



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1f

Meeting Date: April 18, 2024

Subject: Approve Head Start/Early Head Start 5 Year Grant for Year 1: 2024-2025

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Early Learning and Care

Recommendation: Request to approve the submission of the Head Start/Early Head Start 5 Year Grant for fiscal year (FY) 2024-2025.

Background/Rationale: Grantees and delegates who currently hold a Head Start/Early Head Start grant and request to be considered for continued funding for the fiscal year (FY) 2024-2025 must complete an application for funding

Financial Considerations: SCUSD offers Full-Day/Full-Year and Part-Day/Part-Year Head Start programs throughout the city of Sacramento, which is about \$8.3 million in revenue. Applying for the grant will provide children and families more opportunities and access to high-quality educational services.

LCAP Goal(s):

Goal 1: College Career Readiness

Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students

Goal 3: Integrated Supports

Goal 4: Culture and Climate – Dismantling Systems

Goal 6: Implementation of MTSS/Data-Based Decision Making

Goal 8: Basic Services and Districtwide Operations/Supports

Documents Attached:

1. Head Start/Early Head Start 5 Year Grant for FY 2024-2025.pdf
2. [2024-25 HS Exhibit A-1 Sum-of-Fed-Funds](#)
3. [2024-25 EHS Exhibit A-1 Sum of Fed Funds](#)

Estimated Time of Presentation: N/A

Submitted by: Yvonne Wright, Chief Academic Officer

E'leva Hughes Gibson, Assistant Superintendent

Approved by: Lisa Allen, Interim Superintendent

**Sacramento City Unified School District
Head Start Program
Budget Narrative
2024-2025**

Personnel \$3,250,851

For fiscal year 2024-2025, all instructional staff who teach in the Head Start/State CSPP Wrap and Full-Day programs are split funded 50% Head Start and 50% CSPP. The support staff including Instructional Aides and Child Care Attendants will also be split funded to reflect the same 50/50 allocation. All other personnel in the Head Start program are funded with a blend of state and federal funds.

The Early Learning and Care Coordinators, Nurses, Clinician Social Workers, Parent Advisor and School Community Liaison offer assistance and support to students and their families, as well as oversee and support all of the other programs being offered including the Infant Toddler class program.

The one funded utility teacher will help provide additional support and assistance to all of the Head Start Funded classrooms when needed, which includes class coverage to meet child to adult ratios.

All clerical staff are responsible for a wide variety of duties including purchasing supplies for classroom and department use, student registration and attendance, payroll and department finance. Clerical staff are also responsible for assisting teachers in reporting student data.

The 30 locally designed center-based wrap option classes run 10 months per year for 6.5 hours per day, Monday – Thursday and 3 hours on Friday. The two locally designed full-day option classes operate as 12-month programs that run 7 hours per day, Monday – Friday.

Fringe Benefits \$2,582,854

The overall costs of health insurance will increase for all positions in the 2024-2025 school year. The estimated average health and welfare expense for SCTA members will increase from \$36,800. The average rate for all SEIU staff will increase from \$31,250. All 2024-2025 fixed charges will increase and the amounts are based on current Social Security, Medicare, Unemployment Insurance and Workers' Compensation and Retirement contribution percentages.

Supplies \$155,618

Supplies include all instructional and non-instructional items for 32 classes, as well as, both the central and registration offices located at the main district office. Consumable and classroom supplies purchases are to ensure that classrooms are well equipped and that all children have age appropriate curriculum and materials available to them. Supplies include but are not limited to the following:

Office Supplies and Non-Instructional Supplies - These are considered to be any supplies needed and utilized by staff in the classroom, central office, and at the registration center, such as pens, pencils, paper, calculators, scissors, staplers, notepads, ink cartridges and rulers.

Other Supplies – Custodial supplies including toilet paper, toilet seat covers, and hand towels, hand soap, laundry soap, gloves, carpet cleaner, vacuum bags, floor stripper and wax, disinfectant cleaner for surfaces and trash can liners. Door and floor mats, buckets, brooms, mops and all custodial items necessary to provide a clean, safe and healthy environment.

Banners, posters and post cards in multiple languages, will be placed in neighborhood stores, school site offices, small businesses and other locations as part of the student recruitment process. Post cards providing program information in multiple languages are also mailed to homes in the targeted area zip codes.

Medical and health supplies are typically comprised of toothbrushes, toothpaste, surgical masks and general first aid supplies. Disaster preparedness kits are provided to each class and refreshed as needed. Medical boxes are provided to secure medications and zip lock bags, batteries, gloves, tongue depressors and eye charts are provided.

Food Services Supplies - This includes refreshments such as coffee, tea and water, and snacks to be provided during Policy Committee Meetings and any parent engagement events.

Other \$231,774

Nutrition Services and Federal Free and Reduced Meal Program (CACFP) - CACFP is operated by the SCUSD Nutrition Services Department that provides breakfast, lunch and snacks for the children. Meals are required to be eaten family style at the centers and the adult meals are paid for by the Head Start budget.

Substitutes - Funding is allocated to cover the cost of classroom substitutes for the position of teacher, instructional aide and child care attendant.

Other Items- Licensing fees and permits are paid annually per site and calculated by the number of children at each site, other fees are also paid for Fire Department alarm permits and building safety inspections.

Equipment rental, which covers a percentage of the expense, for SCUSD's rented copiers at the central office, the registration center and school sites whenever teachers use the equipment.

Training and Technical Assistance \$31,200

This amount includes the \$985 Indirect Charges. Funding in the amount of \$30,061 has been allocated from the Training and Technical Assistance budget to include out of state and local travel opportunities, staff and parent training and conferences. Training includes Creative

Curriculum, Ready Rosie, and CLASS Assessors. Both in-state and out of state travel will be dedicated to parent and staff training in the form of conferences, local workshops and meeting opportunities.

Cost Allocation Methodology

SCUSD provides a variety of program options, which are supported by Federal and State funds. Collaboration with the State allows for the wrap and full-day programs to be funded 50% Head Start and 50% State CSPP. The cost allocation methodology for classroom operation, service needs and the classroom staff of teachers, instructional aides and child care attendants, is determined by the number of participating students and services provided that are specific to the Head Start Standards.

Head Start and State CSPP revenue also funds SCUSD management and program support staff. The cost methodology used for these positions is based on duties performed and tracked by Personnel Activity Reports (PARs). All expenses are determined to be reasonable and allocable and are proportional to the benefit of the funding source.

Non Federal Share \$1,613,777

Salary and benefits paid by State CSPP funding, 50% of the teacher and instructional aide annual compensation in the wrap programs, will provide the required non-federal share.

Financial Management System

Sacramento City Unified School District uses the Frontline Education Escape Online Financial Management System to track and monitor all on-going expenses for the Head Start Program.

This system aligns with the district and is the primary financial accounting system used.

In-Direct Charges \$202,808

The district's current in-direct cost rate of 3.26% is charged to all grant funded programs. Head Start Basic (\$202,808) and the Head Start Training and Technical Assistance (\$985) grants.

The United States Department of Education (ED) has approved a delegation agreement with the California Department of Education (CDE) that authorizes the CDE to establish indirect cost rates for California's local educational agencies (LEA's).

**Sacramento City Unified School District
Early Head Start Program
Budget Narrative
2024-2025**

Personnel \$130,188

Early Head Start funds, along with state CCTR funding, will support salary and benefit expenses for staff in the 2024-2025 fiscal year. CCTR funding will fully support the salaries and benefits of most classroom staff including two Child Development Infant/Toddler teachers and two Instructional Aides. 50% of the salaries and benefits for three Child Care Attendants will be funded from EHS with the remainder being supported by CCTR funding. Partial funding from Early Head Start will also provide additional support in funding one specialist, one data technician, one program technician, one social worker, and one Coordinator, with the remainder of the funding coming from both the Head Start Basic grant as well as the California State Preschool Program, CSPP.

Fringe Benefits \$92,908

The overall costs of health insurance will increase for all positions in the 2024-2025 school year. The estimated average health and welfare expense for SCTA members will increase from \$36,800. The average rate for all SEIU staff will increase from \$31,250. All 2024-2025 fixed charges will increase and the amounts are based on current Social Security, Medicare, Unemployment Insurance and Workers' Compensation percentages.

Supplies \$17,856

Appropriate classroom supplies will be purchased with Early Head Start funds to ensure that teachers and children have the materials and supplies needed to maintain the age level curriculum. Supplies can include but are not limited to:

Child Services Supplies - These include crayons, paint, paper, blocks, puzzles, sorting tubs, games, rattles, vehicle sets, dolls, balls, cause and effect toys, push and pull, dress-up and outdoor wheel toys and other manipulatives.

These funds will also be used to purchase cots, cribs, and sheets, changing tables, diapers and wipes. Supplies must also be age appropriate to meet the needs of children with disabilities. All toys must support children with hearing, language, visual and mental impairments.

Materials and supplies are provided to the parents for use in meetings, training and workshops. These materials can include flyers, local community information, forms, folders and/or binders.

Food Service Supplies – including baby formula and food, toddler foods and snacks.

Other Supplies – Custodial supplies include toilet paper, toilet seat covers, hand towels, hand soap, laundry soap, gloves, carpet cleaner, vacuum bags, wipes and disinfectant for toys, disinfectant cleaner for surfaces and trash can liners. Door and floor mats, buckets, brooms, mops and all custodial items necessary to provide a clean, safe and healthy environment.

Medical and health supplies typically consist of toothbrushes, toothpaste, surgical masks and general first aid supplies. Locking, medical boxes are provided to secure medications and zip lock bags, batteries, gloves, tongue depressors and eye charts are provided.

Other \$58,089

Substitutes - Funding is allocated to cover the cost of classroom substitutes for the positions of teacher, instructional aide and childcare attendant.

Other – includes the cost of a service agreement for a school nurse to support the program two days per week.

Training and Technical Assistance \$7,500

This amount includes the Indirect Charge \$237. The Training and Technical Assistance budget has been dedicated to parent and staff training with appropriations for the costs of consultants, conferences, local workshops and training. Instructional staff will be provided with monthly staff development and faculty training meetings.

Funding in the amount of \$7,263 has been allocated for consultants as well as, training in the areas of Creative Curriculum, DRDP, SIDS and Safe Sleep Training.

Cost Allocation Methodology

Early Head Start is supported by State CCTR funding in the area of salaries and benefits for classroom and support staff and contributes toward the cost of two Child Development teachers, two instructional aides, one data information technician, one program technician, one clinician, and one coordinator.

Non Federal Share \$79,073

The 20% Non-Federal share consists of salaries and benefits paid for by a blend of state CCTR funding.

Financial Management System

Sacramento City Unified School District uses the Frontline Education Escape Online Financial Management System to track and monitor all on-going expenses for the Early Head Start Program. This system aligns with the whole district and is the primary financial accounting system used.

In-Direct Charges \$9,986

The Districts current 2024-2025 in-direct cost rate of 3.26% is charged to all grant funded programs, including the Early Head Start Basic (\$9,749) and the Early Head Start Training and Technical Assistance (\$237) grants.

HEAD START-EARLY HEAD START BUDGET

Agreement #

09CH011763-2 FY 2024-25

Grantee/Delegate: Sacramento City Unified School District

City: Sacramento

Program contact: Dr. E'Leva Hughes Gibson

Chair: Angelina Mejia

HEAD START # of children enrolled: **676**
 # with disabilities:

Cost Categories	Head Start Basic	Head Start TA	Head Start Total	Head Start * Non-Federal
Personnel see attached Schedule A. Personnel	\$ 3,250,854	\$ -	\$ 3,250,854	\$ 1,613,777
Fringe Benefits See attached Schedule B - @ approx.	\$ 2,582,854	\$ -	\$ 2,582,854	\$ -
Travel see attached Schedule C. Travel	\$ -	\$ 11,000	\$ 11,000	
Equipment see attached Schedule D. Equipment	\$ -	\$ -	\$ -	\$ -
Supplies see attached Schedule E. Supplies	\$ 155,618	\$ -	\$ 155,618	\$ -
Contractual	\$ -	\$ -	\$ -	\$ -
Construction	\$ -	\$ -	\$ -	\$ -
Other see attached Schedule H. Other	\$ 231,774	\$ 19,215	\$ 250,989	\$ -
TOTAL DIRECT CHARGES	\$ 6,221,100	\$ 30,215	\$ 6,251,315	\$ 1,613,777
Indirect Charges 3.26%	\$ 202,808	\$ 985	\$ 203,793	\$ -
TOTAL	\$ 6,423,908	\$ 31,200	\$ 6,455,108	\$ 1,613,777

Fiscal Year:

Budget Period: From 8/01/24 To 7/31/2025

Phone: 916-643-7801

EARLY HEAD S # of children enrol

16 # of Class Sites:

2

with disabilities:

of Classes:

2

EHS Basic	EHS TA	EHS Total	EHS * Non-Federal	Total
\$ 130,189	\$ -	\$ 130,189	\$ 79,073	\$ 3,381,043
\$ 92,908	\$ -	\$ 92,908	\$ -	\$ 2,675,763
\$ -	\$ 1,000	\$ 1,000		\$ 12,000
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 17,856	\$ -	\$ 17,856	\$ -	\$ -
		0		0
\$ -	\$ -	\$ -		\$ -
				0
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 58,089	\$ 6,263	\$ 64,352	\$ -	\$ -
				0
\$ 299,042	\$ 7,263	\$ 306,305	\$ 79,073	\$ 6,557,621
\$ 9,749	\$ 237	\$ 9,986	\$ -	\$ 213,778
\$ 308,791	\$ 7,500	\$ 316,291	\$ 79,073	\$ 6,771,399

Sacramento City Unified School District

Qty	Title	Hrly Rate	Hrs/Wk	Wks/Yr	Annual	%	HS - Basic	HS - T/TA	EHS - Basic	EHS - T/TA	NFS - HS	NFS - EHS	Class	FTE	variance				
Program Operations																			
1	Coordinator	\$67.86	40	44.6	121,064	43%	51,452		-				14	1.00	-\$69,612				
1	Coordinator	\$69.90	40	44.6	124,696	50%	62,348		-				14	1.00	-\$62,348				
1	Coordinator	\$71.75	40	44.6	127,996	50%	-		63,998				14	1.00	-\$63,998				
1	Coordinator	\$73.02	40	44.6	130,271	50%	65,136		-				14	1.00	-\$65,136				
8	Specialist	\$25.11	40	52	417,780	50%	208,890		-				16	8.00	-\$208,890				
1	Specialist	\$22.78	40	52	47,386	60%	18,954		9,477				16	1.00					
1	Data Technician	\$31.20	40	52	64,896	55%	29,203		6,490				18	1.00	-\$29,203				
2	Program Technician	\$26.33	40	52	109,512	50%	43,805		10,951				17	2.00	-\$54,756				
					0									-	\$0				
					0									-	\$0				
16	Subtotal				\$1,143,601		\$479,788	\$0	\$90,916	\$0	\$0	\$0		16.00	-\$572,897				
Parent/ Family Support																			
1	Parent Advisor	\$25.54	40	43.2	44,129	40%	17,651						11	1.00	-\$26,477				
1	School Community Liasion	\$25.09	40	38.4	38,535	40%	15,414						11	1.00	-\$23,121				
														-	\$0				
														-	\$0				
														-	\$0				
														-	\$0				
2	Subtotal				\$82,663		\$33,065	\$0	\$0	\$0	\$0	\$0		2.00	-\$49,598				
Child Health and Development																			
2	Clinician Social Worker	\$77.95	40	36.2	\$225,743	50%	\$112,871.50		\$11,287				6	2.00	-\$101,584				
2	CC Nurse	\$65.12	40	44.6	\$116,178	50%	\$58,089.00						6	2.00	-\$58,089				
31	CD Teachers HS/ST Wrap	\$60.00	40	36.2	2,693,169	50%	\$1,346,584.74				1,284,781		2	31.00	-\$61,804				
2	CD HS/ST Full Day 7hrs 12 mo	\$77.69	40	44.6	277,182	50%	\$138,591.18						2	2.00	-\$138,591				
1	CD Utility Teacher 8hr 10 mo	\$81.10	40	36.2	117,431	50%	\$58,715.35						2	1.00					
31	CD Instructional Aide Wrap 7hr 10 mo	\$27.40	35	38.4	1,141,653	50%	\$570,826.71				328,996		5	27.13					
2	CD Instructional Aide FD 7hr 12 mo	\$24.71	35	52	89,929	50%	\$44,964.43						5	1.75					
31	CD CCA Wrap 6hr 10 mo	\$20.63	30	38.4	736,655	50%	\$368,327.53						9	23.25					
2	CD CCA FD 7hr 12 mo	\$15.06	35	52	54,809	50%	\$27,404.45						9	1.75					
2	CD CCA FD 3hr 12 mo	\$14.90	15	52	23,252	50%	11,626						9	0.75					
2	CD Teachers (Infant/Toddler)	\$51.03	40	52	212,283	0%			-			79,073	2	2.00					
2	Instructional Aide (Infant/Toddler) 8hr 12 mo	\$21.81	40	52	90,730	0%			-				5	2.00	-\$90,730				
2	CD CCA (Infant/Toddler) 3hr 12 mo	\$21.41	15	36.2	23,252	50%			11,626				9	0.75	-\$11,626				
1	CD CCA (Infant/Toddler) 7hr 12 mo	\$25.82	35	36.2	32,720	50%			16,360				9	0.88	-\$16,360				
														-	\$0				
113	Subtotal				\$5,834,986		\$2,738,001	\$0	\$39,273	\$0	\$1,613,777	\$79,073		98.25	-\$1,364,862				
131	Grand Total				\$ 7,061,250	\$	3,250,854	\$	-	\$	130,189	\$	-	\$	1,613,777	\$	79,073	116.25	-\$1,987,357

