SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item <u>12.1e</u>

<u>**Meeting Date**</u>: October 6, 2022

<u>**Subject**</u>:   **Approve Consolidated Application (ConApp) 2022-23 Spring Report and LCAP Addendum**

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

<u>**Division:**</u> State and Federal Programs

<u>**Recommendation:**</u> Approve the Consolidated Application (ConApp) 2022-23 Spring Report and LCAP Addendum.

<u>**Background/Rationale:**</u> Districts in the State of California are required to submit a Consolidated Application (ConApp) for federally funded programs. The application is completed in multiple parts. The ConApp Spring Report identifies the programs for which the district is requesting funding as well as the public and private, non-profit schools that plan to participate in selected federal programs. The request for funding contains assurances that federal regulations will be followed when utilizing the funds. The ConApp also serves as a system for reporting program and fiscal data to CDE about the utilization of federal program funds. Local school Boards are required to approve the application for funding page. The District English Learner Advisory Committee (DELAC) reviewed and provided input on the ConApp in October.
The LCAP Addendum explains the district's strategy for using federal funds to supplement priorities funded with state funds.

<u>**Financial Considerations:**</u> The report contains requests for Title I, Title II, Title III and Title IV funding for the 2022-23 school year. The District has project a total of $20,593,970 in Title I funding for the 2022-23 school year.

LCAP Goal(s): College and Career Ready Students; Safe, Clean and Healthy Schools; and Family & Community Engagement

Documents Attached:
1. Consolidated Application (ConApp) 2022-23 Spring Report
2. LCAP Addendum

Estimated Time of Presentation: N/A

Submitted by: Dr. Kelley Odipo, Director, State & Federal Programs

Approved by: Jorge A. Aguilar, Superintendent

Sacramento City Unified School District

Consolidated Application 2022-23 Spring Report

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Sacramento City Unified School District

Consolidated Application 2022-23 Spring Report

Fiscal Year 2019-20

Title II, Part A Fiscal Year Expenditures Report, 36 Months

California Department of Education

Sacramento City Unified (34 67439 0000000)

Consolidated Application

Status: Certified
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Date: 9/6/2022 12:06 PM

2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	$1,755,598
Transferred-in amount	$0
Transferred-out amount	$0
2019–20 Total allocation	$1,755,598

Professional Development Expenditures

Professional development for teachers	$1,607,734
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	$71,590
Equitable services for nonprofit private schools	$76,274
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$1,755,598
2019–20 Unspent funds	$0

Sacramento City Unified School District

Consolidated Application 2022-23 Spring Report

Fiscal Year 2020-21

Title II, Part A Fiscal Year Expenditure Report, 24 Months
Title III English Learner YTD Expenditure Report, 24 Months
Title III Immigrant YTD Expenditure Report, 24 Months

California Department of Education

Sacramento City Unified (34 67439 0000000)

Consolidated Application

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Date: 9/6/2022 12:06 PM

2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	$2,276,901
Transferred-in amount	$0
Transferred-out amount	$0
2020–21 Total allocation	$2,276,901

Professional Development Expenditures

Professional development for teachers	$1,540,587
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$644
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$288,209
Classified personnel salaries	$0
Employee benefits	$165,095
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$148,652
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$83,728
Equitable services for nonprofit private schools	$49,986
Total expenditures	$2,276,901
2020–21 Unspent funds	$0

California Department of Education

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Consolidated Application

Status: Certified
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Date: 9/9/2022 2:05 PM

2020–21 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2020–21 Title III EL student program allocation	$906,188
Transferred-in amount	$0
2020–21 Total allocation	$906,188
Object Code - Activity	
1000–1999 Certificated personnel salaries	$208,291
2000–2999 Classified personnel salaries	$820
3000–3999 Employee benefits	$115,180
4000–4999 Books and supplies	$0
5000–5999 Services and other operating expenditures	$5,504
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$12,225
Total year-to-date expenditures	$342,020
2020–21 Unspent funds	$564,168

California Department of Education

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Date: 9/9/2022 2:05 PM

2020–21 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

2020–21 Title III immigrant student program allocation	$127,482
Transferred-in amount	$0
2020–21 Total allocation	$127,482
Object Code - Activity	
1000–1999 Certificated personnel salaries	$14,862
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$12,651
4000–4999 Books and supplies	$0
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$388
Total year-to-date expenditures	$27,901
2020–21 Unspent funds	$99,581

Sacramento City Unified School District

Consolidated Application 2022-23 Spring Report

Fiscal Year 2021-22

Title I, Part A Nonprofit Private School Students Served
Title II, Part A Fiscal Year Expenditure Report, 12 Months
Title III English Learner YTD Expenditure Report, 12 Months
Title III English Learner Nonprofit Private School Reimbursement
Homeless Education Policy, Requirements, and Implementation

California Department of Education

Sacramento City Unified (34 67439 0000000)

Consolidated Application

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2021–22 Title I, Part A Nonprofit Private School Students Served

This report collects nonprofit private school eligible students served by grade level (receiving Title I, Part A equitable services).

