professional learning leads to stronger teaching and improved student experiences.

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 Title IV Funds are transferred to Title II to support flexible, data-driven professional development for teachers and leaders, focused on improving student outcomes. Effectiveness is measured through surveys, student performance, evaluations, observations, and participation data, which are regularly reviewed to guide continuous improvement and future planning.

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

Date of LEA's last conducted needs assessment:

June 2026

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