Schedule A. HS Personnel

Agency: Sacramento City Unified School District FY: 2024-25 Program: _____

HSES Line Item (class)	Number of Persons Employed	Cost for Program Operations	Cost for Training & TA	Non-Federal Share	Admin Allocation %	Basic	Admin Costs TA	NFS
Child Health and Development								
1 Program Managers & Content Area Experts Includes program managers, supervisors, and content experts in child development, health, mental health nutrition, and disabilities services. Include home-based and family child care supervisors.	0.00	-	-	-	0%	-	-	-
2 Teachers/Infant Toddler Teachers Include all teachers, infant and toddler.	36.00	1,543,891	-	1,284,781	0%	-	-	-
3 Family Child Care Personnel Includes family child care staff if they are agency employees. If providers are not agency employees, enter costs under item (f)(6) or (h)(7).	0.00	-	-	-	0%	-	-	-
4 Home Visitors	0.00	-	-	-	0%	-	-	-
5 Teacher Aides & Other Education Personnel	30.88	615,791	-	328,996	0%	-	-	-
6 Health/Mental Health Services Personnel Includes nurses, health service aides, speech therapists, mental health staff and other health services personnel.	3.75	170,961	-	-	0%	-	-	-
7 Disabilities Services Personnel	0.00	-	-	-	0%	-	-	-
8 Nutrition Services Personnel Includes nutritionists, cooks, and other food services staff.	0.00	-	-	-	0%	-	-	-
9 Other Child Services Personnel Include any personnel that provide services to children that cannot be reported in any other category.	25.62	407,358	-	-	0%	-	-	-
Family and Community Partnerships								
10 Program Managers & Content Area Experts Include program managers, coordinators, supervisors, and content experts in parent involvement, social services, volunteer coordination, or other family and community partnership activities.	0.00	-	-	-	0%	-	-	-
11 Other Family & Community Partnerships Personnel Include social workers, family service workers, social services aides, parent involvement aides, and other family and partnerships staff.	2.00	33,065	-	-	0%	-	-	-
Program Design and Management								
12 Executive Director/Other Supervisor of HS Director	0.00	-	-	-	100%	-	-	-
13 Head Start / Early Head Start Director	0.00	-	-	-	100%	-	-	-
14 Managers	2.95	178,936	-	-	20%	35,787	-	-
15 Staff Development	0.00	-	-	-	100%	-	-	-
16 Clerical Personnel	8.64	227,845	-	-	20%	45,569	-	-
17 Fiscal Personnel	1.60	43,805	-	-	100%	43,805	-	-
18 Other Administrative Personnel	0.82	29,203	-	-	50%	14,602	-	-
Other								
19 Maintenance Personnel	0.00	-	-	-	5%	-	-	-
20 Transportation Personnel	0.00	-	-	-	0%	-	-	-
21 Other Personnel	0.00	-	-	-	0%	-	-	-
TOTAL PERSONNEL	112.25	3,250,854	-	1,613,777		139,762	-	-
						4%	#DIV/0!	0%

Check #REF! \$ 3,250,854 \$ - \$ 1,613,777
 variance #REF! \$ - \$ - \$ -

Schedule A. EHS Personnel

Agency: Sacramento City Unified School District FY: 2024-25 Program: _____

HSES Line Item (class)	Number of Persons Employed	Cost for Program Operations	Cost for Training & TA	Non- Federal Share	Admin Allocation %	Admin Costs Basic	TA	NFS
Child Health and Development								
1	Program Managers & Content Area Experts	0.00	-	-	-	0%	-	-
	Includes program managers, supervisors, and content experts in child development, health, mental health nutrition, and disabilities services. Include home-based and family child care supervisors.							
2	Teachers/Infant Toddler Teachers	0.00	-	-	79,073	0%	-	-
	Include all teachers, infant and toddler.							
3	Family Child Care Personnel	0.00	-	-	-	0%	-	-
	Includes family child care staff if they are agency employees. If providers are not agency employees, enter costs under item (f)(6) or (h)(7).							
4	Home Visitors	0.00	-	-	-	0%	-	-
5	Teacher Aides & Other Education Personnel	0.00	-	-	-	0%	-	-
6	Health/Mental Health Services Personnel	0.25	11,287	-	-	0%	-	-
	Includes nurses, health service aides, speech therapists, mental health staff and other health services personnel.							
7	Disabilities Services Personnel	0.00	-	-	-	0%	-	-
8	Nutrition Services Personnel	0.00	-	-	-	0%	-	-
	Includes nutritionists, cooks, and other food services staff.							
9	Other Child Services Personnel	1.76	27,986	-	-	0%	-	-
	Include any personnel that provide services to children that cannot be reported in any other category.							
Family and Community Partnership								
10	Program Managers & Content Area Experts	0.00	-	-	-	0%	-	-
	Include program managers, coordinators, supervisors, and content experts in parent involvement, social services, volunteer coordination, or other family and community partnership activities.							
11	Other Family & Community Partnerships Personnel	0.00	-	-	-	0%	-	-
	Include social workers, family service workers, social services aides, parent involvement aides, and other family and partnerships staff.							
Program Design and Management								
12	Executive Director/Other Supervisor of HS Director	0.00	-	-	-	100%	-	-
13	Head Start/Early Head Start Director	0.00	-	-	-	100%	-	-
14	Managers	1.05	63,998	-	-	20%	12,800	-
15	Staff Development	0.00	-	-	-	100%	-	-
16	Clerical Personnel	0.36	9,477	-	-	20%	1,895	-
17	Fiscal Personnel	0.40	10,951	-	-	100%	10,951	-
18	Other Administrative Personnel	0.18	6,490	-	-	50%	3,245	-
Other								
19	Maintenance Personnel	0.00	-	-	-	5%	-	-
20	Transportation Personnel	0.00	-	-	-	0%	-	-
21	Other Personnel	0.00	-	-	-	0%	-	-
TOTAL PERSONNEL		4.00	130,189	-	79,073		28,891	-
						22%	#DIV/0!	0%

Check #REF! \$ 130,189 \$ - \$ 79,073
 variance #REF! \$ - \$ - \$ -

Class	Total FTE	HS FTE	HS T/TA	EHS FTE	EHS T/TA	HS Amt	HS T/TA Amt	EHS Amt	EHS T/TA Amt	Total Amt	HS In-kind	EHS In-kind	
1	-	-	-	-	-	-	-	-	-	-	-	-	Program Managers & Content Area Experts
2	36.00	36.00	-	-	-	1,543,891.27	-	-	-	1,543,891	1,284,781	79,073	Teachers/Infant Toddler Teachers
3	-	-	-	-	-	-	-	-	-	-	-	-	Family Child Care Personnel
4	-	-	-	-	-	-	-	-	-	-	-	-	Home Visitors
5	30.88	30.88	-	-	-	615,791.13	-	-	-	615,791	328,996	-	Teacher Aides & Other Education Personnel
6	4.00	3.75	-	0.25	-	170,960.50	-	11,287	-	182,248	-	-	Health/Mental Health Services Personnel
7	-	-	-	-	-	-	-	-	-	-	-	-	Disabilities Services Personnel
8	-	-	-	-	-	-	-	-	-	-	-	-	Nutrition Services Personnel
9	27.38	25.62	-	1.76	-	407,357.83	-	27,986	-	435,344	-	-	Other Child Services Personnel
10	-	-	-	-	-	-	-	-	-	-	-	-	Program Managers & Content Area Experts
11	2.00	2.00	-	-	-	33,065.39	-	-	-	33,065	-	-	Other Family & Community Partnerships Personnel
12	-	-	-	-	-	-	-	-	-	-	-	-	Executive Director/Other Supervisor of HS Director
13	-	-	-	-	-	-	-	-	-	-	-	-	Head Start / Early Head Start Director
14	4.00	2.95	-	1.05	-	178,935.51	-	63,998	-	242,933	-	-	Managers
15	-	-	-	-	-	-	-	-	-	-	-	-	Staff Development
16	9.00	8.64	-	0.36	-	227,844.55	-	9,477	-	237,322	-	-	Clerical Personnel
17	2.00	1.60	-	0.40	-	43,804.80	-	10,951	-	54,756	-	-	Fiscal Personnel
18	1.00	0.82	-	0.18	-	29,203.20	-	6,490	-	35,693	-	-	Other Administrative Personnel
19	-	-	-	-	-	-	-	-	-	-	-	-	Maintenance Personnel
20	-	-	-	-	-	-	-	-	-	-	-	-	Transportation Personnel
21	-	-	-	-	-	-	-	-	-	-	-	-	Other Personnel
	116.25	112.25	-	4.00	-	3,250,854.17	-	130,188.89	-	3,381,043.06	1,613,777.00	79,073.00	
		97%		3%									
						116.25							

Schedule B - Fringe Benefits
2024-25

Agency Sacramento City Unified School District

HSES Line Item	%	Description	Head Start		Early Head Start		Head Start	Early Head Start
			Basic	T&TA	Basic	T&TA	NFS	NFS
1	6.20%	Social Security	120,000	-	16,778	-		
	0.05%	Unemployment Insurance	1,634	-	5,488	-		
	1.50%	Worker's Comp Insurance	49,132	-	7,025	-		
	1.45%	Medicare/State Disability	47,252	-	6,786	-		
Total Line 1			\$ 218,017	\$ -	\$ 36,077	\$ -	\$ -	\$ -
2	1.00%	Health/Dental/Vision/OPEB/LIFE	1,595,954	-	53,241	-		
Total Line 2			\$ 1,595,954	\$ -	\$ 53,241	\$ -	\$ -	\$ -
3	1.00%	Retirement	768,883	-	3,590	-		
Total Line 3			\$ 768,883	\$ -	\$ 3,590	\$ -	\$ -	\$ -
4		Other Fringe		-	-	-		
Total Line 4			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Fringe			\$ 2,582,854	\$ -	\$ 92,908	\$ -	\$ -	\$ -

Admin Allocation	
HS	EHS
2.87%	13.81%

*The default Admin Allocation percentages for Fringe Benefits are calculated based on the data entered in the Personnel section of the Line Item Budget.

Schedule C - Out-Of-State Travel

Agency Sacramento City Unified School Dist

FY 2024-25

Program 0

# Staff/Parent	Description	Basic	T & TA	Admin %
	HEAD START TOTAL	\$ -	\$ 11,000	
	STAFF CONFERENCES - VARIES (SEE TTA PLAN)			
	EARLY HEAD START TOTAL	\$ -	\$ 1,000	
		0		
	Total Travel	\$ -	\$ 12,000	

Schedule D - Equipment

Agency Sacramento City Unified School FY 2024-25 Program 0

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head Start
		Basic	T&TA	Basic	T&TA	NFS	NFS
1	Office Equipment						
Total Line 1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	Classroom/Outdoor/Home-based						
Total Line 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	Vehicle Purchase						
Total Line 3		\$ -	\$ -	\$ -	\$ -	0	0
4	Other Equipment						
Total Line 4		\$ -	\$ -	\$ -	\$ -	0	0
Total Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Admin %

Admin Costs Head Start			Admin Costs Early Head Start		
Basic	TA	NFS	Basic	TA	NFS
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Any tangible, non-expendable, personal property charged directly to an award that has a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Schedule E - Supplies

Agency Sacramento City Unified School FY 2024-25 Program 0

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head Start	Admin %
		Basic	T&TA	Basic	T&TA	NFS	NFS	
1	Office Supplies	25,000						
Total Line 1		\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -	
2	Child and Family Services Supplies			9,000				
Total Line 2		\$ -	\$ -	\$ 9,000	\$ -	\$ -	\$ -	
3	Food Services Supplies	15,000		3,500				
Total Line 3		\$ 15,000	\$ -	\$ 3,500	\$ -	0	0	
4	Other Supplies	115,618		5,356				
Total Line 4		\$ 115,618	\$ -	\$ 5,356	\$ -	0	0	
Total Supplies		\$ 155,618	\$ -	\$ 17,856	\$ -	\$ -	\$ -	

Admin Costs Head Start			Admin Costs Early Head Start		
Basic	TA	NFS	Basic	TA	NFS
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Schedule H - Other

Agency Sacramento City Unified School D FY 2024-25 Program 0

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head Start	Adm%	Admin Costs Head Start			Admin Costs Early Head Start		
		Basic	T&TA	Basic	T&TA	NFS	NFS		Basic	TA	NFS	Basic	TA	NFS
1	Depreciation /Use Allowance								-	-	-	-	-	-
Total Line 1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
2	Rent								-	-	-	-	-	-
Total Line 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
3	Mortgage								-	-	-	-	-	-
Total Line 3		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
4	Utilities, Telephone								-	-	-	-	-	-
Total Line 4		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
5	Building and Child Liability Insurance								-	-	-	-	-	-
Total Line 5		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
6	Building Maint. / Repair & Other Occp.								-	-	-	-	-	-
Total Line 6		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
7	Incidental Alterations/Renovations								-	-	-	-	-	-
Total Line 7		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
8	Local Travel		3,915		1,763				-	-	-	-	-	-
Total Line 8		\$ -	\$ 3,915	\$ -	\$ 1,763	\$ -	\$ -		-	-	-	-	-	-
9	Nutrition Services	10,000							-	-	-	-	-	-
Total Line 9		\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
10	Child Services Consultants								-	-	-	-	-	-
Total Line 10		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
11	Volunteers								-	-	-	-	-	-
Total Line 11		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
12	Substitutes (if not paid benefits)	205,000		25,000					-	-	-	-	-	-
Total Line 12		\$ 205,000	\$ -	\$ 25,000	\$ -	\$ -	\$ -		-	-	-	-	-	-
13	Parent Services								-	-	-	-	-	-
Total Line 13		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
14	Accounting and Legal Services								-	-	-	-	-	-
Total Line 14		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
15	Publications/Advertising/Printing								-	-	-	-	-	-
Total Line 15		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		-	-	-	-	-	-
16	Training or Staff Development								-	-	-	-	-	-
	CLASS & CLASS ENVIRONMENT ASSESSORS		4,361		1,000				-	-	-	-	-	-
	CLASS ASSESSORS TRAINING AND RECERTIFICATION		1,200		1,000				-	-	-	-	-	-
	POLICY COMMITTEE TRAININGS AND WORKSHOPS		1,500		500				-	-	-	-	-	-
	SOCIAL EMOTIONAL EDUCATION CURRICULUM		-		1,000				-	-	-	-	-	-
	:REATIVE CURRICULUM FIDELITY AND COACHING		6,000		1,000				-	-	-	-	-	-
	READY ROSIE		1,000		-				-	-	-	-	-	-
	LEARNING GENIE		1,239		-				-	-	-	-	-	-
Total Line 16		\$ -	\$ 15,300	\$ -	\$ 4,500	\$ -	\$ -		-	-	-	-	-	-
17	Other	16,774		2,766					-	-	-	-	-	-
	Service Agreement - EHS Nurse (2 days a week)			30,323					-	-	-	-	-	-
Total Line 17		\$ 16,774	\$ -	\$ 33,089	\$ -	\$ -	\$ -		-	-	-	-	-	-
Total Other		\$ 231,774	\$ 19,215	\$ 58,089	\$ 6,263	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Agency