CDE Program Contact:
Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Students Served Count by Grade

Kindergarten Student Count	0
Grade 1 Student Count	7
Grade 2 Student Count	7
Grade 3 Student Count	7
Grade 4 Student Count	4
Grade 5 Student Count	4
Grade 6 Student Count	4
Grade 7 Student Count	2
Grade 8 Student Count	3
Grade 9 Student Count	4
Grade 10 Student Count	13
Grade 11 Student Count	16
Grade 12 Student Count	11
Students Served Total	82

California Department of Education

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Status: Certified
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Date: 9/6/2022 12:06 PM

2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021–22 Title II, Part A allocation	$1,824,081
Transferred–in amount	$0
Transferred–out amount	$0
2021–22 Total allocation	$1,824,081

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$25,181
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$625,370
Classified personnel salaries	$0
Employee benefits	$350,109
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$42,146
Equitable services for nonprofit private schools	$88,394
Total expenditures	$1,131,200
2021–22 Unspent funds	$692,881

California Department of Education

Consolidated Application

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Status: Certified
Saved by: Kelley Odipo
Date: 9/9/2022 2:05 PM

2021–22 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2021–22 Title III EL student program allocation	$944,880
Transferred-in amount	$0
2021–22 Total allocation	$944,880
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$0
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$0
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total year-to-date expenditures	$0
2021–22 Unspent funds	$944,880

California Department of Education

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2021–22 Title III English Learner Nonprofit Private School Reimbursement

The purpose of this data collection form is to capture the actual number of nonprofit private school English learner students who received Title III English learner services during the reported fiscal year.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total English learner students served	0

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:9/15/2022

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Sacramento City Unified (34 67439 0000000)

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:
Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Monica
Homeless liaison last name	McRho
Homeless liaison title	Program Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	MonicaMc@scusd.edu
Homeless liaison telephone number (Format: 999-999-9999)	916-277-6892
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

California Department of Education

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	02/04/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	$20,593,483
2021–22 Title I, Part A direct or indirect services to homeless children reservation	$161,872
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$153,025

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless services provided (Maximum 500 characters)	McKinney-Vento EHCY compliance, services, & rights, including Title 1 & other special prog.; student ID & enrollment support; records acquisition & data entry for homeless rights; student support services so that students have access to the same educational opportunities; family/student outreach; referrals to school, district, & community services; PD; dissemination of info to staff, schools, parents, students, and community sites.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

Sacramento City Unified School District

Consolidated Application 2022-23 Spring Report

Fiscal Year 2022-23

Protected Prayer Certification
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2022–23 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jorge Aguilar
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	10/06/2022
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

California Department of Education

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Consolidated Application

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2022–23 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/24/2021
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Jorge Aguilar
Authorized Representative's Title	Superintendent

California Department of Education

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Consolidated Application

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2022–23 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

California Department of Education

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2022–23 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred
Y2: timely and meaningful consultation did not occur
Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s)

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

California Department of Education

Sacramento City Unified (34 67439 0000000)

Consolidated Application

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2022–23 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
Calvary Christian	6999148	53	N				N
Camellia Waldorf	7069230	136	Y	Y	Y	Y1	N
Capital Christian School	6902019	677	Y	Y	Y	Y1	N
Capital Innovations Academy	6150262	29	N				N
Christian Brothers High School	6938047	1127	Y	Y	Y	Y1	N
Courtyard Private School	6922066	120	N				N
Cristo Rey High School	6132963	321	Y	Y	Y	Y1	N
Holy Spirit Parish School	6976393	289	N				N
MVP Diamond Academy	6146195	7	N				N
Riverside School Inc., dba Brookfield School	6976310	183	N				N
Sacred Heart Parish School	6976542	272	N				N
Saint Mary School	6976625	267	N				N
St. Francis Catholic High School	6938252	966	Y	Y	Y	Y1	N
St. Francis of Assisi Elementary School	6976575	306	Y	Y	Y	Y1	N
St. Patrick SUCCEED Academy	6976641	175	Y	Y	Y	Y1	N
St. Robert Catholic School	6976666	217	Y	Y	Y	Y1	N
Yattiyr ISEE Christian School, Inc.	6162051	68	N				N

Sacramento City Unified (34 67439 0000000)

2022–23 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.10
Estimated English learner student count	8,040
Estimated English learner student program allocation	$1,005,804

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$385,000
Program and other authorized activities	$10,000
English Proficiency and Academic Achievement	$530,000
Parent, family, and community engagement	$26,488
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$20,116
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$34,200
Total budget	$1,005,804

California Department of Education

Consolidated Application

Sacramento City Unified (34 67439 0000000)

Status: Certified
Saved by: Kelley Odipo
Date: 9/9/2022 2:05 PM

2022–23 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$150.85
Estimated immigrant student count	936
Estimated immigrant student program allocation	$141,196

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$133,571
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$2,824
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$4,801
Total budget	$141,196

California Department of Education

Consolidated Application

Sacramento City Unified (34 67439 0000000)

Status: Certified
Saved by: Kelley Odipo
Date: 9/6/2022 12:06 PM

2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2022–23 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	There are no known deficiencies.

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

LEA name:

Sacramento City Unified School District

CDS code:

34 67439 0000000

Link to the LCAP:
(optional)

https://www.scusd.edu/draft-lcap-19-20

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

TITLE I, PART A

TITLE II, PART A

TITLE III, PART A

TITLE IV, PART A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The SCUSD reviews and analyzes data to determine the percentage of students meeting and not meeting grade level standards. Data is also utilized to monitor the district's progress toward our LCAP goals and to ensure the academic achievement of our students. Funds are allocated based on the needs of our schools, community and students. Federal funds are used to supplement the overall goals found in the LCAP.

