SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1n

Meeting Date: August 7, 2025

Subject: Approve LCAP Addendum and 2025–26 Spring Consolidated Application (ConApp)

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

Division: State and Federal Programs Office

Recommendation: Approve LCAP Addendum and 2025–26 Spring Consolidated Application (ConApp)

Background/Rationale: School districts in California are required to submit a Consolidated Application (ConApp) to receive federal funding for specific educational programs. This application is submitted in multiple parts throughout the year.

The Spring ConApp Report outlines:

- The federal programs for which the district is requesting funding

- The public and private non-profit schools that intend to participate in these programs

- Required assurances that all federal regulations will be followed in the use of these funds

In addition to requesting funds, the ConApp functions as a reporting tool for program participation and fiscal data submitted to the California Department of Education (CDE).

As part of the process, local school board approval is required for the application's funding page. The District English Learner Advisory Committee (DELAC) also reviewed the application and provided valuable input.

Furthermore, the LCAP Addendum is included for approval and to explain how the district plans to strategically use federal funds to supplement priorities already funded through state resources.

Financial Considerations: The report contains requests for Title I, Title II, Title III and Tilte IV funding for the 2025-26 school year. The District has projected a total of $19,712,368 in Title I funding for the 2025-26 school year.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; growth toward mastering English language arts and mathematics

Documents Attached:
1. LCAP Addendum
2. 2025–26 Spring Consolidated Application (ConApp)

Estimated Time of Presentation:
Submitted by: Mary HardinYoung, Deputy Superintendent, Kelley Odipo, Ed.D., State and Federal Programs Director
Approved by: Lisa Allen, Superintendent

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/local-control-and-accountability-plan-lcap-resources

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 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:

Personnel:
A major method we have for providing extra support to ineffective teachers, out-of-field teachers and inexperienced teachers is through our instructional coaching training specialists. SCUSD employs 12 training specialists, who are either partially or fully Title 1 funded, whose primary role is to support the improvement of student outcomes through instructional coaching at particular schools and content support as requested and needed for the sytem. 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. These efforts align with the district academic priorities in foundational literacy and numeracy, integrated ELD, and culture and climate. 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. SCUSD also employs one assistant superintendent, a department administrative assistant, two directors of professional learning who support in the areas of ELA, Humanities, Mathematics, Sciences, Ed Tech & Physical Education, and a visual and performing arts coordinator who are all partially funded by Title I funds. These positions provide the infratructure, supervision, and support that allows the department to provide instructional coaching and support to identified Title I schools.

Operational:
- Gizmos from Explore Learning is a supplementary curriculum for our science learners. Gizmos provides students with STEM simulations and virtual lab opportunities typically not available at our Title 1 schools.
- Physical Education supplementary instructional materials from a variety of vendors. Warehoused in the District PE Closet for teachers to check out/borrow, these materials provide exploration and learning opportunities in phyical education our Title 1 schools cannot independently provide.

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 School Plan for Student Achievement (SPSA); compositions and election of School Site Council; SSC roles and running an effective meeting and SCUSD and state School Site Council reporting requirements.

Each year, the Family and Community Empowerment (FACE) Department presents the existing parent engagement policy to SCUSD parents at the Parent Information Exchange (P.I.E.) Meetings. Translation of materials is provided in all represented languages. Parent participants are given an opportunity through these meetings to provide input on the Parent Engagement policy which is approved by the SCUSD Board of Education and included as part of the Parent Handbook, which is distributed to all families at the beginning of each school year.

The FACE Department, with input from SCUSD parents, developed and implemented the Parent Leadership Pathways Program, now known as Parent Empowerment Pathway. 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. 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 Empowerment Pathways workshops 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.

The FACE Department has established strong collaborations with SCUSD departments. 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 educational partners groups
-Based on the needs of students and analysis of the prior year's goals and strategies.
-Reviewed by the district 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 a language that all educational partners 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 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 and tutoring. They 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.

School Climate:
The SCUSD will implement Positive Behavioral Interventions and Supports (PBIS), using a School-Wide Information System (SWiS). SWiS is a web-based decision-making system that allows for entry of behavior and discipline referrals. The application provides an efficient and effective way to capture behavior incident data, which can then be summarized and analyzed by school personnel to make decisions about the educational environment.

In addition, the Culture and Climate Framework aims to foster inclusive learning environments for our young people and adults. The Framework consists of a scope and sequence, monthly resources, and five high leverage Trauma Informed practices slide deck.