Sacramento City Unified School District

Schedule X - Admin

FY 2024-25

Program

	Head Start			Early Head Start		
	Basic	TA	NFS	Basic	TA	NFS
Personnel	139,762	-	-	28,891	-	-
Fringe Benefits	74,206	-	-	12,827	-	-
Travel	-	-	-	-	-	-
Equipment	-	-	-	-	-	-
Supplies	-	-	-	-	-	-
Contractual	-	-	-	-	-	-
Construction None	-	-	-	-	-	-
Other	-	-	-	-	-	-
Indirect Charges 100%	202,808	985	-	9,749	237	-
TOTAL	\$ 416,777	\$ 985	\$ -	\$ 51,467	\$ 237	\$ -

Total Admin Cost \$ 417,762

Total Admin Cost \$ 51,704

Head Start Admin % 5.18%

Early Head Start Admin % 13.08%

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Program Narrative (Head Start)

Section A - Service Delivery

The Sacramento City Unified School District (SCUSD) is a large, urban school district that was established in 1854 and now serves about 38,821 students at 75 schools across seventy square miles. To promote cradle to career readiness and PK-12 alignment, SCUSD provides educational services for infant/toddler, prekindergarten, transitional kindergarten, kindergarten, elementary, middle, high school, and adult education throughout the City of Sacramento. SCUSD serves culturally and linguistically diverse communities with a population consisting of 41.3% Hispanic/Latino, 17% White, 18% Asian, 12.1% African American, 8% Multi-racial, 2% Native Hawaiian/Pacific Islander, 1% Filipino, and 1% American Indian or Alaska Native. Students are also identified as 20% English Learners, 0.4% Foster Youth, 0.7% Homeless, and 69% Socioeconomically Disadvantaged. About 60 languages are represented including the following primary languages: English, Spanish, Hmong, Cantonese, Vietnamese, Marshallese, Russian, and Mandarin.

To foster school readiness, SCUSD believes that student achievement begins at the foundational level and offers early learning programs that focus on building a strong foundation for academic success, social emotional development, and authentic family partnerships. SCUSD offers Head Start and Early Head Start, and is committed to providing high-quality educational experiences and equitable supports for every child. SCUSD's current prekindergarten population consists of 41.23% Hispanic/Latino, 5.6% White/Caucasian, 24.77% Asian, 15.13% Black/African American, 10.84% Multi-racial, 1.87% Native Hawaiian/Pacific Islander, and 0.54% American Indian or Alaska Native.

According to the Sacramento Employment and Training Agency (SETA) Head Start/Early Head Start (HS/EHS) Community Assessment Report 2023, the county has seen a 5% increase in adults ages 20-34, a higher percentage of Black/African American families, an increase in languages spoken among enrolled families such as Pashto, Dari, and Farsi; an increase in the need to reach out to families who are eligible for public assistance, and a consideration to shift to more children ages 0-3 years due to the expansion of Universal Transitional Kindergarten becoming free for all 4 year olds. According to the California Department of Finance, "There are 571,554 households in the county, 36% of which are households with children. The population estimate for children and youth under 25 is 494,986 of which 115,794 are children ages 0 through 5 comprising 7.3% of the total population" (SETA Head Start Community Needs Assessment 2023, p. 6).

Service and Recruitment Area

Based on the California Department of Finance's 2019 baseline, there is a significant number of children 0-5 years old who may qualify for prekindergarten services within the Sacramento City Unified School District. The following table is Sacramento County's projected population estimates for children ages 0-5 years old. It shows a slight decline in population overtime from years 2022-2030; however, it also indicates that young children will continue to be in the Sacramento region for the next several years:

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Age	2022	2023	2024	2025	2026	2027	2028	2029	2030
0	18,914	18,150	18,030	18,168	18,151	18,115	18,011	17,961	17,992
1	18,403	19,198	18,276	18,110	18,183	18,105	18,007	17,905	17,864
2	19,029	18,568	19,309	18,413	18,300	18,343	18,316	18,240	18,166
3	19,223	19,143	18,669	19,334	18,475	18,414	18,452	18,473	18,400
4	19,578	19,171	19,608	18,696	19,303	18,499	18,450	18,524	18,533
5	19,710	19,694	19,327	19,186	18,828	19,415	18,596	18,588	18,692

California Department of Finance. Demographic Research Unit. Report P-2B; Population Projections by Year of Age, California Counties, 2020-2060 (Baseline 2019 Population Projections; Vintage 2023 Release). Sacramento, California. July 2023. Projections - California Department of Finance - CA.gov

Based on the U.S. Census Bureau's data by specific zip code in Sacramento, the local service area has over 28,280 children ages 0-4.99 and elementary school sites located in each area. SCUSD offers 676 HS slots at 31 sites in those respective zip code areas. Zip code 95823 possibly has the greatest need.

Age	ZCTA5 95811 Estimate	ZCTA5 95817 Estimate	ZCTA5 95818 Estimate	ZCTA5 95820 Estimate	ZCTA5 95822 Estimate	ZCTA5 95823 Estimate	ZCTA5 95824 Estimate	ZCTA5 95826 Estimate	ZCTA5 95827 Estimate	ZCTA5 95828 Estimate	ZCTA5 95831 Estimate	ZCTA5 95832 Estimate	
Under .50	61	70	149	199	417	874	337	248	77	437	193	143	
.50 to .74	54	8	101	163	50	863	330	96	18	160	0	22	
.75 to .99	12	0	10	14	86	463	253	114	135	190	66	28	
1.00 to 1.24	16	0	62	189	235	983	377	83	70	540	316	101	
1.25 to 1.49	0	216	30	116	22	650	363	76	198	390	228	70	
1.50 to 1.74	40	34	7	222	153	413	259	176	311	208	100	197	
1.75 to 1.84	0	4	0	141	35	357	130	221	46	167	46	0	
1.85 to 1.99	0	0	0	84	300	159	106	66	41	277	168	72	
2.00 to 2.99	9	254	236	611	623	1,712	259	640	201	1,109	260	359	
3.00 to 3.99	0	16	72	158	539	729	198	253	117	291	259	12	
4.00 to 4.99	14	6	452	156	713	473	13	404	105	356	286	73	
Total = 28,280	206	608	1119	2053	3173	7,676	2625	2377	1319	4,125	1922	1077	
	Washington	FRKB	Kenny	Leataata	Earl Warren	E Kemble	B Green Chacon	CAJ Skills	G Empire	A Lincoln	Camelia	Bear Flag	J Still
					E Phillips	Harkness	B Green McCoy	CB Wire		J Marshall		Lisbon	SBA
					H Johnson	J Bidwell	Parkway	E Creek				MLK	
					OakRidge	J Cabrillo		E Baker					
						J Sloat		Pacific					
						Woodbine		P Burnett					

U.S. Census Bureau. "AGE BY RATIO OF INCOME TO POVERTY LEVEL IN THE PAST 12 MONTHS." American Community Survey, ACS 5-Year Estimates Detailed Tables, Table B17024, 2021. Accessed on November 3, 2023.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Needs of Children and Families

Additionally, SCUSD has identified a gap in care needs for vulnerable populations such as parenting teens, foster, and unhoused families. According to district numbers, there were 35 pregnant and parenting teens, 510 homeless, and 234 foster families that could have benefited from Early Head Start center-based services. SCUSD prioritizes the needs of children involved in foster care, families who are experiencing homelessness, and students who have been identified with a disability or receiving specialized services through the Individualized Education Plan (IEP) process. This overall information indicates there is an unmet need for early learning programs and a great opportunity to expand services for younger children and families within the SCUSD community.

As the county population changes, there is also a shift in eligible families applying for prekindergarten (PK). Due to Head Start Performance Standards, SCUSD must find ways to recruit more students because it is limited in enrolling families who are considered over-income and exceed the federal poverty threshold. One of the strategies SCUSD has considered is including SNAP in the public assistance category to support qualifications. Also, due to the expansion of Transitional Kindergarten (TK) at elementary sites for 4 year olds, some families are seeking extended days of care and early entry into their desired elementary of choice. These shifts have resulted in more 3 year olds enrolling in PK and the ongoing review of eligibility requirements and recruitment efforts.

Proposed Program Options and Funded Slots

Head Start

- For 2024-2025, SCUSD's Head Start (HS) will consist of 31 Wrap and 2 Full-Day classrooms. As part of PK-12 alignment efforts, these PK classes are located at elementary school sites and follow a similar calendar. Enrollment data indicates that families prefer programs with longer hours and timeframes. Therefore, all current Wrap options will continue to operate five days a week, Monday to Thursday for 6.5 hours a day and on Fridays at 3.75 hours. All Full Day options will continue to operate Monday-Friday, for 7 hours a day.

Early Head Start

- For 2024-2025, SCUSD's Early Head Start (EHS) will consist of two Infant/Toddler classrooms located at American Legion and Elder Creek. There will be one EHS classroom at each site serving 8 children for a total of 16 slots. American Legion will serve infants and Elder Creek will serve toddlers. The program will be supported by the CCTR grant from the CA Department of Social Services. The CCTR grant will fund 100% of the classroom staff and EHS funds will pay for enhancement and comprehensive services. Support staff services from health, family engagement, ERSEA, fiscal, and governance will be covered by the EHS funds. The program will be licensed and follow all Title 22, Title 5 and EHS Performance Standards.

SCUSD's Early Learning and Care Department (ELC) will continue to collaborate with the Student Support and Health Services Department (SSHS) to support the EHS Infant/Toddler classrooms. The SSHS generally oversees school nurses, social workers, and student support centers at elementary, middle, and high schools throughout the District. However, ELC will continue to oversee the day-to-day operations, provide education, nutrition, social emotional support content, hire and manage

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

classroom staff, provide custodial services, monitor ERSEA, parent engagement, governance, fiscal and PIR. SSHS will provide health services and support.

Name of Site	Name of Classroom (Loc ID)	# of children in each class	Previous Waiver? Yes/No
1 - Abraham Lincoln	1852R	24	Yes
2 - Bear Flag	1849R	24	Yes
3 - Bowling Green Chacon	1828R	24	Yes
4 - Bowling Green McCoy	1829R	24	Yes
5 - Clayton B. Wire	1824R	24	Yes
6 - Camellia	1861R	24	Yes
7 - Earl Warren	1803R	24	Yes
8 - Edward Kemble	1804R	24	Yes
9 - Elder Creek	1838T	24	Yes
10 - Ethel I Baker	1806R	24	Yes
11 - Ethel Phillips	1805R	24	Yes
12 - FR KB Kenny	1807R	24	Yes
13 - Golden Empire	1858R	24	Yes
14 - Hiram Johnson	1851R	24	Yes
15 - Hiram Johnson	1851T	24	Yes
16 - HW Harkness	1811R	24	Yes
17 - James Marshall	1831R	24	Yes
18 - John Bidwell	1813S	24	Yes
19 - John Bidwell	1813R	24	Yes
20 - John Cabrillo	1846R	24	Yes
21 - John D. Sloat	1832R	24	Yes
22 - John Still	1848R	24	Yes
23 - Leataata Floyd	1812R	24	Yes
24 - Lisbon	1891R	24	Yes
25 - Martin Luther King Jr	1892R	24	Yes
26 - Oak Ridge	1817R	24	Yes
27 - Pacific	1818R	24	Yes
28 - Parkway	1827R	24	Yes
29 - Peter Burnett	1819R	24	Yes
30 - Susan B. Anthony	1820R	24	Yes
31 - Washington	1837R	24	Yes

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

32 - Woodbine	1857R	24	Yes
Total Sites: 30	Total Classrooms: 32		

Note: SCUSD is requesting waivers for 32 classrooms:

- 28 classrooms will be funded for 20 HS and 4 non-HS
- 4 classrooms will be funded for 24 HS

Funded Enrollment Changes

- No changes

Centers and Facilities

- No closures or reductions for the 2024-25 academic year.
- No conversion

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The SCUSD Prekindergarten (PK) Enrollment Office has moved to SCUSD Central Enrollment Center, which registers students in grades TK-12. With the consolidation and centralization of PK through 12th grade registration, families can depend on an one-stop location to address enrollment needs. The Live Message feature in the ChildPlus and Learning Genie database systems are utilized to notify families of admission acceptance into the program and/or any missing health documentation, which is an on-going process for the Enrollment Office.

SCUSD’s PK enrollment has increased by 39% and is currently at 96% enrollment in Head Start funded programs. The enrollment numbers increased for several reasons including the addition of a Child Development Specialist (CDS) on the Enrollment Team, the redesign of a recruitment approach, and the focus on rebranding as part of a marketing strategy. In an effort to continue increasing enrollment numbers and adhere to Head Start Performance Standards, SCUSD will hire per-diem staff during the summer months, partner with a variety of community-based organizations and service providers, advertise through a variety of communication methods, and attend district-organized community events to raise awareness about Head Start/Early Head Start programs. The PK Enrollment Team will also collaborate with SCUSD’s Matriculation and Orientation Center (MOC) to provide translation services for families in multiple languages and offer resources. To further support EHS families who are unable to enroll their children at the Centralized Enrollment Center, there will be alternative locations for enrolling such as at a school site, home or shelter. An ELC team member will conduct the intake in a location that meets the needs of each family and the ELC enrollment staff will complete the data entry process to ensure compliance utilizing Child Plus.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

In addition to efforts for increasing enrollment numbers, the Enrollment Coordinator revised and reformed a Recruitment Redesign Team consisting of various SCUSD's ELC staff members with specific areas of knowledge and experiences in family and community outreach. The purpose of the Recruitment Redesign Team has been to collaboratively find a variety of ways to increase SCUSD's enrollment and attendance by developing strategies for removing barriers. To guide the work, the following are two focal challenge questions: 1) How might we build partnerships with the community to ensure people know about our program? 2) How might we raise awareness on the importance of PK attendance and provide reasons why early learning is vital to developmental growth? The Recruitment Redesign Team will target zip codes with the highest needs and the community located within its geographical area. This team will also partner with neighborhood organizations to combine resources, expertise, and talents in an effort to make PK enrollment and the attendance processes more effective. The responsibilities of the Recruitment Redesign Team are as follows:

- Monitor/Review current enrollment numbers
- Review recruitment tracking and assess effectiveness of reported activities
- Assure recruitment activities are responsive to findings of the Community Needs Assessment.
- Create and approve all recruitment/public relations materials (brochures, flyers, presentations)

Ongoing training will be provided to the Enrollment Team to support timely data entry into various database systems and to ensure the accuracy of information into the District's student information portal. These efforts will ultimately contribute to organizational effectiveness, which will improve services to families, support informed decision-making, and best serve students in their future education. SCUSD's Early Learning and Care Department will continue to strengthen internal partnerships within the district to ensure children have access to high quality PK programs. ELC will work closely with the district's Special Education Services Department to enroll children with disabilities into PK classrooms and offer a continuum of support services. Additionally, ELC staff will continue to monitor information through Child Plus on a daily basis to identify patterns for individual student attendance and collaborate with teachers who will contact parents on the days of unexpected absences. Enrollment staff will monitor student attendance on a weekly basis, and send letters to parents when their child's attendance is at risk of falling below 90%. These letters will remind families of the importance of good attendance and will offer support, if necessary. SCUSD will use Live Messenger in Child Plus to communicate with families via text and email for communication. Attendance data will be analyzed and effective ideas will be generated to promote student attendance.