In general, Title I funds are utilized to supplement funds used to support students in meeting challenging academic standards. All schools receiving Title I funds are Schoolwide programs in SCUSD. A comprehensive need assessment that is based on State and local data is utilized to determine the appropriate use of Title I funds. The needs assessment is included in SCUSD's process for the Cycles of Continuous Improvement.

Alignment

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

The SCUSD will use federal funds to supplement LCAP goals and priorities funded with state funds. Activities funded with Title I are based on the needs of our students, school sites and community. The following are supplemental services that will be offered in an effort to support students in meeting challenging academic standards:
-Intervention services to students identified as low performing or at risk of failing.
-Professional learning opportunities to support teachers with standards implementation and ELD instruction.

- Designated teacher collaborative time focused on standards, lesson design, examination of student work and address implications for teaching.
-Parent engagement opportunities to strengthen partnerships between parents, school and District.
-Multi-tiered Systems of Support
-Student Support Center
-Parent Resources Centers

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to identify disparities that result in low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers we conducted a local equity gap analysis as described by CDE's LCAP Addendum guidance. Below are the findings from the local equity gap analysis.

-Elementary schools with low-income student enrollment less than the elementary school minority student enrollment average have lower percentage of inexperienced teachers.
-The two K-8 schools with low-income student enrollment percentages that are higher than the district also have two of the lowest percentages of inexperienced teachers.
-There is no clear pattern of inexperienced teacher distribution relative to low-income student enrollment in our middle schools. The only exception is one school that has the highest low-income student enrollment and the highest percentage of inexperienced teachers.
- 3 schools with low-income student enrollment percentages lower than the district average have a higher percentage of inexperienced teachers than the district average. 4 schools with low-income student enrollment percentages greater than the district average have lower percentage of inexperienced teachers.
- Of the 14 schools with minority student enrollment less than the district average, 11 schools had lower percentage of inexperienced teachers than the district average. Of the 17 elementary schools with 95% of greater minority student enrollment, 2 schools had no inexperienced teacher and 5 schools had the highest percentage of inexperience teachers.
- 2 of the three K-8 schools and 3 of the 4 middle schools with minority student enrollment lower than the district average had the lowest inexperienced teacher percentages. Most of the other K-8 schools with above district average enrollment of minority students have similar percentage of inexperienced teachers.

- Most high schools with minority student enrollment above the district average had lower percentage of inexperienced teachers than the district average.
- More elementary schools with low-income student enrollment less than the district low-income student enrollment average percentage (73.0%) have lower percentage of ineffective teachers. More schools with enrollment of 90% or more low-income students have higher percentage of ineffective teachers.
- Schools with lower percentage of low-income students had lower percentage ineffective teachers. 2 of the schools with the lowest percentage of low-income student enrollment had no ineffective/misassigned teacher.
- 2 high schools with low-income student enrollment greater than the district average had ineffective/misassigned teacher percentages greater than the district average.
- Of the 14 elementary schools with minority student enrollment less than the district average, ten schools had no ineffective/misassigned teacher.
- Except two schools, one with less minority student enrollment less than the district average and one more than the district average, most schools had one or fewer ineffective/misassigned teachers.
- There are very few out-of-field teachers in the school district to make a valid conclusion about the relationship between out-of-field teacher distribution and low-income and minority student enrollment. However, one K-8 schools had three of the four-out-field teachers.
A major method we have for providing extra support to ineffective teachers, out-of-field teachers and inexperienced teachers is through our content specific training specialists. SCUSD employs eleven math-training specialists, nine ELA/ELD training specialists, 2 science training specialists, and four social emotional learning training specialists. Training specialists assist classroom teachers with lesson design and formative assessment practices, and help improve teaching by modeling lessons, co-teaching, observing instruction and providing coaching and feedback. The biggest source of funding for our training specialists is Title 1, and Title 1 funded training specialists work exclusively in Title 1 designated schools, as supplemental assistance to teachers. Our ELA/ELD training specialists are also funded by Title 3, so they can give supplemental assistance to all teachers of EL students. These positions are included in the LCAP as well as the annual stakeholder engagement process for input and feedback.

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD Family and Community Empowerment (FACE) offers school site training to members of each School Site Council. Training covers School Site Council (SSC) responsibilities; school site finding and linking expenditures to student achievement data; the Single Plan for Student Achievement (SPS); compositions and election of School Site Council; SSC roles and running an effective meeting and SCUSD, CDE School Site Council reporting requirements.

SCUSD has eleven schools eligible for Comprehensive Support and Improvement (CSI). The LEA hosts ongoing CSI/ATSI district level meetings for principals to receive technical assistance in creating their improvement plans as well as guidance on how to engage stakeholders in the plan

development process. SCUSD requires that all current as well as planned stakeholder meeting date be included in the SPSA.

In the Spring of 2018, the State and Federal Department and the Family and Community Empowerment (FACE) Department presented the existing parent engagement policy to SCUSD parents involved in a variety of district and school site parent groups and committees including: the LCAP Parent Advisory Council; the Community Advisory Council; the District English Learner Advisory Committee and Parent Leadership Pathway workshop participants. Translation of materials and during meetings was provided in all represented languages. Parent participants were given an opportunity through these meetings to provide input to a revised Parent Engagement policy which was approved by the SCUSD Board of Education and included as part of the 2018-19 Parent Handbook, which is distributed to all families at the beginning of the school year.