By prioritizing the needs of socioeconomically disadvantaged students, students of color, emergent bilingual students, and students with disabilities, our use of student voice surveys and the PBIS SWiS system ensures that Title 1 schools—primarily serving these student groups—are responsive to their unique needs. The student voice survey provides insights into students' experiences and perspectives, which guide resource allocation and program improvements. The PBIS SWiS system identifies patterns and areas for intervention, helping to create a supportive, equitable school environment. Together, these tools with the implementation of the Culture and Climate Framework, aid in the assistance of sites developing a stronger culture and climate.

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. Adopted allocation amount:

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:

UCAN
Nearly 70% of students in Sacramento City Unified qualify for free and reduced price meals and over 60% of the students enrolled in Sacramento City Unified School District are racially/ethnically diverse. For that reason, it is critical that students receive supplemental support to ensure they understand the broad spectrum of post-secondary options available to them. **Title I – $160,000**

IYT
Sacramento City Unified School District has struggled for many years with chronically low attendance rates, high D/F rates, and high suspension rates. Through a pilot program at Rosa Parks and Luther Burbank we aim to address this by providing students additional leadership development, near peer mentorship, career preparation, and college access an advising.

9th Grade Leads

9th grade is a critical transition point for students in highschool and it is critical that they feel connected and engaged. The goal across all comprehensive high schools is to build a collaborative community by teaming students with teachers, providing instructional coaching to teachers, coordinating interventions, and monitoring data. The goal is to increase the number of 9th grade students passing A-G courses and ultimately increasing the number of pos secondary options.

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:

SCUSD conducts universal screening to identify students across the district in grades 1 and 3 for eligibility for GATE services. The district also provides a GATE Resource Teacher who assist teachers at Title 1 servicing school sites with lesson design, formative assessment practices, and improving teaching by modelling lessons, co-teaching, observing instruction, and providing coaching and feedback all targeted at addressing the educational needs and opportunities of students at those sites identified for GATE services/interventions.

Additonal Supports for SCUSD's multilingual education programs

To ensures that students from diverse linguistic backgrounds receive high-quality instruction and support to achieve academic success and full language proficiency Title I is used to partially fund three positions.
The Multilingual Literacy Director, Coordinator and Management Information Technician provide
•Additional training and support for teachers and staff on best practices for teaching multilingual students.
•Organize professional learning related to meeting all EL FPM requirements, including EL Reclassification and Implementation of ELD (integrated and designated)
•Advocate for resources and support services to help multilingual students succeed academically and socially
•Support the monitoring of English learner credit deficient process thorough the A-G Monitoring Tool
•Foster Family and Community Engagement
•Collaborate with teachers to develop individualized learning plans and interventions for students using supplementary programs such as LEXIA English.
•Provide direct support, Tier II interventions, and supplementary resources to address the specific needs of multilingual learners.
•Analyze data to identify trends, patterns, and insights related to multilingual education programs and student performance, including tier II interventions and supplementary programs
•Support the development of program improvement strategies based on data-driven insights

Supplemental supports for students identified as failing or at risk of failing provided by our Sacramento Accelerated Academy.

City Year is a model that delivers a holistic set of whole-school and individually-focused supports to ensure students stay engaged in learning and on track to graduate. The model leverages near-peer AmeriCorps members to deliver research-based whole school supports and student interventions targeting the early warning indicators of poor attendance, unsatisfactory behavior and course failure in English and math. The 6-10 core members at each site deliver services to provide a continuous, supportive presence throughout the day to build mutually supportive connections between students' classroom learning and their before and after school experience. City Year services are at six school sites in SCUSD, including Leataata Floyd, Earl Warren, Father KB Kenny, Oak Ridge, Fern Bacon and Rosa Parks.

A City Year lead participates as a member of the site's Leadership Team, and all members participate in teacher team meetings and trainings. City Year members meet with their partner teacher(s) at least bi-weekly to discuss student progress, review intervention session plans and plan for collaborative classroom support.