SCUSD understands the importance of regular attendance and the long term impact it has on children. The District is also aware that many vulnerable populations face challenges and barriers in getting to school regularly. At the Enrollment Office, ELC staff will meet with each newly enrolled family to discuss the importance of regular student attendance and will review the attendance policies in the parent handbook and offer support..

When a child's attendance becomes irregular, ELC staff, the school, and Clinicians will engage with the family to determine any challenges and assist with removing those barriers. All families enrolled will be provided with a public transportation pass to assist with any transportation barriers. If attendance does not improve and the family does not reengage in services, then support staff will conduct a home visit to

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

check on the family. Every effort will be made to encourage the family to participate in services. If center-based care no longer meets the needs of the family then a referral will be made to the delegate agency for home-base services.

Some of the questions that arise for both HS and EHS:

1. How can we develop strategies for teachers to promote the importance of families bringing their children to school daily?
2. How can we create a culture in which all teachers and staff develop relationships with families to encourage them to bring their children to school daily?
3. How can we minimize obstacles that may affect families from bringing their children to school?
4. How can we create opportunities for meaningful involvement?

Education and Child Development

Curriculum Implementation

Through the implementation of Creative Curriculum, the district's overall vision for its students and its holistic approach towards education, ELC affirms its commitment to the SCUSD's Strategic Priorities: 1. High quality instruction to meet the needs of all students, 2. Multi-tiered system of supports (MTSS), 3. Culturally Responsive Professional Learning. The Creative Curriculum has a long history of providing research-based practices and is federally-aligned to the Head Start Early Learning Outcomes Framework curriculum. The Sixth Edition, was revised to also provide a greater emphasis in the project-based approach to learning, driven by student interests.

The Creative Curriculum Fidelity Tool has been utilized throughout the year during Coordinators' site visits as a tool to guide instructional coaching. The leadership team uses the data from the Fidelity Tool to drive leadership decision making as to best support for teaching staff. While successful in completing each teacher's/classroom's Fidelity Tool, there is recognition of the need to improve consistent engagement and use of the tool.

DRDP and ASQ's monitoring took place as scheduled; however, the quality of evidence to support measures will need to be better monitored and addressed to make sure evidence is aligned with the actual measure. The program will identify key staff as part of the monitoring team to conduct on-going curriculum fidelity monitoring and ensure teachers are using evidence to support their DRDP ratings. Although there was a 4% improvement on the completion rate of ASQ's, outcomes reflect that teachers struggle with completing this task with parents.

The Creative Curriculum Sixth Edition is the official curriculum. This year, teachers continue to use the My Teaching Strategies by Creative Curriculum (Cloud) to plan and complete their lesson plans. Teachers were provided extensive training on this new Creative Curriculum portal and will continue to receive training and coaching to ensure full implementation.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

EHS will also use the Creative Curriculum as the official curriculum. Staff will receive intensive training and coaching the first year by a trained consultant to provide foundational knowledge for the Creative Curriculum and the resources available. T/TA funds will be used to train, support, and monitor staff to ensure fidelity and that staff are properly trained. The SSHS Coordinator will also collaborate with the EHS Coordinator to support and train all classroom staff to ensure fidelity and that appropriate infant/toddler approaches and interactions are occurring.

SCUSD has implemented multiple approaches to professional development by addressing the goal to strengthen curriculum implementation to fidelity. SCUSD will continue efforts to provide differentiated instructional coaching sessions to meet the various levels of staff needs. Instructional support and coaching will be provided by the assigned Teaching Strategies coach through My Teaching Strategies Coaching portal and in-person. Instructional support coaching sessions include one-on-one and small group sessions, providing instructional staff with differentiated supports.

Health

The health and safety of students and staff are a top priority. The SCUSD Early Learning and Care Department has two Registered Nurses (RN) that have been providing support to families and staff from the enrollment process to entry into the classroom. The nurses conduct routine screenings, follow up on health/nutrition concerns, and make referrals as needed. Nurses also provide vision and hearing screenings, organize dental varnishes and other health services. Both Nurses have knowledge and expertise with navigating Child Plus and using reports to monitor health requirements. Clerical support is provided for data entry, follow up, and ongoing monitoring.

Nurses have improved on the thoroughness of health-related documentation in a child's file and Child Plus. Nurses are well-versed in printing reports and being able to monitor their files. Nurses are also providing health training and meetings for teachers and parents on topics of Nutrition, Health, and Hygiene. Additionally, the Early Learning and Care Department works collaboratively and in partnership with the SCUSD Nutrition Services Department to provide free nutritional meals to students.

SCUSD understands and validates areas needing improvement. According to the mid-year PIR report, the program still had about 48.4% of its students missing one or more health requirements (e.g., Lead, Hemoglobin/Hematocrit) and 41 students missing well-visit exams. Due to circumstances, staggered and late student enrollment have interrupted the normal enrollment and screening process of student files. Also, student absences in classrooms have been barriers in completing 45-day screeners and providing follow up for students with health issues within the appropriate timelines. This resulted in the department struggling with collecting Hemoglobin results for students from their physical exams.

To improve the system, the Health and Nutrition staff will utilize a holistic approach using a "whole child" philosophy. At the onset of a student's entry into the program, Enrollment staff and Nurses begin to partner with families on their child's health, nutrition, and dental status needs. Nurses ensure families have access to health and dental care and if they do not, the Nurses will work in collaboration with the family to obtain health insurance and find a medical/dental home. Nurses review all health forms and documents to ensure each child is up-to-date on all mandated health requirements and are ready to start

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

school. Enrollment staff works in collaboration with parents to complete all medical documents and ensure parents are informed on the processes for conducting screenings and assessments. To determine the health status of each child, a well-visit exam is collected within 30 days of a child's enrollment and a dental exam within 90 days of enrollment. If the child is behind on required immunizations or health requirements, then SCUSD Health staff will provide community resources and assist the family with obtaining the medical requirements and/or treatments that are needed. Forms are provided in both English and Spanish. Screenings by Nurses are done annually.

If a child is identified at enrollment or any time of the year as having a health/nutrition concern, the Nurse will follow up with the parent and the medical provider to create a care or special diet plan. If medication is needed, then Nurses will work with parents to obtain the medication authorization form from the medical provider and collect the medication prior to a child's enrollment. The Nurse will then train classroom staff on the administration of the medication and review the care plan. These steps will ensure a child's health and medical needs are supported inside the classroom. If a child is identified as "not up to date" or needing ongoing care, the assigned Nurse will contact the parent. A notification will be sent out to the parent via text and/or email via Child Plus Messenger to indicate that the child is not up-to-date and to call the Health staff. Nurses also support student's health and well-being by conducting vision, hearing, and blood pressure screenings within 45 days of the child's start date.

In an effort to adhere to Head Start Performance Standards relative to Mental Health and wellness services; the Early Learning and Care Department established a case management process called the Coordination of Services Team (COST), which ensures referrals are made for students and families needing additional support. There are two Clinicians who provide comprehensive Mental Health services for students, families, and also support teachers in the classroom. The case management team reviews referrals from teachers and parents to determine needs, conduct classroom observations, and develop a follow-up plan. In partnership with parents and teachers, the Mental Health team determines children's need for mental health services, special education referral, and additional support if necessary. A behavior charts are created in partnership with the classroom staff, parents, and the Clinicians. The Clinicians conduct classroom Mental Health observations and provide ongoing feedback to classroom staff. Clinicians have received training in the CSEFEL framework and supports implementation

EHS will fund a portion of a school Nurse to serve the 16 additional children. The additional funds will be used to add FTE for an existing school Nurse at American Legion. The School Nurse will oversee the Health and Nutrition requirements for EHS. The Early Learning and Care department will collaborate with the school Social Worker who is currently employed at American Legion as well. The school Social Worker and Clinicians will be part of the case management team that supports families and reviews referrals from classroom staff. In partnership with parents and teachers, the team will determine children's need for Mental Health services, special education referrals, and additional support if needed.

Family and Community Engagement

SCUSD's Early Learning and Care (ELC) vision believes that families are provided information and given opportunities for personal growth and involvement in their child's education. The priority is to equip families with agency and choice for life outcomes. ELC also strongly believes that parents are

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

their child's first and most influential teacher and that the first academy of learning is really the child's home. Hence, parents are encouraged to participate in the classroom as educational partners. To promote school-home connections, ELC will host a series of professional learning events for parents, specifically highlighting PK numeracy, early literacy development and social-emotional skills. These learning opportunities will help to bolster families' knowledge base in early childhood education and to deepen their understanding of developmentally appropriate practices. This will help to strengthen parents' skills in these important areas, which fosters school-home partnership to support children's learning.

Currently, families have embraced Parent Meetings and special in-classroom events (e.g., Harvest Fair, Winter Celebration, etc.). Parent meetings are attended by about 50% of families. However, district-wide parent workshops and in-classroom volunteering have low attendance. The Early Learning and Care Department continually promotes family engagement as an investment into children's educational journeys. As a result of concerted efforts, the following is Family Engagement data thus far:

- 15 family volunteers; 10 CSUS field placement interns
- 587 (83%) connected families to Learning Genie
- SCL responded to ~300 parent need requests and connected ~200 families to resources. For example, 40 bus passes were distributed to families

SCUSD's Early Learning and Care Department (ELC) will continue to build relationships through open communication with classroom and office staff. Parents are encouraged to share their thoughts and ideas through monthly parent meetings, policy council, and via Learning Genie. The Parent Advisor, School Community Liaison and Coordinators continue to be friendly faces around classrooms. To increase the involvement of fathers, SCUSD has recently added "Daddy and Me" days. Fathers are invited to spend a few hours on a Saturday doing fun activities with their children, without a scripted agenda - to just be in an open space to share positive moments and create memories with their child(ren).

Children who have rich language and literacy experiences are more likely to be successful when entering formal schooling. SCUSD ELC prioritizes literacy development in the classroom and at home. All classrooms utilize Apple Bags, which is a take home literacy program that provides weekly books for children to read with their family. Families are encouraged to share stories and conversations as they take time to read together. Parent survey results show overwhelming satisfaction with the program and 80% of surveyed family's report Apple Bags make reading to the child easier.

All registered families are sent a weekly video playlist that aligns with Creative Curriculum content. By utilizing Ready Rosie, families receive a weekly "playlist" of videos each Monday. Ready Rosie playlist are aligned with Creative Curriculum outcomes. Parents have the opportunity to search through the extensive catalog of videos in the Ready Rosie collection at their discretion. Classroom staff also have the ability to send individualized videos to families that align with their weekly/monthly theme or specific family need. ELC has seen an increase of teachers using this feature this school year.

The School Community Liaison (SCL) collaborates with teachers who work with families to set individual family goals and identify needs. Family Partnership Worksheets are submitted to the SCL who follows up with a personal phone call to review and connect families with outside partners as

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

needed. After 5 days, a second call is made by the SCL to assure the family is receiving support for their need. Communication between SCL and family is documented in ChildPlus.

Once Individual Family Goals are received, the SCL reviews to ensure they are SMART goals. There is an expectation that each family's goals be applicable, achievable, timely and measurable. Families are then connected to resources to help achieve their goal following the above process for Family Partnership Agreements.

The School Community Liaison has compiled a list of over 30 community resources to connect families to specific needs. While all partners are responsive and reliable, some have become a go-to for families in need (i.e., Sacramento Food Bank, Sacramento Works and Charles A. Jones Center). In addition to meeting needs, the District is hosting community outreach events throughout the year to support positive connections between home and school and to provide activities for families to engage in together.

Currently the SCL and Parent Advisor are monolingual. Families within SCUSD speak more than 48 languages; a large percentage of students speak a language other than English at home. To aid in the communication process, the Google Translate feature and English speaking family members or Spanish-speaking office staff are solicited as resources for translation. The Early Learning and Care Department intends to increase bilingual staff in the upcoming year and purchase translation services through an outside vendor to meet translation needs, as appropriate. In the meantime, the Family Engagement Team is utilizing language programs to increase language acquisition and offer support.

EHS families will also engage in goal setting and the family partnership process with ELC Staff. EHS families will also have access to all supports and resources that ELC provides to their HS families such as the Apple Bag lending books. This will ensure a smooth transition process when EHS children age out to Head Start at the age of 3.

Services for Children with Disabilities

SCUSD Special Education Department (SPED) underwent a reorganization and hired new staff to include an additional Prekindergarten Assessment Team to help address the increased need for special education services. In addition, ELC is currently collaborating with SPED to improve the referral and monitoring system, and ensure students get specialized services within the mandated timelines.

SPED will provide training to ELC instructional staff and collaborate with special education PK staff as well. SCUSD recognizes that monitoring for all content areas is an area for improvement. For example, only 96% of students received their ASQ screenings within the 45-day timeline. Increasing monitoring during 45-day timelines will help to increase the number of students receiving their screenings in a timely manner including special education services if appropriate.

SCUSD encourages and promotes full participation of children with special needs. The program recognizes the need for providing inclusive practices and quality PK services for children with different abilities. If a child is identified at enrollment with special needs/IEP then a Coordinator will review the

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

student's application and ensure the appropriate placement (FAPE) is made for the child. The teacher will receive the file in advance to review the IEP before the child starts in the classroom. The teacher will individualize activities for the child to reflect the goals from their IEP. The Special Education Department staff will provide all services for speech and occupational therapy in the classroom in accordance with the child's IEP. If a child has other special education needs that do not qualify under an IEP then a 504 plan will be created in partnership with the family and all appropriate support staff. This will ensure any needed accommodations are provided for student success.

From enrollment to entry into the program, ELC collaborates with families to identify any special and/or additional needs or accommodations. Enrollment and Health Services staff collaborate with the parents to ensure their child has all required documentation for enrollment. During the beginning of the school year, the teacher will schedule a home visit with the family prior to entry into the classroom to help understand the child's needs and communicate any special instructions. This will help provide a smooth entry and transition into the classroom for all stakeholders but most importantly with the student. This is an opportunity for the teacher to meet the student and connect prior to the child starting PK. The teacher will develop individualized activities and supports to meet the needs of the student. ELC and SPED will partner with appropriate staff to ensure services are provided in accordance with the child's IEP. ELC also encourages support services to be provided in the classroom in partnership with the teacher.

Transitions

An orientation meeting is set up with the families of students that transition from Early Head Start into the PK classroom and at the end of Prekindergarten to Transitional Kindergarten or kindergarten.

All EHS children will participate in a rigorous screening process to identify any children who may have special needs. If a child is suspected to have a delay or additional needs then a referral will be made to the appropriate county agency for assessment. Students with an IFSP will be counted in the disability report. When an EHS student with an IFSP turns 2.5 they will be referred to the SCUSD Special Education department for a transition assessment and determine if the child qualifies for an IEP.