The FACE Department, with input from SCUSD parents, developed and implemented the Parent Leadership Pathways Program. This workshop series was created to provide parents with the knowledge and tools that they need to become equal partners in decisions affecting both their child's education and district funding priorities. All classes are taught in the representative languages of the parent participants and free childcare is also provided to eliminate any challenges. Each weekly class is 2 hours in length and, in total, parents receive 65 hours of training throughout the school year. Topics include: District Structure and Tools; Common Core Standards; Understanding Report Cards; Data Analysis; Building Home-School Communication; Attendance and Academic Achievement etc. Parent participants in the Parents Leadership Pathways classes are introduced to social media and safe use for students and taught how to use Infinite Campus to monitor their child's assignments and progress.

The FACE Department provides training and technical assistance to school sites in developing effective parent engagement strategies and activities.

While the FACE Department does not currently integrate with public pre-school programs, FACE does assist school sites in creating parent developed and led Parent Resource Centers upon request.

The FACE Department has established strong connections with all SCUSD departments. SCUSD departments send their parent presentations to FACE for review and input, so that language is accessible and "parent friendly". All parent materials are translated into represented languages by the SCUSD Matriculation and Orientation Department. For certain presentations and surveys, FACE staff walk parents through the materials verbally to ensure understanding where there are literacy challenges.

The FACE Department provides ongoing support to all district parent advisory committees including: Community Advisory Committee (Special Education); District English Learner Advisory Committee; PTA/PTO; and LCAP Parent Advisory Committee. In addition, FACE conducts workshop for parents on creating an action plan and implementing family engagement activities at their school sites.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living

in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In general, Title I funds are utilized to supplement funds used to support students in meeting challenging academic standards. All schools receiving Title I funds are Schoolwide programs in SCUSD. A comprehensive need assessment that is based on State and local data is utilized to determine the appropriate use of Title I funds. The needs assessment is included in SCUSD's process for the Cycles of Continuous Improvement. This process includes the following elements:

-Analyzing data from the California Dashboard and local assessments
-Identification of a problem of practice
-Identifying a root cause to resolve the problem of practice
-Identifying evidence-based highest priority actions/strategies to impact student outcomes
-Operationalizing the identified actions/strategies in the SPSA
-Identifying measurable outcomes as a means to evaluate progress toward accomplishing the goal.

It is important to differentiate support for our students. As a result, SCUSD's expectation is that all school plans identify the gaps in performance across student groups, allowing for the narrowing of gaps and to accelerate academic performance. Strategies include:

 - Opportunities for low performing students to meet academic standards, such as, before and after school tutoring services, extended day/school year, credit recovery and other evidence based intervention programs.
-Strategies to meet the needs of all students in the school with a specific focus on the lowest achieving students and student groups who are at risk of not meeting grade level proficiency. These strategies may include counseling, additional teacher PD, parent engagement opportunities and supplemental curricular materials.
-Ongoing parent involvement opportunities;
-Ongoing teacher PD during the schools year and summer
-MTSS
All school site plans are:
- Developed in collaboration with stakeholder groups
-Based on the needs of students and analysis of the prior year's goals and strategies.
-Reviewed by the district twice a year for Title I allowability, the use of effective evidence-based strategies and effective analysis of student outcomes.
-Developed to ensure effective and timely interventions to students and student groups who are identified as low performing
- Written in language that all stakeholder can understand
In addition, SCUSD provides several programs that support our most vulnerable students, including Foster Youth Services, the district-wide Connect Center, and Student Support Centers. Foster Youth Services (FYS) is a group of school professionals that are experts in the educational and social service systems. Established in 1973, the FYS program is designed to serve the unique educational, social and emotional needs of children in foster care by building assets to support resilience and success. Foster Youth Services supported 200+ students during the 2017-2018 school year through a variety of services including school placement/re-entry meetings, case management, academic

counseling, college and career readiness, tutoring, mentoring, school site support, school site meetings (SST, IEP, 504), Child Family Team Meetings and county child welfare meetings. Foster Youth Services also provides supports for students who have been victims of are at-risk of commercial sexual exploitation and services for tobacco and other substance use prevention and education. They provide support which includes academic support in the form of the following: making sure students are in the right classes; working with school counselors to change classes when needed; providing support in the classroom. We also provide tutoring. We have a tutoring contract with an outside agency that can provide small group tutoring afterschool for all eligible students.

Commercial Sexual Exploitation of Children (CSEC):

Students who have been victims of Commercial Sexual Exploitation (CSE) face additional challenges in the school setting. Our work is informed by survivor and youth voice with the goal of providing prevention and intervention services so that no student falls through the cracks. Using trauma informed practices, all at-risk or identified CSEC students within SCUSD have access to the following supports:
- Advocacy
- Case Management
- Crisis Assessment
- Mentoring
- Peer Mentoring
- Referrals to community providers
- Safety Planning
- School-based support services - School Re-Entry Support
- Small Group Sessions
- Training

Student Support Centers and the Connect Center:

