

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 (<i>as applicable</i>)

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

ESSA SECTION	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 or are at-risk of commercial sexual exploitation and services for tobacco and other substance use prevention and education.

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 (EIS - 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:

SCUSD does not receive Title I, Part D funds.

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:

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.

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

- developing an understanding of integrated and designated ELD
- knowing what both types of ELD look like in the classroom
- supporting teachers to provide effective ELD
- 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 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 first of these courses to be phased-in is US History. All newcomers will have a beginner ELD class or classes and a specialized US History class. Title III funding will be used to develop the course and 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 and Russian). 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.

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.

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:

In 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:

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
- Social Emotional Learning
- American Indian Education Program
- STEM
- Bullying Prevention

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.

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.

Furthermore, SCUSD will provide additional summer professional learning opportunities that are focused on increasing our teachers' capacity to integrate social emotional learning and 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).

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.

Evaluation Plan:

We recognize the importance of evaluating our strategies/actions for effectiveness and impact on our goals. As a result, the metric through which we will evaluate Title IV programming will be attendance rate data, state and local assessment data and student/school level behavior reports generated by our Early Identification and Intervention System (EIIS).