When an EHS child turns 2.5 the family advocate will initiate the transition process with the HS team to ensure the student will transition into preschool at 3 years old. The EHS and HS staff will collaborate and engage the family in the transition process to ensure the best placement for the student. If an EHS family decides that a home base option is better for their child then SSHS will engage with the delegate agency to refer the family for Home-based services.

Most PK teachers collaborate with the Kindergarten (K) teachers to determine the expectations of the TK-12 program. Transition to Kindergarten events throughout the district include both the PK teacher and K teacher. In many cases, teachers arrange for a kindergarten day where students visit a kindergarten environment and staff and students tour the campus and kindergarten classrooms. In addition, families receive a Transition to Kindergarten file with student information for them to share with their new teacher at the receiving school.

Section B - Governance, Organizational and Management Structures

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Governance

The Governing Body and Policy Council (PC) are an essential part of the Program and guide the efforts of SCUSD's Head Start/Early Head Start programs. The Policy Council consists of parent representatives from each site and provides ongoing oversight of program operations and accountability of federal funds. The Parent Advisor organizes the PC meetings and serves as the primary contact for the members. Orientation and training are provided for the PC and includes workshops on roles and responsibilities, Robert's Rules of Order, reviewing by-laws, protocols for voting, and clarifying the decision-making process. The Parent Advisor works closely with the Family Engagement Coordinator and the School Community Liaison to organize community resources, guest speakers, parent workshops, and opportunities for PC members to attend local and regional family programming events.

The PC meets on the third Thursday of each month from 9:00-11:00 AM at the Hiram Johnson Family Education Center. Child care, materials, refreshments, and work spaces are provided. SCUSD staff present pertinent information about the state of the organization, the program by content areas, the budget by monthly spending, designates time for PC members to ask questions and/or make comments, time for public comments, and opportunities for guest speakers to share about resources and events. Special Meetings are called whenever necessary to ensure the PC is accommodated and is fully engaged in the decision-making process.

Human Resources Management

The SCUSD Early Learning and Care Department (ELC) is overseen by an Assistant Superintendent who serves as the district's Head Start Director. This elevates the program to executive level and utilizes a mixed delivery model to fund administration. Four Coordinators are assigned a cohort of schools by region and provide quality assurance of classrooms, monitor compliance, and serve as administrator partners to school Principals. The Parent Advisor provides family support, School Community Liaison offers resources, Child Development Specialists (CDS) assist with enrollment and operations, Clinicians facilitate mental health observations and consultations, Nurses conduct screenings, Data Technician develops and provides data reports, and the Program Technician and Fund Specialist maintain fiscal records and grant reporting. New staff members, consultants, and volunteers are provided an onboarding orientation to review the mission, vision, expectations, policies, and procedures; and are scheduled for ongoing check-ins and information sessions.

Please see the attached SCUSD HS Organizational Chart.

To maintain quality assurance, safety, and compliance, the Coordinators will conduct regular visits to the classrooms, organize professional development, provide intensive coaching support, and serve as administrator partners to Principals. During scheduled and/or unannounced visits, Coordinators will use tools such as the Child Plus database system to monitor assessment data and utilize the Learning Genie application to review DRDP completion rates and evaluate the quality of the observations taken. Coordinators will refer to the Safety and Supervision, Safe and Healthy, and the Creative Curriculum

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Fidelity Checklist. Coordinators will be able to assess adult to student interactions, address safety and supervision protocols, and coordinate interventions as part of the department's Coordination of Services Team (COST) and student case management. Staff training and professional development are facilitated on a monthly basis in a workshop style with follow-up coaching support and technical assistance. There will be a focus on evolving into a Community of Practice where participants conduct cycles of inquiry and share evidence of strategies implemented and artifacts of student work.

Program Management and Quality Improvement

To promote a cradle to career pathway and PK-12 district alignment, SCUSD will continue to work within the organization to champion early childhood education and vertically align foundations, content standards, curriculum, instruction, interventions, supports, and environments across grade levels. This will ensure high-quality educational opportunities, experiences, and transition services across grades.

The Early Learning and Care Department was successful in hiring an Assistant Superintendent for Early Learning and one additional Coordinator to support Early Head Start. With an all new leadership team and a recognized need to focus on improved monitoring efforts, the leadership team will engage in a series of coaching trainings, continue to refine the strategic plans, and ensure that schedules align with daily classroom visits, regular monitoring, and quality assurance.

With the additional ELC staff such as Clinical Social Worker (X2), Clerks (X2), CDS, Parent Advisor, SCL, and Coordinators, leadership will be able to increase a focus on directly supporting the classrooms in partnership with school site staff, SCUSD department leads, and support staff within the department. To improve monitoring, leadership will have regularly scheduled monthly meetings. These meetings will consist of the Central Office and the Enrollment Team, to regularly monitor, execute, report to the team, and operational improvements are made to ensure the maintenance of high quality programs. ELC staff will become a Professional Learning Community (PLC) and engage in ongoing cycles for inquiry.

The Instructional staff professional development will focus on social emotional education, behavior management, early language and literacy development and meeting the needs of Dual Language Learners (DLL) and children with additional and special education needs. While we will continue to have our monthly professional development/staff meetings that are three hours in length, we will aim to dedicate at least one hour to facilitate Professional Learning Community (PLC), allowing collaborative learning experiences within peers. The PLC's will engage in a strategic cycle of inquiry where data is utilized along with the California Preschool Learning Foundations (DRDP, ASQ, CLASS, observations, etc.) to drive planning and instruction.

Staff Qualifications

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

The following is a table summary of qualifications for teaching staff:

Head Start

	Total Number	None	Permit	AA Degree1	BA Degree1	Masters or Higher
Teachers	33	N/A	N/A		29	4
Associate Teachers/Teacher Assistants	27 (6 vacancies; positions posted)	2 (2 attending school)	5	16	4	
Home Visitors	0	N/A	N/A	N/A	N/A	N/A

Early Head Start

	Total Number	None	Permit	AA Degree1	BA Degree1	Masters or Higher
Teachers	2 - vacancies (positions posted)	N/A	N/A	N/A	N/A	N/A
Associate Teachers/Teacher Assistants	2 - vacancies (positions posted)	N/A	N/A	N/A	N/A	N/A
Home Visitors	0	N/A	N/A	N/A	N/A	N/A

Section C– Program Goals

Goals and Objectives

2023-2024 (Year 4 or 4)

Please see the attached closeout of 2023-2024.

2024-2025 (Baseline Year 1 Goals and Objectives)

The Sacramento City Unified School District’s (SCUSD) Early Learning and Care Department is honored to oversee its Infant, Toddler, and PK programs. In addition to the Head Start Performance Standards, the work will be guided by the following Mission and Vision:

- We provide high quality early educational experiences and equitable support to ensure school

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

readiness and whole-child development.

- Every student will receive high quality educational experiences that spark curiosity, foster creativity, build literacy, promote a growth mindset, and strengthen relationships in order to thrive in life and contribute to the world.

SCUSD stands on the belief that Student achievement begins at the foundational level. To foster school readiness, Infant/Toddler/PK are focused on building a strong foundation for academic success and social emotional development. SCUSD children and families enter our district's educational system as young as 0-5 years old. During this time, Infant/Toddler/PK students are building literacy skills, cognitive development, and motor skills. Early learning and care closes the opportunity gap!

The following is a summary of the 2024-2025 Goals and Objectives aligned to the mission and vision:

Goal 1 - Education and School Readiness: Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.

SCUSD will deepen its work in implementing an integrated curriculum that addresses the essential domains of school readiness, which includes social emotional development, early literacy, and school-home connections. There will be an emphasis on improving Creative Curriculum implementation utilizing the fidelity tool with a focus on a child initiated/interest-based approach, social-emotional learning, language and literacy, English language development, and improved teaching strategies utilizing data. Along with the goals to improve effective teacher strategies, additional Teaching Pyramid training and coaching support will enhance nurturing connections in the classroom and the home with all students and families. The Education Coordinator will continue to partner with the Special Education Department to promote a continuum of specialized educational services and inclusive practices. For professional learning, there will be a focus on evolving into a Community of Practice where participants conduct cycles of inquiry and share evidence of strategies implemented and artifacts of student work.

Goal 2 - Health and Safety: Increase the health, safety and wellbeing of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff and community partners.

SCUSD will emphasize the importance of increasing stakeholder awareness of health, safety, and well-being of children birth to age 5. There will be a concerted effort to build authentic partnerships through ongoing two-way communication and collaboration at all levels of the organization and with families and communities. SCUSD will partner with community-based organizations to provide additional health resources and services for children and families in support of overall well-being. Activities will include timely physical exams, dental screenings, health workshops, family therapy, and mental health consultation sessions.

Goal 3 - Family and Community Engagement: To support relationship-based family engagement that is

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

culturally responsive, reflective and goal-oriented that helps build partnerships with families and provide increased opportunities for community building and participation within the program.

SCUSD will build the capacity of parents and families to observe and participate in the everyday learning of their children at home and in their school. There will be a concerted effort to significantly increase parent involvement through In-Kind volunteering, goal-setting, and the completion of Family Partnership Agreements. There will be a rebranding of the Hiram Johnson Family Center to serve as a resource hub for families and a space for parent workshops and support groups. SCUSD will continue to build relationships with families and community-based organizations through the expertise of the Parent Advisor and School Community Liaison to promote the importance of family and community engagement.

Goal 4 - Enrollment: To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models and utilizing effective recruitment strategies.

SCUSD celebrates being a Cradle to Career/PK-12 district and has the honor of having families enter the district at ages 0-5 years old. There will be an emphasis on fostering a welcoming environment to improve the rate of attendance for children in Infant/Toddler/PK programs. In services to a culturally and linguistically diverse population, SCUSD will strengthen its two-way communication system that provides translation services and builds partnerships with families and organizations within and across the community. A Recruitment Redesign Team led by the ERSEA Coordinator has been established to further analyze root causes of recruitment and attendance challenges as well as developing innovative solutions to increase enrollment and student attendance.

School Readiness Goals: Progress Report

The Sacramento City Unified School District (SCUSD) is guided by the following Core Principles:

- We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.
- All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

It is SCUSD's primary goal to set PK students on a learning trajectory that will eventually allow them to graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice and to become contributing members of society as a result of gainful employment and entrepreneurship endeavors.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

As a critical part of the district's learning continuum, SCUSD remains committed to cultivating the kinds of dispositions, approaches to learning and "habits of mind" in PK students that are indicative of the district's commitment to children and their families. More recently, the department has had a laser-like focus on children's literacy and numeracy development and the kinds of developmentally appropriate curricular and assessment strategies that will result in enhanced teaching and learning and those that will predispose SCUSD children to the kind of appropriate rigor they are likely to encounter in elementary school.

Perpetuated by the reality that some of SCUSD's youngest students demonstrate disparities in the cognitive, oral language, literacy and numeracy domains the moment they begin their trajectory in formal schooling, there has been increased emphasis on the need to align early learning curriculum to emphasize PK-3rd alignment. To this end, teachers are currently participating in professional learning that focuses on important elements and practices of PreK Math in partnership with WestEd Education. Such focus will assist teachers in their efforts to facilitate young children's learning and ultimate academic success as they proceed along SCUSD's learning continuum. Hence, teachers are already learning how to engage PK students with appropriate "math talk" and literacy experiences that are steeped in the effective implementation of the Creative Curriculum Early Literacy strategies.

To date, 10 teachers (cohorts 1 and 2), who now comprise a small WestEd. PreK Math professional learning community, have participated in the PreK Math Institute. Having completed the Institute in October 2023, these teachers continue to receive ongoing professional learning, mentoring and coaching support as well as opportunities to observe a consultant/expert modeling effective early numeracy strategies. SCUSD's work is unprecedented and is on the cutting edge when compared to early numeracy afforded most PK students. Teachers, who are currently not focusing on PreK Math, are committed to providing learning experiences for children that will help them to acquire the requisite emergent numeracy skills. One significant outgrowth that has already been gleaned from the implementation of the Prek Math approach is teachers' decreased reliance on prescribed curriculum; teachers are already demonstrating an enhanced ability to be more creative and innovative when planning, delivering and evaluating numeracy experiences for children. While the department has gotten off to a good start in this current grant cycle, it is expected that work in this arena will not come to full fruition until the culmination of this subsequent grant.

The following is the comparison of the Fall 2023 and Winter 2024 DRDP Assessment results that support school readiness achievements in the five Early Learning Outcomes Domains as follow:

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

SCUSD Prekindergarten DRDP Data						
Domain	Fall 2023 <i>% of children rating in the top 3 levels of the DRDP (Building middle, later and Integrating)</i>		Winter 2024 <i>% of children rating in the top 3 levels of the DRDP (Building middle, later and Integrating)</i>		Percentage of Growth	
	Among English- Only	Among English Language Learners	Among English- Only	Among English Language Learners	Among English- Only	Among English Language Learners
<i>Approaches to Learning</i>	52	44	69	64	17	20
<i>Social-Emotional Development</i>	54	43	74	66	20	23
<i>Language and Literacy Development</i>	51	36	67	55	16	19
<i>Cognition, Math and Science</i>	47	37	61	54	14	17
<i>Physical Development</i>	64	57	77	74	13	17

School Readiness Goals: Progress Implementation

In response to student outcomes data and prior year’s Goals and Objectives,

The following is a table showing key findings in data and how the Program responded to the data for Approaches to Learning- Self Regulation, Social Emotional Development, Language and Literacy Development, Cognition, Math and Science, and Physical Development:

Domains	Key Findings in the Data	How did the Program respond to the data?
Approaches to Learning	Over 69% within English-only students and 64% of English Learners are in the Building (M,L) and Integrating stages of development. There was a progress of 17% with English-only students and a significant 20% with the ELL population. One hypothesis for the greater number within the EL students might be that these students have a much larger learning curve	Coordinators facilitated data analysis discussions with instructional staff to identify areas of growth and need for more exposure opportunities Provided curriculum planning templates and discussed strategies at professional learning meetings

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

	due to exposure to a new language.	
Social-Emotional Development	DRDP data shows that students are making progress in Social Emotional Development as more than 74% among English speaking students and 66% among English Learners are in the “building and integrating” stages of development. A progress of 20% and 23% among English Learners. These significant improvements speak to the successful implementation of Teaching Pyramid strategies, Social Emotional Learning (SEL) and the Multi-Tiered Systems of Support (MTSS).	<p>Clinicians facilitated discussions about students' social-emotional development and organized group sessions for Teachers to unpack positive behavior interventions.</p> <p>Teachers implemented Teaching Pyramid strategies and MTSS actions, which were coordinated through the Coordination of Support Team (COST) process</p> <p>Partnered with SCOE to provide SEL Teaching Pyramid training</p>
Language & Literacy	DRDP Data indicates 67% of the English-only speaking students and 55% among English Learners are in the “building and integrating” stages of development for Language and Literacy. A progress of 16% among English only speaking and 19% among English Learners. This improvement has contributed to the continuity of staff development for the past three years on the Creative Curriculum particularly in Volume 3 Literacy and the alignment of the Creative Curriculum activities with the California Preschool Learning Foundations.	<p>Coordinators facilitated data analysis discussions with instructional staff to help create a professional learning plan focused on early literacy development.</p> <p>Collaborated with SCUSD’s Curriculum and Instruction Department’s Multilingual Unit to facilitate professional learning on literacy and English Language Development pedagogy Purchased children’s books, organized Apple book bags, and distributed professional literature to promote a love of reading</p>
Cognition	DRDP Data indicates that among English-only speaking students 61% and 54% among English Learners are in the “building and integrating stages” of development with a progress of 14% and 17% with EL student population. One can come up with various hypotheses as to the	<p>Coordinators facilitated data analysis discussions with instructional staff to identify areas of growth and need for more exposure opportunities</p> <p>Partnered with WestEd Education to provide research studies and</p>