The district funds a District Librarian (.5 FTE) to ensure that students in Title 1 schools have access to culturally and linguistically responsive and sustaining school libraries. The District Librarian plans, coordinates, maintains, and supervises the District's library and media services; provides expertise and resources for the development and improvement of school libraries and media centers; and oversees the District's Professional Library. With a special emphasis on prioritizing the needs of our socioeconomically disadvantaged students, students of color, emergent bilingual students, and students with disabilities, the District Librarian ensures that Title 1 schools comprised primarily of these student groups have functioning school libraries with collections that are reflective of the students who use them. The District Librarian also ensures that all schools have sufficient instructional materials at each of the school sites identified for William's Review along with verifying sufficiency at all schools by way of site leader surveys. Finally, the District Librarian plans, coordinates, and provides professional learning for school site library personnel. **Title I - $100,612.52**

Youth Development
Expanded Learning Programs Before- and After-School: Offer diverse, engaging programs in academics, arts, sports, and other enrichment activities to keep students engaged, encourage attendance,
and provide a sense of community and safety.
☐ Offer Small Group Instruction, Tutoring and Homework Support: Provide targeted academic support to students who need it, particularly those from unduplicated populations (socio-economically disadvantaged, English language learners, foster youth, homeless youth) and students at risk of chronic
absenteeism. Small group sessions allow for personalized attention that can help students feel supported
and encouraged.
☐ Connect Students to Community Resources: Serve as a bridge between families and available resources (e.g., healthcare, housing assistance, food security), addressing underlying issues that may
contribute to absenteeism or disengagement.
☐ Organize Enrichment Activities (Music, Arts, Dance) through Per Diem Supplemental Contracts: Coordinate engaging and culturally relevant enrichment activities to enhance student connectedness, motivation, and creativity, which can lead to improved attendance.
☐ Promote Peer-Led Activities and Leadership Opportunities: Develop peer-led initiatives like student clubs, leadership programs, or peer counseling, giving students agency and fostering a sense of responsibility and belonging.
☐ Address Behavioral and Social-Emotional Needs: Partner with counselors and social workers to implement social-emotional learning programs, conflict resolution workshops, and behavioral interventions that promote positive student behavior and connectedness.
☐ Create a Referral System for Resources: Establish a seamless referral system for students needing additional support, such as counseling, behavioral interventions, or academic assistance, based on insights from educational partners.
☐ Provide Family Engagement Events: Offer workshops or informational sessions for families, especially those from communities served by partners like the American Indian Education Program Parent Committee, to foster a supportive home environment that prioritizes student attendance and engagement.

Student Support Services / Location Code 0758
Eleven Support Center Coordinators serve schools with higher concentrations of unduplicated count students (i.e. students receiving services for Homelessness, Foster Care, English Learner, Special Education, and/or socio-economically disadvantaged). These schools reside in some of the district's most under-resourced communities. These staff coordinate school-based and community-based supports and services. Utilizing SCUSD's Early Intervention & Identification System (EIIS) to identify students who are off-track or at-risk in attendance, behavior and course performance (ABCs) including students who are homeless, identify as part of the LGBTQ+ community, are involved in the child welfare system or other vulnerable students to provide targeted supports & interventions that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic needs.
The Student & Family Support Specialist position provides targeted outreach, education and support to our district's LGBTQ students. This work ensures that LGBTQ+ students receive equal access to educational opportunities.
The Student & Family Support Specialist provides a variety of targeted activities to address the impact of trauma on the district's LGBTQ students to
help build resilience, promote trauma-informed care, and
strengthen life skills. Those include mentoring support to individual students and their families, technical assistance to middle and high school-site Gender & Sexualities Alliance (GSA) Clubs, planning
and facilitating the student conference "Be Brave/Be You" and providing Safe Zone: Supporting our LGBTQ+ Youth professional development trainings for staff.

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:

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:

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:

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:

SCUSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Parent and Family Involvement
ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Program Coordination
ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

The SCUSD Curriculum & Instruction Department provides professional learning to both certiciated and management staff, a portion of which is funded by Title II. We view the provision of PL through a tiered model. Our universal supports include providing professional learning and resources for certificated and management staff, then targeted instructional coaching support based on the prevalence of marginalized student groups and the lack of additional instructional resources provided by other means. The systems SCUSD has put into place to promote professional growth and ensure improvement are aligned with our LCAP goals, targeted, and responsive to the needs of educators, however we are still working with our labor partners to expand professional learning across the

system and labor units to ensure a comprehensive approach with a throughline from the boardroom to the classroom. We aim to cultivate a culture of continuous learning, with mechanisms to measure progress and ensure that growth leads to tangible improvements in teaching and student outcomes. Currently, we offer differentiated professional learning, access to evidence-based strategies and resources, and collaboration among educators across sites within, measuring improvement through participation and implementation of strategies in leadership and classroom practices. As we continue to develop our professional learning systems, we aim to measure impact, progress, and improvement by continuously gathering data, aligning PD with district goals, monitoring teacher progress and impact, and adjusting programs based on evidence and feedback to ensure that growth and improvement are sustained over time.