SSHS operates 28 Student Support Centers (SSCs) at schools throughout the district to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. At each center, a coordinator works closely with school staff to identify students in need of assistance. Once identified, staff assess both the student and family's needs and strengths, employing available assets in planning interventions. Social workers, interns, and community partners work collaboratively with students and their families to address issues that are of concern to them, drawing on other resources for additional support.
The Connect Center is a centralized Student Support Center that serves as a "gateway" to critical supports for students and families whose schools do not offer an SSC. This central hub is designed to increase coordination of services by providing a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students. The Connect Center also houses the district's LGBTQ support programs, and serves as a gateway to health insurance enrollment for all SCUSD students.
        LGBTQ Support Services provides mentoring support to individual students and their families, technical assistance to school-site Gender & Sexualities Alliance (GSA) Clubs; facilitates the LGBTQ Task Force, comprised of staff, students, parents, and community members; plans and facilitates the student conference "Be Brave Be You," and a bi-annual professional development opportunity for staff and community members entitled "No Time to Lose."
Health Insurance Enrollment is provided onsite in partnership with Sacramento Covered on Tuesdays at the Connect Center, and Thursdays during Immunization Clinic hours.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In coordination with services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), SCUSD provides services for homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support 1) Enrollment: Identification of homeless students; enrollment support services for parents and students; direct referrals and coordination with the Enrollment Center; continuation in school of origin; immediate enrollment; records retrieval; referrals to immunization clinics & other local services; collaboration with shelters and community agencies; information dissemination in SCUSD and community agencies; dispute resolution related to school selection/placement; other related services; 2) Attendance: Outreach services to parent/students to promote attendance and reduce chronic absenteeism; coordination with schools, parents, and students on attendance issues; transportation to school of origin; 3) Success of homeless children and youths: Access and referrals to Title 1 services and other state and federal programs; coordination with schools and district offices to ensure students are receiving comparable services and services for which they are eligible; coordination with schools, parents, and students to address attendance, academic, and behavior issues; outreach services and referrals for basic needs and community resources; school and hygiene supplies; and other education support services. 4) A new early warning system (EIIS - Early Identification and Intervention System) is being utilized by school sites to identify students who are off-track or at-risk in attendance, behavior and course performance (ABCs). By providing interventions to students/families experiencing homelessness who are also struggling with attendance, behavior and/or course performance, we can help mitigate the impact to school performance.

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

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

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

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

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Over the last year middle school and high school Counselors have diligently worked on providing services to students that would ease the transition from middle to high school and from high school to which ever post-secondary path students decided to take.

In the 7th grade, Counselors have developed a series of modules that are designed to support students navigate middle school by empowering students to leverage and access their resources, understand the concept of credits, understand the importance of grades, understand a different grading structure ie., quarters vs. semesters, and the importance of getting engaged, getting involved in clubs etc. In the spring 7th grade students take a career interest inventory using the CCGI platform and begin exploring their personal interests, careers, universities, and end the year by learning what the different systems of higher education are in the state of California.

In the 8th grade, students are introduced to the different high school specialty programs in the district and are encouraged to apply, leveraging the results from their career interest inventory. The idea is that students will apply to high schools that will either support their post high school goals or allow them to learn about programs that are of interest to them and will guide them towards the development of post high school goals. It is through this process where students learn about the different pathways at the high schools, some of which include dual enrollment courses. Enrollment in a pathway is not the only option for taking community college courses, students have the opportunity to take community college courses via the Advanced Education Program which is hosted by all of the Los Rios Community Colleges. The 8th grade students end the year by selecting courses for high school and middle school counselors walk them through once again the differences between grading structures in middle and high school, the importance of GPA, and the implications of not taking A-G courses. During the last session students engage in process of developing SMART goals to ensure their success in the 9th grade. Middle School Counselors utilize growth mindset strategies during this collaborative small group activity.

In grades 9th-12th High School Counselors continue with the implementation of modules designed to support students in the areas of time/task management, success in school, researching careers, understanding financial aid, applying for scholarships, and ultimately solidifying a college list in preparation for the college application cycle which begins in October of their 12th grade year. All seniors receive assistance submitting their CCC, CSU, UC, or private college application. They are invited to attend information sessions about different systems of higher education and financial aid. They also receive hands on support submitting their FAFSA application as we understand this is a critical component in the matriculation process.

In reference to collaborative efforts with partners, over the last year we have hosted a couple of meetings where we have shared with our college access partners our vision as a district and shared our interest to strengthen our working relationship. During the last meeting we were able to

map what services were provided by grade level from all respective programs. This allowed a very healthy conversation about how to expand services without incurring additional costs and really leverage each other's resources. This also allowed us to identify areas where we could certainly increase efficiencies and eliminate any duplication of services. We have agreed to meet quarterly to further identify areas of potential collaboration as all parties felt the time was well spent.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

THIS ESSA PROVISION IS ADDRESSED BELOW:

(a) SCUSD conducts universal screening to identify students across the district in grades 1 and 3 for eligibility for GATE services. Currently the district serves approximately 5000 students who have been GATE identified. Approximately 76 teachers have participated in and received GATE certification, provided by SCUSD. The district also provides a GATE coordinator and GATE training specialist who assist teachers with lesson design, formative assessment practices, and improving teaching by modelling lessons, co-teaching, observing instruction, and providing coaching and feedback.