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

	<p>difference between English-only speakers and EL student learning curves; however, it is known that when a student is limited in English language, numeracy development typically is much easier for younger English learners. Learning language and literacy conventions are a lot more difficult to learn, as it requires processing information, sound and articulation to develop.</p>	<p>discuss with Teachers effective strategies</p>
Physical Development	<p>DRDP data shows that in both among English-only speaking and EL students, 77% are in the “building and Integrating” (M,L) stages of development. With a 13% and 17% with ELL students improvement.</p>	<p>Contracted with a Consultant to provide professional learning and resources on Music and Movement</p>
English Language Learning	<p>DRDP Data indicates 67% of the English-only speaking students and 55% among English Learners are in the “building and integrating” stages of development for Language and Literacy. A progress of 16% among English only speaking and 19% among English Learners. This improvement has contributed to the continuity of staff development for the past three years on the Creative Curriculum particularly in Volume 3 Literacy and the alignment of the Creative Curriculum activities with the California Preschool Learning Foundations.</p>	<p>Coordinators facilitated data analysis discussions with instructional staff to help create a professional learning plan focused on early literacy development.</p> <p>Collaborated with SCUSD’s Curriculum and Instruction Department’s Multilingual Unit to facilitate professional learning on literacy and English Language Development pedagogy</p>

Developmental Screenings:

Ages and Stages Questionnaire (ASQ) were completed within 45-days and improved by 4%. About 70% of ASQs were completed on time. No changes on the use of developmental screens. However, instructions on how to approach and complete ASQs along with improved monitoring will be addressed to increase the completion rate. EHS and HS will both follow the required 45-day ASQ and SE

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)

screening requirements and timeline. Please see the T/TA plan for training on DRDP. A consultant will be hired using T/TA funds to support the EHS classroom in implementation of the DRDP. Staff will continue to receive training on how to conduct meaningful observations.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Program Narrative (Early Head Start)

Section A - Service Delivery

The Sacramento City Unified School District (SCUSD) is a large, urban school district that was established in 1854 and now serves about 38,821 students at 75 schools across seventy square miles. To promote cradle to career readiness and PK-12 alignment, SCUSD provides educational services for infant/toddler, prekindergarten, transitional kindergarten, kindergarten, elementary, middle, high school, and adult education throughout the City of Sacramento. SCUSD serves culturally and linguistically diverse communities with a population consisting of 41.3% Hispanic/Latino, 17% White, 18% Asian, 12.1% African American, 8% Multi-racial, 2% Native Hawaiian/Pacific Islander, 1% Filipino, and 1% American Indian or Alaska Native. Students are also identified as 20% English Learners, 0.4% Foster Youth, 0.7% Homeless, and 69% Socioeconomically Disadvantaged. About 60 languages are represented including the following primary languages: English, Spanish, Hmong, Cantonese, Vietnamese, Marshallese, Russian, and Mandarin.

To foster school readiness, SCUSD believes that student achievement begins at the foundational level and offers early learning programs that focus on building a strong foundation for academic success, social emotional development, and authentic family partnerships. SCUSD offers Head Start and Early Head Start, and is committed to providing high-quality educational experiences and equitable supports for every child. SCUSD's current prekindergarten population consists of 41.23% Hispanic/Latino, 5.6% White/Caucasian, 24.77% Asian, 15.13% Black/African American, 10.84% Multi-racial, 1.87% Native Hawaiian/Pacific Islander, and 0.54% American Indian or Alaska Native.

According to the Sacramento Employment and Training Agency (SETA) Head Start/Early Head Start (HS/EHS) Community Assessment Report 2023, the county has seen a 5% increase in adults ages 20-34, a higher percentage of Black/African American families, an increase in languages spoken among enrolled families such as Pashto, Dari, and Farsi; an increase in the need to reach out to families who are eligible for public assistance, and a consideration to shift to more children ages 0-3 years due to the expansion of Universal Transitional Kindergarten becoming free for all 4 year olds. According to the California Department of Finance, "There are 571,554 households in the county, 36% of which are households with children. The population estimate for children and youth under 25 is 494,986 of which 115,794 are children ages 0 through 5 comprising 7.3% of the total population" (SETA Head Start Community Needs Assessment 2023, p. 6).

Service and Recruitment Area

Based on the California Department of Finance's 2019 baseline, there is a significant number of children 0-5 years old who may qualify for prekindergarten services within the Sacramento City Unified School District. The following table is Sacramento County's projected population estimates for children ages 0-5 years old. It shows a slight decline in population overtime from years 2022-2030; however, it also indicates that young children will continue to be in the Sacramento region for the next several years:

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Age	2022	2023	2024	2025	2026	2027	2028	2029	2030
0	18,914	18,150	18,030	18,168	18,151	18,115	18,011	17,961	17,992
1	18,403	19,198	18,276	18,110	18,183	18,105	18,007	17,905	17,864
2	19,029	18,568	19,309	18,413	18,300	18,343	18,316	18,240	18,166
3	19,223	19,143	18,669	19,334	18,475	18,414	18,452	18,473	18,400
4	19,578	19,171	19,608	18,696	19,303	18,499	18,450	18,524	18,533
5	19,710	19,694	19,327	19,186	18,828	19,415	18,596	18,588	18,692

California Department of Finance. Demographic Research Unit. Report P-2B; Population Projections by Year of Age, California Counties, 2020-2060 (Baseline 2019 Population Projections; Vintage 2023 Release). Sacramento, California. July 2023. Projections - California Department of Finance - CA.gov

Based on the U.S. Census Bureau's data by specific zip code in Sacramento, the local service area has over 28,280 children ages 0-4.99 and elementary school sites located in each area. SCUSD offers 676 HS slots at 31 sites in those respective zip code areas. Zip code 95823 possibly has the greatest need.

Age	ZCTA5 95811 Estimate	ZCTA5 95817 Estimate	ZCTA5 95818 Estimate	ZCTA5 95820 Estimate	ZCTA5 95822 Estimate	ZCTA5 95823 Estimate	ZCTA5 95824 Estimate	ZCTA5 95826 Estimate	ZCTA5 95827 Estimate	ZCTA5 95828 Estimate	ZCTA5 95831 Estimate	ZCTA5 95832 Estimate	
Under .50	61	70	149	199	417	874	337	248	77	437	193	143	
.50 to .74	54	8	101	163	50	863	330	96	18	160	0	22	
.75 to .99	12	0	10	14	86	463	253	114	135	190	66	28	
1.00 to 1.24	16	0	62	189	235	983	377	83	70	540	316	101	
1.25 to 1.49	0	216	30	116	22	650	363	76	198	390	228	70	
1.50 to 1.74	40	34	7	222	153	413	259	176	311	208	100	197	
1.75 to 1.84	0	4	0	141	35	357	130	221	46	167	46	0	
1.85 to 1.99	0	0	0	84	300	159	106	66	41	277	168	72	
2.00 to 2.99	9	254	236	611	623	1,712	259	640	201	1,109	260	359	
3.00 to 3.99	0	16	72	158	539	729	198	253	117	291	259	12	
4.00 to 4.99	14	6	452	156	713	473	13	404	105	356	286	73	
Total = 28,280	206	608	1119	2053	3173	7,676	2625	2377	1319	4,125	1922	1077	
	Washington	FRKB	Kenny	Leataata	Earl Warren	E Kemble	B Green Chacon	CAJ Skills	G Empire	A Lincoln	Camelia	Bear Flag	J Still
					E Phillips	Harkness	B Green McCoy	CB Wire		J Marshall		Lisbon	SBA
					H Johnson	J Bidwell	Parkway	E Creek				MLK	
					OakRidge	J Cabrillo		E Baker					
						J Sloat		Pacific					
						Woodbine		P Burnett					

U.S. Census Bureau. "AGE BY RATIO OF INCOME TO POVERTY LEVEL IN THE PAST 12 MONTHS." American Community Survey, ACS 5-Year Estimates Detailed Tables, Table B17024, 2021, . Accessed on November 3, 2023.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Needs of Children and Families

For 2024-2025, SCUSD's Early Head Start (EHS) will consist of two Infant/Toddler classrooms located at American Legion and Elder Creek. There will be one EHS classroom at each site serving 8 children for a total of 16 slots. American Legion will serve infants and Elder Creek will serve toddlers. The program will be supported by the CCTR grant from the CA Department of Social Services. The CCTR grant will fund 100% of the classroom staff and EHS funds will pay for enhancement and comprehensive services. Support staff services from health, family engagement, ERSEA, fiscal, and governance will be covered by the EHS funds. The program will be licensed and follow all Title 22, Title 5 and EHS Performance Standards.

SCUSD's Early Learning and Care Department (ELC) will continue to collaborate with the Student Support and Health Services Department (SSHS) to support the EHS Infant/Toddler classrooms. The SSHS generally oversees school nurses, social workers, and student support centers at elementary, middle, and high schools throughout the District. However, ELC will continue to oversee the day-to-day operations, provide education, nutrition, social emotional support content, hire and manage classroom staff, provide custodial services, monitor ERSEA, parent engagement, governance, fiscal and PIR. SSHS will provide health services and support.

Any student or family that qualifies and has a need for an Infant/Toddler class will be able to use and benefit from EHS center-based services. American Legion has a Student Support Center that houses a full time School Social Worker and a part-time Nurse. These support staff would be assigned to support the Early Head Start classrooms on campus. They would assist with case management and compliance of EHS standards. The EHS Coordinator will manage the daily operations of the two classrooms.

Funded Enrollment Changes

- No changes

Centers and Facilities

- No closures or reductions for the 2024-25 academic year.
- No conversion

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The SCUSD Early Learning and Care Enrollment Office has moved to SCUSD Central Enrollment Center, which registers students in grades TK-12. With the consolidation and centralization of Infant/Toddler through 12th grade registration, families can depend on an one-stop location to address enrollment needs. The Live Message feature in the ChildPlus and Learning Genie database systems are utilized to notify families of admission acceptance into the program and/or any missing health

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

documentation, which is an on-going process for the Enrollment Office.

To support Early Head Start (EHS) enrollment, there will be a concerted and organized effort to recruit and promote the new Infant/Toddler classrooms within the community. The SCUSD ELC Department will work with the SCUSD Communications Department on marketing materials and a campaign to roll out the implementation of these Infant/Toddler services. Additionally, SCUSD will utilize the grant from the California Department of Social Services (CDSS) to support the opening of Infant/Toddler classes at American Legion and Elder Creek. There was a waitlist of about 7 infants and toddlers. With any new program, there may be some challenges with the initial startup. There may be a potential delay in meeting full enrollment. However, SCUSD does not anticipate facing any enrollment challenges as there is a need within the community and in partnering with SSSHS there is increased access to all the identified Foster student's and Homeless families that could benefit from EHS services. From previous SSSHS data, there were 510 homeless families identified and 234 foster students within the SCUSD community. In addition, ELC staff will be in charge of promoting the program and building relationships with school sites and community partners within the SCUSD area.

As a strategy to promote enrollment and attendance, the SCUSD's Early Learning enrollment has increased by 39% and is currently at 96% enrollment in Head Start funded programs; which seems promising for Early Head Start, too . The enrollment numbers increased for several reasons including the addition of a Child Development Specialist (CDS) on the Enrollment Team, the redesign of a recruitment approach, and the focus on rebranding as part of a marketing strategy. In an effort to continue increasing enrollment numbers and adhere to Head Start Performance Standards, SCUSD will hire per-diem staff during the summer months, partner with a variety of community-based organizations and service providers, advertise through a variety of communication methods, and attend district-organized community events to raise awareness about Head Start/Early Head Start programs. The Enrollment Team will collaborate with SCUSD's Matriculation and Orientation Center (MOC) to provide translation services for families in multiple languages and offer resources. To further support EHS families who are unable to enroll their children at the Centralized Enrollment Center, there will be alternative locations for enrolling such as at a school site, home or shelter. An ELC team member will conduct the intake in a location that meets the needs of each family and the ELC enrollment staff will complete the data entry process for compliance in Child Plus.

In addition to efforts for increasing enrollment numbers, the Enrollment Coordinator revised and reformed a Recruitment Redesign Team consisting of various SCUSD's ELC staff members with specific areas of knowledge and experiences in family and community outreach. The purpose of the Recruitment Redesign Team has been to collaboratively find a variety of ways to increase SCUSD's enrollment and attendance by developing strategies for removing barriers. To guide the work, the following are two focal challenge questions: 1) How might we build partnerships with the community to ensure people know about our program? 2) How might we raise awareness on the importance of attendance and provide reasons why early learning is vital to developmental growth? The Recruitment Redesign Team will target zip codes with the highest needs and the community located within its geographical area. This team will also partner with neighborhood organizations to combine resources, expertise, and talents in an effort to make enrollment and the attendance processes more effective. The responsibilities of the Recruitment Redesign Team are as follows:

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

- Monitor/Review current enrollment numbers
- Review recruitment tracking and assess effectiveness of reported activities
- Assure recruitment activities are responsive to findings of the Community Needs Assessment.
- Create and approve all recruitment/public relations materials (brochures, flyers, presentations)

Ongoing training will be provided to the Enrollment Team to support timely data entry into various database systems and to ensure the accuracy of information into the District's student information portal. These efforts will ultimately contribute to organizational effectiveness, which will improve services to families, support informed decision-making, and best serve students in their future education. SCUSD's Early Learning and Care Department will continue to strengthen internal partnerships within the district to ensure children have access to high quality EHS programs. Additionally, ELC staff will continue to monitor information through Child Plus on a daily basis to identify patterns for individual student attendance and collaborate with teachers who will contact parents on the days of unexpected absences. Enrollment staff will monitor student attendance on a weekly basis, and send letters to parents when their child's attendance is at risk of falling below 90%. These letters will remind families of the importance of good attendance and will offer support, if necessary. SCUSD will use Live Messenger in Child Plus to communicate with families via text and email for communication. Attendance data will be analyzed and effective ideas will be generated to promote student attendance.

SCUSD understands the importance of regular attendance and the long term impact it has on children. The District is also aware that many vulnerable populations face challenges and barriers in getting to school regularly. At the Enrollment Office, ELC staff will meet with each newly enrolled family to discuss the importance of regular student attendance and will review the attendance policies in the parent handbook and offer support..

When a child's attendance becomes irregular, ELC staff and the school will engage with the family to determine any challenges and assist with removing those barriers. All families enrolled will be provided with a public transportation pass to assist with any transportation barriers. If attendance does not improve and the family does not reengage in services, then support staff will conduct a home visit to check on the family. Every effort will be made to encourage the family to participate in services. If center-based care no longer meets the needs of the family then a referral will be made to the delegate agency for home-base services.

Some of the questions that arise for both HS and EHS:

1. How can we develop strategies for teachers to promote the importance of families bringing their children to school daily?
2. How can we create a culture in which all teachers and staff develop relationships with families to encourage them to bring their children to school daily?
3. How can we minimize obstacles that may affect families from bringing their children to school?
4. How can we create opportunities for meaningful involvement?

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Education and Child Development

Through the implementation of Creative Curriculum, the district's overall vision for its students and its holistic approach towards education, ELC affirms its commitment to the SCUSD's Strategic Priorities: 1. High quality instruction to meet the needs of all students, 2. Multi-tiered system of supports (MTSS), 3. Culturally Responsive Professional Learning. The Creative Curriculum has a long history of providing research-based practices and is federally-aligned to the Head Start Early Learning Outcomes Framework curriculum. The Sixth Edition, was revised to also provide a greater emphasis in the project-based approach to learning, driven by student interests.