Certificated Staff:

As a result of the SCUSD Collective Bargaining Agreement with the Sacramento City Teachers Association, certificated staff are required to participate in three days of preservice professional learning and training prior to the start of each school year. The Curriculum & Instruction Department and SCTA collaboratively design these preservice days. Generally one of the three days is devoted to professional learning, one to mandated trainings, and one to site collaboration, planning and preparation. The professional learning day is designed to provide support to teacher groups based on grade level, content area and/or specific job title, with content determined by student data matched with evidence-based strategies and practices. For example, this year's preservice professional learning day included culture & climate content for all teachers, while elementary general and special education teachers also focused on foundational literacy skills instruction and secondary focused on building literacy and supporting emergent bilingual students across disciplines. This work is further supported through professional learning for site and department leaders as outlined below under "Management Staff."

We partner with the College of Education at Sacramento State University to explore new opportunities and evidence-based professional learning practices and educatpr practices. Together with our certificated labor partners, we surveyed nearly 90% of our teachers this year about their experience with SCUSD and outside professional learning and their needs and desires for future professional learning. We are using that data to design, differentiate, and deliver further PL as outlined below.

Based on the CBA, any further professional learning for certificated staff is optional. Thus, Title II funds support teacher professional growth and development by way of optional professional learning both during the school year and the summer. The content of optional professional learning is driven by student data and needs, district improvement priorities, and the capacity of staff within the Academic Office. With only 38% of students meeting standard in ELA and disproportionality for a number of marginalized student groups of up to 20 percentage points, our focus is on building literacy skills in culturally and linguistically responsive learning environments. We do provide additional trainings on instructional materials and content areas outside of ELA, with a common thread of building literacy in all sessions.

Additionally, C&I Directors, Coordinators and Training Specialists provide targeted site support to about two dozen school sites. For this targeted support, management and certificated staff work with the site staff to identify instructional areas of improvement and then design a site-specific model for professional learning that includes classroom observations, coaching, and professional learning sessions.

Management Staff:

The Academic Office provides monthly professional learning for site and department leaders - principals, assistant principals, site instruction coordinators. Principals participate in both operational leadership and instructional leadership professional learning, focused on the same improvement areas as certificated staff - culture and climate, foundational literacy skills, and literacy across disciplines. The intention is for site leaders to build their conceptual understanding in these areas and their facility with the tools needed to observe, support, and provide actionable feedback to the staff they supervise. Principals also receive professional learning and coaching from Instructional Assistant Superintendents, who are building their capacity for culturally responsive supervision.

Teacher & Leadership Development:

The Teacher & leadership Development team within the Curriculum & Instruction Department supports new teachers and new leaders in their professional growth. Interns and new teachers are supported through our CTC-accredited Induction program with professional learning and dedicated support providers as well as new teacher-specific PL sessions. New administrators are supported with dedicated mentors and PL sessions designed to support their professional growth in both operational and instructional leadership.

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:

SCUSD prioritizes the allocation of professional learning and instructional coaching resources to high-needs schools using a data-based equity index. This index serves as the primary mechanism for determining where to focus these resources. The process involves:

- Utilizing an Equity Index: SCUSD employs a data-based equity index to identify schools with the highest needs. This index considers various data points, including those that result in schools being designated as CSI and TSI such as percent of socioeconomically disadvantaged students, to identify schools serving student groups that experience disproportionate outcomes. Schools with these characteristics are identified as high-needs and receive a greater allocation of these targeted supports.

- Prioritizing High-Needs Schools: The equity index directly informs the prioritization of professional learning and instructional coaching resources, directing them towards the schools identified as having the greatest needs.

- Targeted Site Support: Directors, Coordinators, and Training Specialists within the Curriculum & Instruction department provide targeted support to individual school sites. This involves collaborating with site staff to identify specific instructional areas needing improvement, developing site-specific professional learning models tailored to address identified needs which include classroom observations, coaching, and professional learning sessions. This process ensures that the identified high-needs schools receive dedicated attention to identify and address their specific instructional improvement needs. The development of site-specific professional learning models tailored to the needs identified at each school ensures that the support provided is relevant and impactful for the prioritized schools.