(b) High schools and middle schools in the district have teacher librarians whose role it is to develop effective library programs and to teach digital literacy to students. Teacher librarians also support teachers in the teaching of digital literacy. Elementary schools in the district have library media technicians who run library programs. SCUSD will be hiring a district librarian whose role will include providing guidance and professional learning to teacher librarians and library media technicians.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers: The district provides professional learning opportunities to support teachers with standards implementation. SCUSD currently employs a cadre of (10) math, (9) ELA/ELD, (2) science, (1) Gifted and Talented Education (GATE) and (4) social emotional learning (SEL) training specialists. The training specialists provide coaching and feedback, conduct demonstration lessons, and work with teachers on lesson/unit and assessment planning. Much of the work of the training specialists has been around supporting teachers with the use of high quality tasks/texts and questions, academic discourse, and formative assessment practices. In addition, all teachers are provided early release time on Thursdays, for them to collaborate with their colleagues. This designated collaborative time is for teachers to learn more about the standards, design lessons, examine student work and address implications for teaching. Collaborative time is run by teachers and develops meaningful teacher leadership. The district adopted a new ELA/ELD curriculum in the 2019/20 school year, and has made available professional learning on the new curriculum available to all teachers. Moreover, professional learning modules based on the new curriculum were offered to all elementary schools and lesson study opportunities based on the new materials were offered to secondary teams of teachers. For NGSS implementation, the district has developed a mentor model, whereby teacher leaders based at school sites become science mentors. We have 12 science mentors who collaborate regularly with our science coordinator and 2 science training specialists on NGSS implementation at their individual school sites and across the district. For Social Emotional Learning (SEL) implementation, the district supports teacher's professional learning on creating a positive classroom culture, implicit bias, trauma informed practices, and restorative practices. Moreover, support is provided to teachers for explicit SEL curriculum instruction and the integration of social emotional learning with academics. Through school staff meetings, every teacher in the district has been provided with professional learning for meeting the needs of students with disabilities.

Induction: In SCUSD, all new teachers holding a preliminary credential are enrolled in our two-year job-embedded Induction Program. All new teachers holding an intern credential or Short-Term Staff Permit (STPS) are assigned a Support Provider through our Induction Office to provide support to meet the MOU with the intern program or until the Participating Teacher is enrolled in an intern program. The district currently has 125 support providers providing support to 312 Participating Teachers. The Support Provider creates opportunities to discuss and reflect on the teachers' instructional practice in relation to the California Standards for the Teaching Profession (CSTP). The Participating Teacher collaborates, develops and creates an Individual Learning Plan (ILP) with the support provider including a SMART Goal and CSTP standard which they will focus on to show growth towards mastery. In addition to working with the support provider, the ILP is shared with the current administrator for input and feedback regarding the goals and focus standard. The ILP is revisited and revised as needed at the end of each quarter after the initial submission. Participating Teachers participate in four Teaching Cycles a year (1 per quarter) to collaborate and receive feedback on lesson plans and lesson delivery from their assigned support provider in addition to the opportunity to reflect on their instructional practice formally. Interns complete two Teaching Cycles a year (1 per semester). The support provider provides opportunities for the activities above, the opportunity to reflect on day-to-day practices and struggles, a safe space to share and be heard during weekly support meetings. The support providers also attend seven support provider meetings throughout the year to receive Mentoring Matters professional learning, networking opportunities with other support providers, to reflect and improve on their practice as a support provider and receive

support to best meet the needs of our new teachers. At the end of the two-year Induction Program, upon completion of the required activities, Participating Teachers holding a preliminary credential may be recommended for a clear credential. Those participating as an intern will have met their Intern Program requirements at the completion of the two-year program and may be recommended for a preliminary credential by their intern program. Those holding a STPS will have support while working towards enrolling in an intern program. SCUSD Induction Program provides our beginning teachers with support and opportunities to be reflective and participate in continuous improvement of their instructional practice in their first couple of years teaching, which allows us to build capacity and retain our teachers for years to come.

At the end of each quarter, participating teachers complete a Google Form Survey providing feedback about the program, the meetings, support and their experience in regards to their progress towards mastery of the CSTPs and professional growth. We also have our support providers complete a Mid-Year Survey regarding the experience with their PTs for that year to help us understand areas we are successful in providing support and areas that may need to be addressed and/or revised to best meet the needs of our teachers. The results of the surveys are analyzed and compiled to share the feedback with the support providers as a large group and to share with our Advisory Committee. This information and feedback from support providers and the Advisory drive changes, adjustments and edits to our program to meet and support our teacher's needs.

School Leaders: SCUSD's capacity building for site leaders has occurred primarily through bi-monthly principals meetings. These meetings have been focused on the implementation of improvement science to improve student outcomes, professional learning on the new ELA/ELD curriculum, and professional learning on meeting the needs of students with disabilities. The academic office also supports site administrators individually with standards implementation in content areas such as math, ELA/ELD, science, PE and VAPA. Site leaders are also supported in the implementation of school climate initiatives such as positive behavior interventions and supports, trauma informed practices, restorative practices and schoolwide SEL. This individualized support and professional learning is designed to help school leaders improve school climate, reduce chronic absenteeism and reduce suspensions.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title II funded activities are provided to all schools within the LEA, which includes schools that are eligible for CSI and ATSI.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD is involved in the implementation of improvement science across the district. Through the professional learning for teachers described above, both site leaders and training specialists are working with groups of teachers using improvement science methods and tools. Through the use of improvement science, teams of teachers, training specialists and site leaders are essentially answering three questions:

1. What is it that you are trying to accomplish? (How much, for whom, by when)

2. What changes might you try and why?

3. How will you know if a change is an improvement?

In answering these three questions, teams of teachers are setting up their own metrics of success for continuous improvement. Each team identifies data sources for the short, medium and long term. As an example, a long term measure could be SBAC results, a medium term measure could be a unit assessment, and a short term measure could be the specific change idea that teachers decided to try, such as how many students are drawing a picture to help solve a math problem. Each of these measures are decided upon locally by the teacher team trying out the change. The teacher team can then use the data to adapt their plans as needed.