The Creative Curriculum Fidelity Tool has been utilized throughout the year during Coordinators' site visits as a tool to guide instructional coaching. The leadership team uses the data from the Fidelity Tool to drive leadership decision making as to best support for teaching staff. EHS will also use the Creative Curriculum as the official curriculum. Staff will receive intensive training and coaching the first year by a trained consultant to provide foundational knowledge for the Creative Curriculum and the resources available. T/TA funds will be used to train, support, and monitor staff to ensure fidelity and that staff are properly trained. The SSHS Coordinator will also collaborate with the EHS Coordinator to support and train all classroom staff to ensure fidelity and that appropriate infant/toddler approaches and interactions are occurring.

SCUSD has implemented multiple approaches to professional development by addressing the goal to strengthen curriculum implementation to fidelity. SCUSD will continue efforts to provide differentiated instructional coaching sessions to meet the various levels of staff needs. Instructional support and coaching will be provided by the assigned Teaching Strategies coach through My Teaching Strategies Coaching portal and in-person. Instructional support coaching sessions include one-on-one and small group sessions, providing instructional staff with differentiated supports.

The Ages and Stages Questionnaire (ASQ) will be completed within 45-days. EHS and HS will both follow the required 45-day ASQ and SE screening requirements and timeline. A consultant will be hired using T/TA funds to support the EHS classrooms with the implementation of the Desired Results Developmental Profile (DRDP). Infant/Toddler staff will continue to receive training on how to conduct meaningful observations.

Health and Nutrition

The health and safety of students and staff are a top priority. The SCUSD Early Learning and Care Department has two Registered Nurses (RN) that have been providing support to families and staff from the enrollment process to entry into the classroom. The EHS Nurse will provide the same service and responsibilities for Infant/Toddler classrooms. The nurses conduct routine screenings, follow up on health/nutrition concerns, and make referrals as needed. Nurses also provide vision and hearing screenings, organize dental varnishes and other health services. Both Nurses have knowledge and expertise with navigating Child Plus and using reports to monitor health requirements. Clerical support is provided for data entry, follow up, and ongoing monitoring.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

EHS will fund a portion of a school Nurse to serve the 16 additional children. The additional funds will be used to add FTE for an existing school Nurse at American Legion. The School Nurse will oversee the Health and Nutrition requirements for EHS. The Early Learning and Care Department will collaborate with the School Social Worker who is currently employed at American Legion as well. The school Social Worker and Clinicians will be part of the case management team that supports families and reviews referrals from classroom staff.

Health and Nutrition staff will utilize a holistic approach using a "whole child" philosophy. At the onset of a Infant/Toddler's entry into the program, Enrollment staff and Nurses begin to partner with families on their child's health, nutrition, and status of needs. Nurses ensure families have access to health and dental care and if they do not, the Nurses will work in collaboration with the family to obtain health insurance and find a medical/dental home. Nurses review all health forms and documents to ensure each child is up-to-date on all mandated health requirements and are healthy. Enrollment staff works in collaboration with parents to complete all medical documents and ensure parents are informed on the processes for conducting screenings and assessments. The EHS Teachers and Nurses will support families with home-visits, socialization, and wellness checks.

If a child is identified at enrollment or any time of the year as having a health/nutrition concern, the Nurse will follow up with the parent and the medical provider to create a care or special diet plan. If medication is needed, then Nurses will work with parents to obtain the medication authorization form from the medical provider and collect the medication prior to a child's enrollment. The Nurse will then train classroom staff on the administration of the medication and review the care plan. These steps will ensure a child's health and medical needs are supported inside the classroom. If a child is identified as "not up to date" or needing ongoing care, the assigned Nurse will contact the parent. A notification will be sent out to the parent via text and/or email via Child Plus Messenger to indicate that the child is not up-to-date and to call the Health staff.

Response to Intervention

In an effort to adhere to Head Start Performance Standards relative to Mental Health and wellness services and developmentally appropriate practices for Infant/Toddler children; the Early Learning and Care Department established a case management process called the Coordination of Services Team (COST), which ensures referrals are made for children and families needing additional support. There are two Clinicians who provide comprehensive Mental Health services for students, families, and also support teachers in the classroom. The case management team reviews referrals from teachers and parents to determine needs, conduct classroom observations, and develop a follow-up plan. In partnership with parents and teachers, the Mental Health team determines children's need for mental health services, special education referral, and additional support if necessary. A behavior chart is created in partnership with the classroom staff, parents, and the Clinicians. The Clinicians conduct classroom Mental Health observations and provide ongoing feedback to classroom staff. Clinicians have received training in the CSEFEL framework and supports implementation. Using developmentally appropriate practices, these positive behavioral strategies will be for Infant/Toddlers when appropriate.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Family and Community Engagement

SCUSD's Early Learning and Care (ELC) vision believes that families are provided information and given opportunities for personal growth and involvement in their child's education. The priority is to equip families with agency and choice for life outcomes. ELC also strongly believes that parents are their child's first and most influential teacher and that the first academy of learning is really the child's home. Hence, parents are encouraged to participate in the classroom as educational partners. To promote school-home connections, ELC will implement a home-based curriculum for EHS families and host a series of professional learning events for parents, specifically highlighting family bonding, numeracy, early literacy, and social-emotional skills. These learning opportunities will help to bolster families' knowledge base in early childhood education, developmental milestones, and to deepen their understanding of developmentally appropriate practices. This will help to strengthen parents' skills in these important areas, which fosters school-home partnership to support children's learning.

We plan to support EHS parents with workshops and Infant/Toddler family support group sessions.. SCUSD will partner with organizations like Birth and Beyond and the Student Support and Health Services Department with additional resources around mental health, wellness, and prenatal/postpartum health. SCUSD will strengthen partnerships with First 5 around serving ages 0-3 and will reach out to the California Department of Public Health's Maternal, Child, and Adolescent Health Program and the Black Infant Health Program. Using similar practices in HS, a robust parent education component will be developed for EHS. Currently, families in HS programs have embraced Parent Meetings and special in-classroom events (e.g., Harvest Fair, Winter Celebration, etc.). Parent meetings are attended by about 50% of families. However, district-wide parent workshops and in-classroom volunteering have low attendance. The Early Learning and Care Department continually promotes family engagement as an investment into children's educational journeys. As a result of concerted efforts, the following is Family Engagement data thus far:

- 15 family volunteers; 10 CSUS field placement interns
- 587 (83%) connected families to Learning Genie
- SCL responded to ~300 parent need requests and connected ~200 families to resources. For example, 40 bus passes were distributed to families

SCUSD's Early Learning and Care Department (ELC) will continue to build relationships through open communication with classroom and office staff. Parents are encouraged to share their thoughts and ideas through monthly parent meetings, policy council, and via Learning Genie. The Parent Advisor, School Community Liaison and Coordinators continue to be friendly faces around classrooms. To increase the involvement of fathers, SCUSD has recently added "Daddy and Me" days. Fathers are invited to spend a few hours on a Saturday doing fun activities with their children, without a scripted agenda - to just be in an open space to share positive moments and create memories with their child(ren). We aim to include Infant/Toddler fathers as well.

Children who have rich language and literacy experiences are more likely to be successful when entering formal schooling. SCUSD ELC prioritizes literacy development in the classroom and at home. SCUSD aims to promote early literacy among Infant/Toddlers and will utilize similar literacy initiatives

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)

like a home literacy program for EHS parents to read to Infant/Toddlers as well. Currently, all HS classrooms utilize Apple Bags, which is a take home literacy program that provides weekly books for children to read with their family. Families are encouraged to share stories and conversations as they take time to read together. Parent survey results show overwhelming satisfaction with the program and 80% of surveyed family's report Apple Bags make reading to the child easier. SCUSD aims to include EHS families and gain similar parent satisfaction survey results, too.

All registered families are sent a weekly video playlist that aligns with Creative Curriculum content. By utilizing Ready Rosie, families receive a weekly "playlist" of videos each Monday. Ready Rosie playlist are aligned with Creative Curriculum outcomes. Parents have the opportunity to search through the extensive catalog of videos in the Ready Rosie collection at their discretion. Classroom staff also have the ability to send individualized videos to families that align with their weekly/monthly theme or specific family need. ELC has seen an increase of teachers using this feature this school year.

The School Community Liaison (SCL) collaborates with teachers who work with families to set individual family goals and identify needs. The SCL will work with Infant/Toddler parents, too. Family Partnership Worksheets are submitted to the SCL who follows up with a personal phone call to review and connect families with outside partners as needed. After 5 days, a second call is made by the SCL to assure the family is receiving support for their need. Communication between SCL and family is documented in ChildPlus.

Once Individual Family Goals are received, the SCL reviews to ensure they are SMART goals. There is an expectation that each family's goals be applicable, achievable, timely and measurable. Families are then connected to resources to help achieve their goal following the above process for Family Partnership Agreements.

The School Community Liaison has compiled a list of over 30 community resources to connect families to specific needs. While all partners are responsive and reliable, some have become a go-to for families in need (i.e., Sacramento Food Bank, Sacramento Works and Charles A. Jones Center). In addition to meeting needs, the District is hosting community outreach events throughout the year to support positive connections between home and school and to provide activities for families to engage in together.

Currently the SCL and Parent Advisor are monolingual. Families within SCUSD speak more than 48 languages; a large percentage of students speak a language other than English at home. To aid in the communication process, the Google Translate feature and English speaking family members or Spanish-speaking office staff are solicited as resources for translation. The Early Learning and Care Department intends to increase bilingual staff in the upcoming year and purchase translation services through an outside vendor to meet translation needs, as appropriate. In the meantime, the Family Engagement Team is utilizing language programs to increase language acquisition and offer support.

EHS families will also engage in goal setting and the family partnership process with ELC Staff. EHS families will have access to all supports and resources that ELC provides to their HS families such as the Apple Bag lending books. This will ensure a smooth transition process when EHS children age out to Head Start at the age of 3.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Services for Children with Disabilities

SCUSD Early Learning and Care Department (ELC) works closely with the SCUSD Special Education Department (SPED) encourages and promotes full participation of children with special needs. The program recognizes the need for providing inclusive practices and quality services for children ages 0-5 with different abilities. If a child is identified at enrollment with special needs then a Coordinator will review the student's application and ensure the appropriate support is provided for the child. The teacher will receive the file in advance to review the needs before the child starts in the classroom. The teacher will individualize activities for the child and ensure any modifications are needed.

From enrollment to entry into the program, ELC collaborates with families to identify any special and/or additional accommodations. Enrollment and Health Services staff collaborate with the parents to ensure their child has all required documentation for enrollment. During the beginning of the school year, the teacher will schedule a home visit with the family prior to entry into the classroom to help understand the child's needs and communicate any special instructions. This will help provide a smooth entry and transition into the classroom for all stakeholders but most importantly with the Infant/Toddler. This is an opportunity for the teacher to meet the Infant/Toddler and connect prior to the child starting EHS. The teacher will develop individualized activities to meet the needs of the student. ELC and SPED will offer services to be provided in the classroom in partnership with the teacher as appropriate.

An orientation meeting is set up with the families of students that transition from Early Head Start into the PK classroom and at the end of Prekindergarten to Transitional Kindergarten or Kindergarten.

All EHS children will participate in a rigorous screening process to identify any children who may have special needs. If a child is suspected to have a delay or additional needs then a referral will be made to the appropriate county agency for assessment. Students with an IFSP will be counted in the disability report. When an EHS student with an IFSP turns 2.5 they will be referred to the SCUSD Special Education department for a transition assessment and determine if the child qualifies for an IEP.

When an EHS child turns 2.5 the ELC staff will initiate the transition process with the HS team to ensure the student will transition into PK at 3 years old. The EHS and HS staff will collaborate and engage the family in the transition process to ensure the best placement for the student. If an EHS family decides that a home base option is better for their child then SSHS will engage with the delegate agency to refer the family for Home-based services.

Most PK teachers collaborate with the Kindergarten (K) teachers to determine the expectations of the TK-12 program. Transition to Kindergarten events throughout the district include both the PK teacher and K teacher. In many cases, teachers arrange for a kindergarten day where students visit a kindergarten environment and staff and students tour the campus and kindergarten classrooms. In addition, families receive a Transition to Kindergarten file with student information for them to share with their new teacher at the receiving school.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

Staff Qualifications

The following is a table summary of qualifications for teaching staff:

Early Head Start

	Total Number	None	Permit	AA Degree¹	BA Degree¹	Masters or Higher
Teachers	2 - vacancies (posted positions)	N/A	N/A	N/A	N/A	N/A
Associate Teachers/Teacher Assistants	2 - vacancies (posted positions)	N/A	N/A	N/A	N/A	N/A
Home Visitors	0	N/A	N/A	N/A	N/A	N/A

Goals and Objectives

The Sacramento City Unified School District’s (SCUSD) Early Learning and Care Department is honored to oversee its Infant, Toddler, and PK programs. In addition to the Head Start Performance Standards, the work will be guided by the following Mission and Vision:

- We provide high quality early educational experiences and equitable support to ensure school readiness and whole-child development.
- Every student will receive high quality educational experiences that spark curiosity, foster creativity, build literacy, promote a growth mindset, and strengthen relationships in order to thrive in life and contribute to the world.

SCUSD stands on the belief that Student achievement begins at the foundational level. To foster school readiness, Infant/Toddler/PK are focused on building a strong foundation for academic success and social emotional development. SCUSD children and families enter our district's educational system as young as 0-5 years old. During this time, Infant/Toddler/PK students are building literacy skills, cognitive development, and motor skills. Early learning and care closes the opportunity gap!

The following is a summary of the 2024-2025 Goals and Objectives aligned to the mission and vision:

Goal 1 - Education and School Readiness: Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.

SCUSD will deepen its work in implementing an integrated curriculum that addresses the essential domains of school readiness, which includes social emotional development, early literacy, and

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

school-home connections. There will be an emphasis on improving Creative Curriculum implementation utilizing the fidelity tool with a focus on a child initiated/interest-based approach, social-emotional learning, language and literacy, English language development, and improved teaching strategies utilizing data. Along with the goals to improve effective teacher strategies, additional Teaching Pyramid training and coaching support will enhance nurturing connections in the classroom and the home with all students and families. The Education Coordinator will continue to partner with the Special Education Department to promote a continuum of specialized educational services and inclusive practices. For professional learning, there will be a focus on evolving into a Community of Practice where participants conduct cycles of inquiry and share evidence of strategies implemented and artifacts of student work.

Goal 2 - Health and Safety: Increase the health, safety and wellbeing of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff and community partners.

SCUSD will emphasize the importance of increasing stakeholder awareness of health, safety, and well-being of children birth to age 5. There will be a concerted effort to build authentic partnerships through ongoing two-way communication and collaboration at all levels of the organization and with families and communities. SCUSD will partner with community-based organizations to provide additional health resources and services for children and families in support of overall well-being. Activities will include timely physical exams, dental screenings, health workshops, family therapy, and mental health consultation sessions.

Goal 3 - Family and Community Engagement: To support relationship-based family engagement that is culturally responsive, reflective and goal-oriented that helps build partnerships with families and provide increased opportunities for community building and participation within the program.

SCUSD will build the capacity of parents and families to observe and participate in the everyday learning of their children at home and in their school. There will be a concerted effort to significantly increase parent involvement through In-Kind volunteering, goal-setting, and the completion of Family Partnership Agreements. There will be a rebranding of the Hiram Johnson Family Center to serve as a resource hub for families and a space for parent workshops and support groups. SCUSD will continue to build relationships with families and community-based organizations through the expertise of the Parent Advisor and School Community Liaison to promote the importance of family and community engagement.

Goal 4 - Enrollment: To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models and utilizing effective recruitment strategies.