- Considering Other Resources: The department also takes into account other resources that individual schools are receiving to ensure that professional learning and coaching complements and enhances other supports available to the highest-need schools. For example, the department supports sites in receipt of Equity Multiplier funds and Literacy Coach Resource Specialist Educator Training Block Grant funds by bringing together personnel funded by these grants in communities of practice designed to strengthen their instructional practices and develop their instructional coaching practices.

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 ensures that Title II, Part A activities are coordinated with other district initiatives, programs, and funding sources to maximize impact and avoid duplication of efforts through alignment with LCAP and cross-program collaboration such as Title I, Educator Effectiveness Block Grant, A-G Improvement Grant and the Literacy Coach Reading Specialist Educator Training Block Grant.

SCUSD uses data to guide the improvement of Title II, Part A activities by collecting and analyzing data from multiple sources (e.g., student performance, teacher surveys, classroom observations) to determine areas of need in professional development. This informs the development of Title II activities to address specific gaps in educator effectiveness. We collect feedback from participants (teachers, principals, etc.) through surveys. And finally we monitor student achievement and are working toward correlating professional learning with improvements in student outcomes. Data sources include student achievement data (standardized assessments, common assessments, course grades, student voice survey data), teacher performance and practice data from site leaders, feedback from teachers and school leaders, professional learning participation, and both internal and external surveys.

We ensure regular, structured consultation with teachers and principals through surveys, feedback cycles, and workgroups aimed to improve programmatic elements. Members of the department regularly share updates and gather feedback from community advisory committees, including, but not limited to the LCAP Parent Advisory Committee, the Black/African American Advisory and the Community Advisory Committee for Special Education. The department also delivers frequent presentations and engages in follow up discussions and feedback cycles with the Board of Education.

Through regular, ongoing consultation and data-driven evaluation, the LEA ensures that Title II, Part A activities are consistently updated and improved to meet the evolving needs of students, teachers, and school leaders.

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 professional learning; 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 instructional walkthroughs, video discussions, training specialist (coaches) collaborative observations, 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) with an increasing course selection that contains courses tailored to their needs. 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. All newcomers will have a beginner ELD class or classes and may be enrolled in one or more of the specialized ELD courses. The specialized newcomer pathway courses meet content graduation and A-G requirements. They include: ELD Geography, ELD Ethnic Studies, ELD US History, ELD World History, ELD Government, ELD Economics, ELD Biology, ELD Chemistry, ELD Physics, and ELD Integrated Math 1 and 2.

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 and translation of district-wide and school-wide documents, participation in the open enrollment process, participation in board meetings, DAC, CAC, DELAC, etc. for eight languages (Spanish, Hmong, Cantonese, Vietnamese, Russian, Ukrainian, Pashto, and Dari). Many newcomers speak languages other than our top spoken languages, so Title III funding is used to provide oral and written interpretation and translation. Title III funds also support the translation and interpretation 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 students' core programs. 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 education partners. 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 their expected progress. This led to our current focus, a coherent program of English language development using new, standards-based ELA/ELD materials. 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 for 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's focus for English learners is on the effective classroom implementation of integrated and designated ELD, using the newly adopted standards-based ELA and 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. Professional development is ongoing; nearly all occurs in a cycle in which a new practice is implemented, reviewed (based on data), revised, and implemented again.

Our coaching model is rooted in the Quality Professional Learning Standards for Coaching. SCUSD Training Specialists (TS) lead the professional development and professional learning work for identified school sites. They are instructional experts who guide and support adult learning at each identified site to support their Student Plan for Student Achievement goals. The goal is to engage in meaningful content, active learning, support for collaboration, models for effective practice, coaching and expert support, and a sustained duration of the learning. Training specialists (coaches) 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 professional learning. The structure for collaboration involves one-to-one learning, small groups, or whole groups (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 at the identified schools. The data will be analyzed with the entire ELD/ELA team. Based on the collected and analyzed data, 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 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 TK-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.

Title III also supports our State Seal of Biliteracy recipients and younger students enrolled in bilingual pathways. The number and percent of English learners that earned the Seal of Biliteracy for the last three years:

2020-21- 14.50% (57)

2021-22- 4.50% (15)

2022-23-4.0% (14)

We expect the percentage of our students making the expected annual progress in English language proficiency to rise by 10 percentage points. A total of 1,993 students or 31% moved up at least one ELP level as measured by ELPAC 2022-23. 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 they 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), there is a need 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

•College and career support for students in the expanded learning programs

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).

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.

SCUSD will implement a dual enrollment program

Support safe and healthy students approximately

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

•Social Emotional Learning

•Bullying Prevention

•Mental Health services

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.