TITLE III, PART A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD will provide ongoing, EL-specific professional learning opportunities to district leadership, principals and teachers. These opportunities are followed with job-embedded coaching, a research-based practice that increases the implementation of new learning.

Professional learning for teachers and instructional support staff will focus on the effective classroom implementation of integrated and designated ELD, using the newly adopted, standards-based ELA/ELD materials as a resource.

Teachers have the opportunity to learn new information on standards-based instruction and making core instruction comprehensible for ELs in a variety of ways: district workshops; collaborative planning time with training specialists (coaches), watching model lessons, engaging in lesson study, etc. However, new information is followed by job-embedded support, expectations for progress and some measurement of implementation. Teachers are also receiving ongoing professional learning on Universal Design for Learning (UDL) as a framework for tier 1 instruction for all students. UDL is designed to meet the needs of diverse students with diverse learning needs, including EL students.

Professional learning for *principals* will also focus on the effective implementation of ELD and UDL, but through a leader's lens:

• developing an understanding of integrated and designated ELD and UDL as tier 1 instruction.
• knowing what both types of ELD look like in the classroom
• supporting teachers to provide effective ELD and effective tier 1 instruction using UDL.
• monitoring progress in implementation

and will include opportunities for walkthroughs, video discussions, etc. Once evidence is collected, principals, instructional assistant superintendents and other district leadership participate in structured role-alike discussions, in which they review the evidence, discuss possible change ideas and implement improvement science to support continuous improvement.

District leadership will engage in professional learning that focuses on supporting principals in making ELD and UDL implementation more effective at their sites. This includes providing content that is parallel to the principals' and understanding the expectation of site administrators under EL law.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our focus is on providing secondary newcomers (Immigrants) an increasing course selection that contains courses tailored to the need of newcomers. All secondary immigrant students receive

access to the core by virtue of being scheduled into standards-based core courses taught by teachers who are authorized to differentiate instruction for ELs and to teach ELD. ~~However, in schools where newcomer populations are sufficient to constitute their own cohort, we use Title III Immigrant funding to provide specialized courses, written specifically for students who have been in US schools for fewer than 2 years and staffed at a lower teacher: student staffing ratio than all other courses: 20:1 rather than 34:1.~~ The specialized ELD courses which we are phasing in are US History, Government, Economics, Biology, Chemistry, Physics and Integrated Math 1. All newcomers will have a beginner ELD class or classes and may be enrolled in one or more of the specialized ELD courses. ~~Title III funding will be used to reduce class size to 20:1.~~

Title III funding is also used to support additional tutoring for newcomers by classroom teachers.

The Matriculation and Orientation Center is specifically designed to support the parents of English learners through interpretation/translation of district-wide and school-wide documents and in the open enrollment process, participation in Board Meetings, DAC, CAC and DELAC, etc. for five languages (Spanish, Hmong, Cantonese, Vietnamese, Russian, Ukranian, Pashto, and Dari). Many newcomers speak languages other than our "Big 5," so Title III funding is used to provide interpretation and translation, especially of foreign transcripts, so students can maximize the classes they've already completed in their country of origin.

Title III Programs and Activities
ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD provides a comprehensive educational program for English learners. Our systems for identifying, assessing, assigning instructional programs, monitoring and reclassifying are all in place; Therefore, Title III provides supplemental funding to enrich student's core program. The goals and activities of the EL program result from the needs assessment which is based on the analysis of multiple sources of data, predominantly student achievement data, by a variety of stakeholders. For example, the last time we were able to assess ELs' progress on CA's annual language proficiency exam, only 51% of SCUSD's ELs met expected progress. This led to our current focus, a coherent program of English language development using new, standards-based ELA/ELD materials adoption. Providing professional development on using effective ELD pedagogy with their new materials to classroom teachers in grades K-6 and English/ELD teachers in grades 7-12 is a primary focus. This professional development effort is carried out largely with Title III-funded instructional coaches who provide job-embedded coaching for teachers and principals in schools with high EL populations. The results of the ELPAC, the district's interim, curriculum-embedded assessments, teacher and principal surveys, and ELD implementation rubrics will be used to measure the effectiveness of our supplemental support to EL's educational programs. This is one example of how our district implements, administers, monitors and assesses supplemental services provided by Title III.

English Proficiency and Academic Achievement
ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district focus for English learners is on the effective classroom implementation of integrated and designated ELD, using the newly adopted, standards-based ELA/ELD materials as a resource. Our new adoption provides standards-based materials for the first time since the Common Core and CA ELD Standards were adopted.

In order to support adults in making the positive change for EL students outlined above, the majority of our Title III funding is focused on adult professional development—for teachers, principals, district leadership and parents. The professional development is ongoing; nearly all occurs in a cycle in which a new practice is implemented, reviewed (data), revised, and implemented again.

Our coaching model is rooted in the Quality Professional Learning Standards and by Jim Knight's, Instructional Coaching. SCUSD Training Specialists (TS) lead the PD work for identified school sites. They are instructional experts who guide and support the adult learning at each identified site to support their SPSA goals and DLI program goals. Their goal is to engage in meaningful content, active learning, support for collaboration, models for effective practice, coaching and expert support, and sustained duration of the learning. TSs use research-based practices to plan and coordinate teacher and principal professional development. This approach also involves analyzing student performance, artifacts such as writing samples, and other data to drive this professional learning. The structure for collaboration involves one-to-one learning, small group, or whole group (Vigotsky,1978). TSs model effective instructional practices that include lesson videos, media presentations, or co-teaching in conjunction with the curriculum that aligns with the standards. A cycle of coaching involves observing and collecting data in the identified schools. Data will be analyzed with the entire ELD/ELA team. Based on the data collected and analyzed, the TS team will develop a professional learning plan tailored specifically for each school site. The TS will model the learning plan using research-based instructional strategies and create opportunities to debrief the training and/or classroom observations with school teams led by the principals. TSs create reflection and feedback processes to continue learning and improving as a team with the goal of implementing continued cycles of learning as the professional development is implemented at each site.