SCUSD celebrates being a Cradle to Career/PK-12 district and has the honor of having families enter the district at ages 0-5 years old. There will be an emphasis on fostering a welcoming environment to improve the rate of attendance for children in Infant/Toddler/PK programs. In services to a culturally and linguistically diverse population, SCUSD will strengthen its two-way communication system that

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2024-2025 (YEAR 1 or 5)**

provides translation services and builds partnerships with families and organizations within and across the community. A Recruitment Redesign Team led by the ERSEA Coordinator has been established to further analyze root causes of recruitment and attendance challenges as well as developing innovative solutions to increase enrollment and student attendance.

The Sacramento City Unified School District (SCUSD) is guided by the following Core Principles:

- We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.
- All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

It is SCUSD's primary goal to set children ages 0-5 on a learning trajectory that will eventually allow them to graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice and to become contributing members of society as a result of gainful employment and entrepreneurship endeavors.

As a critical part of the district's learning continuum, SCUSD remains committed to cultivating the kinds of dispositions, approaches to learning and "habits of mind" in children ages 0-5 that are indicative of the district's commitment to children and their families. More recently, the department has had a laser-like focus on children's literacy and numeracy development and the kinds of developmentally appropriate curricular and assessment strategies that will result in enhanced teaching and learning and those that will predispose SCUSD children to the kind of appropriate rigor they are likely to encounter in elementary. SCUSD is honored to serve its youngest learners, Infant/Toddlers.

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

PHILOSOPHY

The Sacramento City Unified School District's (SCUSD) Head Start program philosophy is based on the premise that all families share certain basic needs and that the Head Start population, in particular, can reap even greater benefits from a comprehensive service delivery system that ensures that families' needs are met. The mission of SCUSD is to improve the lives of socially-economically disadvantaged families and their children by providing comprehensive child development services and supports that are family focused and meet the needs of the "whole child". Services provided to participating families broadly include education, health, nutrition, mental health and social service referrals. SCUSD Head Start goals are accomplished by engaging families in the fiduciary and programmatic decision-making process and by supporting the growth of families as well as staff through the development of advocacy skills, enhanced self-esteem and empowerment. The overarching goals of the program are to assist families in their pursuit of upward mobility, to develop families' sense of agency and purpose and to assist them in their efforts to make informed decisions that will positively impact their lives and well-being. Another important component of the goals at SCUSD is to provide students with a relevant, rigorous and well-rounded education through the implementation of consistent educational goals. This process promotes overall development and school success, leading to positive outcomes for career and college ready students.

SCUSD continually strives to recruit, train, and retain the highest quality staff. Ongoing training and technical assistance ensures that all staff are knowledgeable about the Head Start philosophy, goals and objectives, mission, values and the Head Start Performance Standards.

PLANNING PROCESS

SCUSD employs a strategic planning process in order to identify and accomplish the training and professional development needs of Head Start staff and parents. This process results in a Training and Technical Assistance (T&TA) Plan that delineates professional learning needs of staff through analysis of PIR, Self-Assessment, Community Assessment, SETA monitoring, Classroom Assessment Scoring System (CLASS) results, Desired Results Developmental Profile (DRDP) data, and child outcomes as well as analysis of embedded program and operational reporting systems such as ERSEA reports and progress in achieving established county-wide and locally established goals. Furthermore, sub-committees that comprise of staff, parents, and content coordinators update written program area plans and modify or develop policies and procedures for key management systems, which also results in the need to provide subsequent training for staff. Ultimately, upon the approval of the SCUSD's governing boards (Board of Education, PC/PAC), funds are allocated to address the prioritized professional learning needs (see attached budget) of staff in order to ensure that both staff and parents receive the necessary training and professional development to move the program forward. The attached T&TA Plan has been collaboratively devised and is the direct result of data and information derived from all of the sources aforementioned.

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

APPROACH TO TRAINING, TECHNICAL ASSISTANCE AND PROGRAM IMPROVEMENT

Adjustments to the Training and Technical Assistance Plan (T/TA) proposed for FY 2024-2025 reflect the combined needs identified and prioritized by program staff. The plan also reflects the need to provide professional learning and training that are related to the locally and agency-wide established goals for the 2024-25 Plan of Action, which were driven by a careful analysis of PIR, program self-assessment and ongoing monitoring, DRDP assessment, Classroom Assessment and Scoring System (CLASS), community assessment, SETA monitoring, Early Childhood Environmental Rating Scale (ECERS) and ERSEA results and reports. Furthermore, a systematic approach was taken to ensure that the current budget is aligned with the 2024-2025 Plan of Action.

Summary:

- 1.) SCUSD embarked on an agency-wide self-assessment. Self-Assessment teams were established and met in November, December and January 2024;
- 2.) In January, the management team met to analyze and discuss the following data sources: Self-Assessment teams' summaries, DRDP agency level assessment results, SETA's Monitoring reports, PIR reports and the countywide Community Needs Assessment. The aggregated data was used to develop the final Self-Assessment Plan of Action for 2024-2025. The final Plan of Action will be shared with the SCUSD Policy Committee in March 2024 and the SCUSD School Board in March 2024. Items requiring follow-up will be addressed during the SCUSD Leadership Team meetings where progress will be assessed on a monthly basis.
- 3.) Staff set yearly goals for their personal development and, in conjunction with coordinators, add additional goals based on employee observation results and performance reviews.
- 4.) Head Start content coordinators worked collaboratively to create a comprehensive T/TA plan that aligns with the SCUSD goals and objectives and the 2024-2025 Program Plan of Action.

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

Training Delivery

SCUSD offers a variety of venues, formal and informal forums to ensure that the professional and personal growth needs of current employees and parents are met. Training is provided utilizing the following methods:

- Pre-Service Staff Orientation: A 2-day back to school pre-service is provided for all staff in which key topics are reviewed and are aligned with the HS Performance Standards, the revised California Preschool Learning Foundations, and other mandated content relevant topics.
- Monthly Professional Learning: Teachers and Instructional Aides attend professional learning each month. Topics include early childhood education, curriculum, assessment, health/nutrition, safety/supervision, social services, case management, and children of different abilities. SCUSD has changed the structure of these trainings to allow for smaller groups of participation.
- Coaching: Instructional staff is offered instructional support and coaching through various modalities. These models allow for one-to-one, peer to peer, small group coaching, and self-reflection strategies.
- Delegate Kick-off: Each October, SCUSD, other delegates and grantee support staff come together to plan for the upcoming year, meet the members of the Delegate Support Team, and receive information regarding the latest developments in Head Start.
- Content Meetings: The Grantee (SETA) conducts Quarterly Meetings/Trainings for coordinators in all service areas. Topics are chosen by consensus of the coordinators from both the grantee and delegate programs.
- Parent Education: Parent education topics are presented during monthly class meetings. Topics range from promoting early literacy and transitioning to kindergarten to positive safety and health practices. SCUSD has implemented Ready Rosie as the research-based parenting curriculum.
- Conferences: Parents have the opportunity to attend workshops and conferences including the California Head Start Association Conference.

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

TRAINING MONITORING AND EVALUATION

- Training for staff and parents include an opportunity for individual input via a Professional Learning Evaluation form. These forms are collected and reviewed to ensure that the content of the training meets the needs of the participants.
- Individual sign-in-out sheets are tracked to verify that participants participate in training and that the mandated number of training hours has been provided.
- Each year, staff members are asked to set personal and professional goals using Individual Professional Development Plans (IPDP) in collaboration with their supervisors.
- Teaching staff are surveyed to identify possible topics for professional learning.
- District “Brown Bag” training opportunities are also provided for central support staff to enhance their development in relation to their personal goals and objectives.

Leadership Team meetings occur with attention to specific content and topics aligned to the district with a certain portion of the meeting to update the Plan of Action and progress on goals. This process allows for careful tracking and monitoring of reports, child and family outcomes, and adherence to timetables. The process promotes continuous improvement science cycles of inquiry, increases staff accountability, and program efficacy.

At the SCUSD executive level, the Assistant Superintendent of Early Learning and Care serves as the Head Start Director and attends SETA’s Delegate Directors Meetings, which regularly addresses the monitoring, tracking, and attainment of the grantee/delegate agencies’ goals. Additionally, attends monthly district leadership meetings as a member of the SCUSD Academic Office Leadership Team, which is responsible for the teaching, learning, curriculum, instruction, assessment, and response to intervention as part of SCUSD’s mission and vision.

**TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)**

[NOTES LEGEND: M=Mandated; GNO= Goals and Objectives; PIP= Program Improvement Plan; SA-Self Assessment]

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
1. Improve Management Systems and compliance with Head Start performance standards							
<i>A. ERSEA-Strengthen enrollment process and procedures</i>							
Support and training for Enrollment/Registration Staff	Child Development Specialists	Data Technician Coordinator Consultant	Staff will be fully trained in current Head Start Enrollment, Recruitment, Selection, Eligibility and Attendance (ERSEA) procedures. Training will include topics in record keeping, public relations, customer services skills, Team building strategies and database support. Recruitment strategies will be shared with enrollment staff to build capacity and knowledge of program options.	Ongoing	\$0.00		G & O, SA
Registration and Health staff training	Coordinator, Child Development Specialists, Nurses Clerk	Data Technician	Nurses and Enrollment Staff will receive Center Track & Child Plus training specific to Health and Nutrition tracking and systems. Staff will be	September 2025	\$0.00		Child Plus and how to utilized available reports

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
B. Human Resources – Increase opportunities for professional development and personal growth for all staff							
			able to pull reports and monitor health data effectively and complete follow ups when mandated.				
Pre-Service and Professional Learning	Teaching Staff	Teaching Staff	Staff will gain a greater sense of proficiency in their job responsibilities, i.e. planning and completing lessons, completing health & safety training through Pre-Service and an on-line portal to provide flexibility and meet the needs of staff learning styles.	August 2024	0		PA, M
Instructional Coach Training	Coordinators	Consultants Conferences	Leadership will learn Continuous Improvement Cycle of, Inquiry, Growth Mindset and strength based coaching to support all programs and staff.	August 2024-25	\$0	\$0	G & O, PA
New Employee Orientation	New Staff	Coordinators	New staff will understand agency and district policies and procedures, Head Start and state licensing requirements.	Ongoing as new staff are hired	0		PA

**TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)**

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
Volunteer Training	Volunteers	Coordinators Instructional Staff	Volunteers will receive training on Head Start philosophy, program goals and policies and procedures.	Ongoing	0	0	PA & Self-Assessment
<i>C. Ongoing monitoring- Enhance ongoing monitoring and record keeping systems</i>							
CLASS and CLASS Environment Independent Assessors	Teachers Coordinators	Consultant	Independent CLASS and CLASS Environment assessors will administer these assessments to targeted classrooms.	Fall of 2024	\$4,361	\$1,000	Self-Assessment
Head Start Preschool CLASS Assessors Training and recertification	Coordinators	Consultant/Vendor	Staff will be trained and re-certified to use the CLASS instrument to assess preschool classroom teacher/child interaction.		\$1,200	\$1,000	
<i>D. Program Governance – Strengthen Program Governance</i>							
Policy Committee Training Parent Conferences Workshops	Parent Council Members Parents	Various agencies Various agencies	Parents will have the opportunity to engage in the education of their children. They will have opportunities to network with other parents and will learn how to advocate for their children	Fall 2024 and ongoing Fall 2024 and ongoing	\$1,500	\$500	M

**TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)**

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
Improve Family and Community Partnership Meetings	Teaching Staff	Coordinators	Staff will improve their documentation skills and obtain a clearer understanding of the Family Partnership Agreements process and how to provide follow-up to families.	September 2024 and ongoing	0.00		G &O, Self-Assessment
Staff Conferences	Coordinators Support Staff	California Head Start Association Early Edge, SELPA, CDE and SCOE	Staff will attend various conferences and trainings to keep current and up to date on policy and trends in the field.	2024-25	\$11,000	\$1,000	G&O
<i>E. Program Planning – Enhance Program Planning</i>							
Annual	Coordinators Central Staff	Various providers	Annual program planning	2024-2025	0.00	0.00	
2. Increase safety practices and trainings							
<i>A. Health & Safe Environments</i>							
Health Training	Parents	Nurse & Classroom Staff	Parent and Staff will demonstrate increased knowledge of health-related issues.	Fall 2025	0.00		

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
B. Nutrition							
Safety Curriculum Training	All	Coordinators	Staff will implement Safety Curriculum to support classroom management and teach pedestrian & walking safety, emergency preparedness, and outdoor & summer safety.	Fall 2025 and ongoing	0.00		
Safety and Supervision Training and Parent's Rights	All	Coordinators	Staff will follow all Safety and Supervision procedures including SUPER-vision to ensure children are properly supervised.		0.00		
C. Mental Health							
Promote Healthy Snacks	Staff & Parents	Nurses	Sprouts and Harvest of the Month flyers are sent out monthly.	Monthly	0.00		
Social Emotional Education-curriculum	Teaching Staff	Consultant	All instructional and support staff will learn effective social emotional instructional strategies and use the revised		\$0.00	1,000	G&O

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
			Preschool Learning Foundations to improve the classroom social emotional environment. Staff will be trained on current research in brain development and appropriate teacher/child interactions that foster nurturing relationships with their students.				
Compassionate Dialogue and Equity Training	Teaching Staff	Consultant	Teachers will receive training on Compassionate Dialogue to support children's social emotional learning. Teachers will be informed on culturally responsive practices for early childhood educators that will help reduce secondary trauma in teachers and reduce stress. In addition, teachers will gain social emotional learning strategies to help children cope with trauma and reduce challenging	Spring of 2025	\$0	\$0	G&O

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
			behaviors in the classroom setting.				
Staff Wellness and Self Care	All Staff	SEL Department	All staff will be trained on mindfulness strategies using evidence-based curriculum to reduce employee burnout, absenteeism and improve social emotional learning practices that foster nurturing relationships with their students and co-workers. Classroom staff will be given resources and materials to support their own self-care strategies that can be modeled in the classroom for the students as well.	August 2024 – May 2025	0.00		G&O
<i>D. Disabilities</i>							
Classroom Behavior Management	Teachers Coordinators	Consultant	Staff will be trained and have an in-depth knowledge on how to plan and work with children of all abilities.	Winter 2025	\$0.00		G&O
<i>E. Education</i>							

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
Creative Curriculum fidelity and coaching	All Classroom staff	Consultant	Classroom staff will gain a deeper knowledge of the Creative Curriculum implementation and fidelity including the use of My Teaching Strategies that will assist teachers with developing stronger lesson plans and instruction.	Fall of 2025 and Ongoing	\$6,000	\$1,000	G&O, SA, and PIP
CLASS Training for Teachers and Instructional Aides	Teachers, Instructional Aides, Coordinators	TeachStone and/or SCOE	Classroom staff will gain a deeper understanding of CLASS domains and how to integrate activities in their lessons to improve classroom climate and improve regard for student perspective.	Winter of 2025	0.00		SA, PIP
Instructional Coaching Training	Coordinators	Consultant	Coordinators will learn how to use effective instructional coaching strategies as a way to coach and provide targeted support to teachers.	September 2025 ongoing	0.00		G&O, PA

TRAINING AND TECHNICAL ASSISTANCE PLAN
2024-2025
(Sacramento City Unified School District)

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
Parent Education – Ready Rosie	Parents	Coordinator and Teachers	Parents will gain an understanding of child development, language acquisition, and program curriculum. Parents will engage with their children in problem solving challenging behaviors	Fall and ongoing	\$1,000		
Learning Genie	All Classroom staff, Data Technician and Coordinators	Learning Genie	Parents and teachers will have greater access and information on student outcomes. Data Technician will have the ability to monitor teacher progress, push out updates and support I-pad usage.		\$1,239		
<i>F. Family Services & Community Partnerships</i>							
TOTAL					\$30,000	7,500	