Additionally, all content area initiatives include English learner needs from the onset because the Academic Office has aligned their efforts to support this important group.

In grades K-12, the focus is on supporting classroom teachers and principals with the ELD materials for integrated and designated ELD from the adoption and providing job-embedded coaching to support effective implementation using Title III-funded instructional coaches.

In grades 9-12, an additional focus is on providing newcomer courses, designed especially to support their language learning needs while providing core instruction that will allow them to earn credits and graduate from high school, a-g ready. This year, we are implementing ELD support classes (a double period for newcomers) and ELD US History. Next year, we'll phase in ELD Biology and ELD Math I.

~~We are currently studying a pilot project for Long Term ELS (LTELs). Title III funding has paid for the teacher's extra time with a data analyst and some materials for the experimental course. If successful, Title III funding will be used to grow the model.~~

Title III also supports our State Seal of Biliteracy recipients and younger students enrolled in bilingual pathways. In 2021, 14.5% or 71/492 English learners received the Seal of Biliteracy.

We expect the percentage of our students making annual expected progress in English language proficiency to rise by 10 percentage points. We expect the percentage of students reclassified to rise by 9 percentage points. We expect to establish the baseline percentage of students performing at grade level based on ELA interim assessments when assessments are first administered next year.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Title IV application and plan was developed in consultation with SCUSD stakeholders. SCUSD staff met with parents and community members, including the District English Learner Advisory Committee, Community Advisory Committee, Principals, Teachers and various departments to review the requirements of Title IV as well as seek feedback on how to best utilize the funds. As a result, stakeholder groups provided guidance on the Title IV program activities and suggestions for revision of the finalize plan.

Our needs assessment indicates that in the Sacramento City Unified School District (SCUSD), the dropout rate for the 2017-18 school year was 8.68%. Moreover, during the 2017-18 school year, SCUSD had a chronic absence rate of 16.1%. This means that over 6,000 students missed 10% or more of enrolled school days, nearly a month of school over the academic year. As a result, SCUSD will use Title IV funds to develop systems and supports for students who are identified as academically low performing, chronically absent or who are in need of additional supports to be successful in school and beyond.

The following programs will be supported by our allocation of Title IV funds:

Access to well-rounded education approximately

To increase student attendance rates and student engagement, Title IV funds will supplement existing expanded learning programs. In conjunction with long-standing supplemental providers and community partners, our Youth Development department will increase student access to the follow programs across 62 of our elementary to high school sites:

- *Arts and music programs*

- *Attendance promotion and incentives*

- *American Indian Education Program*

- *STEM*

To further decrease the number of students who are at risk of dropping out of school our Youth Development department has instituted a Men's and Women's Leadership Academy. The Academy focuses on bringing together teachers, students, parents and community businesses and partners to provide the encouragement needed for 9th-12th graders to complete high school and enroll in college. We will evaluate the effectiveness of this program by tracking the attendance rates as well as the summative assessment data of the students who participate in the program to ensure that students have the widest array of options after graduation.

Additionally, the SCUSD will support the development of a Multi-Tiered System of Support (MTSS). This will include hiring an outside school climate consultant to memorialize the SCUSD MTSS work team's efforts to produce resource documents, support schools in developing process and procedures and help create district wide policy related to MTSS and intervention programs for low performing students. We will also provide staff with Positive Behavioral Interventions and Supports (PBIS) professional learning opportunities, as well as support the development of a Multi-Year plan to increase attendance. The objective is to increase students' academic achievement through timely interventions and services. This is be evaluated using multiple measures, which include attendance rate data, state and local assessment data and student/school level behavior reports generated by our Early Identification and Intervention System (EIIS).

Approximately

In addition to developing systems to support students who are at risk of failing, chronically absent or students with behavior issues, we feel it vital to provide additional services to our students who are identified as foster youth or homeless. The district annually serves approximately 477 foster youth (currently 281 students) and 500 homeless (currently 257) students. As a result, Title IV funds will be used to supplement our targeted foster and homeless student case management program and academic interventions.

Support safe and healthy students approximately

In conjunction with long-standing supplemental providers and community partners, our Youth Development department will increase student access to the follow programs across 62 of our elementary to high school sites:

•Social Emotional Learning

•Bullying Prevention

The objective is to assist students in acquiring the skills necessary to understand and manage their own emotions and cope with adverse situations. We will evaluate the effectiveness of this program by tracking the attendance rates, pre and post survey data from participating students and student/school level behavior reports generated by our Early Identification and Intervention System (EIIS).

Improve the use of technology approximately

To improve the use of technology, SCUSD will provide additional summer professional learning opportunities that are focused on increasing our teachers' capacity to integrate social emotional learning as well as technology into the core curriculum. This professional learning opportunity deeply aligns to the needs of our students as well as the goals of our Local Control and Accountability Plan (LCAP). The objective is to build teachers' capacity in these areas. This will be evaluated through lesson plan collection, feedback from site leaders and state/local date assessment data.