

Local Control and Accountability Plan (LCAP)

Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Elk Grove Unified School District

CDS code:

3467314

Link to the LCAP:

(optional)

<http://www.egusd.net/about/district/lcap/>

**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 I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I, Part A; Title I, Part D; 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 Elk Grove Unified School District has identified four strategic goals to generate consistency and coherence in the district's programs and services. These four strategic goals also serve as the same goals for the Local Control Accountability Plan:

- Goal 1: High-Quality Classroom Instruction & Curriculum - All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
- Goal 2: Student Assessment and Program Evaluation - All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.
- Goal 3: Wellness - All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
- Goal 4: Family & Community Engagement - All students will benefit from programs and services designed to inform and involve family and community partners.

Based on a comprehensive needs analysis, resources are being focused in these goal areas in the following ways: comprehensive professional learning, instructional materials for intervention, EL instructional strategies, expansion of CTE courses, equity strategies, wellness and PBIS initiatives, trauma informed care, and social emotional learning. The district has identified LCFF general funds to support these identified areas, and is supplementing these resources with federal funds depending on the need.

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 Elk Grove Unified School District uses the LCAP process to develop a strategic plan for continuous school improvement. All sites develop a site based LCAP as their School Plan for Student Achievement (SPSA). This school LCAP ensures alignment of the SPSA to the district LCAP. The site LCAP includes the following:

- Data Analysis using the California Dashboard
- Goal Setting for each of the district's strategic LCAP goals
- Identification of Principally Targeted Student Groups
- Specific Actions to Meet Expected Outcomes
- Research Confirming Effective Practice
- Measurements of the Effectiveness of the Actions/Services
- Funding Sources

These site based plans are based on stakeholder engagement through School Site Council and English Learner Advisory Committee analyzing academic performance, academic engagement and school climate data.

This process is aligned to the district LCAP through a District Advisory Committee (DAC) and a District English Learner Advisory Committee (DELAC). The district gathers community input through parent, student and staff surveys, collected and analyzed at the district level, along with evaluation of student learning progress. All of this analysis is used to identify targeted student needs. Local and state funds are applied to district goals. Where applicable, federal Title I, II, III and IV funds can then supplement school and district LCAP plans to meet these targeted student needs.

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:

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, the EGUSD collects data for comparison by school that includes percentage of students considered low-income and minority and percentage of teachers categorized as ineffective/misassigned, inexperienced, or out-of-field. We organize these schools on a continuum from lowest to highest income levels and lowest to highest minority populations and divide the 66 schools into 4 quartiles. The quartiles are then compared with each other to see if there is any disparity. While no formal way of quantifying “disparity” was provided, the district considered any disparity to be important.

There is no disparity with income status and teachers teaching out-of-field or ineffective. In fact, lower income status schools have fewer teachers teaching out-of-field or ineffective and all categories are less than 1% ineffective. There is a disparity in income status and inexperienced teachers in lower income schools.

Income Status - percent of teachers teaching “out-of-field”

- 3.8% in highest income schools
- 2.6% in higher income schools
- 2.9% in lower income schools

- 2.8% in lowest incomes schools

Income Status - percent of “ineffective” teachers

- .26% in highest income schools
- .59% in higher income schools
- 0% in lower income schools
- .29% in lowest incomes schools

Income Status - percent of teachers with two or fewer years of experience

- 3.7% in highest income schools
- 4.5% in higher income schools
- 4.7% in lower income schools
- 8% in lowest income schools

There is no disparity with minority status and teachers teaching “out-of-field” or “ineffective.” In fact, minority status schools have fewer teachers teaching “out-of-field” or “ineffective” and all categories are less than 1% “ineffective.” There is a disparity in minority status and inexperienced teachers in higher minority schools.

Minority Status - percent of teachers teaching “out-of-field”

- 3.3% in lowest minority schools
- 3.6% in lower minority schools
- 2.7% in higher minority schools
- 2.6% in highest minority schools

Minority Status - percent of “ineffective” teachers

- .27% in lowest minority schools
- .66% in lower minority schools
- .11% in higher minority schools

- .14% in highest minority schools

Minority Status - percent of teachers with two or fewer years of experience

- 3.1% in lowest minority schools
- 4.7% in lower minority schools
- 5.5% in higher minority schools
- 7.3% in highest minority schools

The district utilizes multiple advisory committees as stakeholders for input on all things related to the LCAP, including the Federal Addendum. The District Advisory Committee is comprised of parent representatives from all schools that receive categorical funds. The District English Language Advisory Committee is comprised of parent representatives from all schools that receive English Language Services. Both of these committees received information and provided input on the LCAP. One of their meetings was devoted to reviewing data related Educator Equity. They received information, and provided feedback, on how the district works to prevent and remedy disparities. Additional advisory committees that give input and feedback on the LCAP include the Superintendent's Parent Advisory Committee, Native American Parent Committee and After School Advisory Committee.

With any disparity, site administrators, district administrators, and human resource directors will be informed of a need for priority recruitment of high-quality, experienced candidates to that school site. The district has seen a 50% growth in enrollment over the last 20 years, resulting in over twenty thousand additional students. This growth creates a natural demand for teachers that are new to the profession. With a robust instructional coaching program and a strong BTSA/Induction program, the district has frequently viewed new and inexperienced teachers as an asset for low income and minority students. The district has recently revised and moved up the voluntary transfer process for teachers, which allows all schools to hire teachers earlier during the spring hiring season. The district has also accepted more years of service from outside of the district to encourage more experienced teachers to apply for open positions. While this impacts all schools equally, it was designed to address equity in low income schools and schools with higher minority populations. The district has also expanded recruiting to higher cost of living locations in the Bay Area in an effort to find more diverse and experienced teachers for our low income and minority students. The district has been proactive in recent years with any teacher teaching out of assignment, including grants that have been used to support computer resource teachers and PE teachers at elementary schools in obtaining appropriate credentials.

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:

The following schools are identified as Comprehensive Support and Improvement:

Las Flores High School, Rio Cazadero High School, and William Daylor High School

The EGUSD actively involves parents and family members at identified schools in jointly developing Comprehensive Support and Improvement and Targeted Support and Improvement plans in a variety of manners. Each identified school has a committee that meets regularly throughout the development process. The purpose of the team is to develop and provide input to the improvement plan. The team is comprised of school administrators, teachers, other staff members, parents, and family members who wish to provide input into plan. This development process includes a review data derived from the California State Dashboard, including the data from the indicator or subgroup that lead to the designation of CSI, TSI, or ATSI. This data includes, but is not limited to, SBAC data for Academic Performance, English Language Proficiency Assessment of California (ELPAC) data for English Learner students, California Alternative Proficiency Assessment (CAPA) data for special education students, attendance data, graduation rates, suspension and expulsion data and local standards-based assessments. In addition, the school shares the plan with the School Site Council (SSC) and English Learner Advisory Committee (ELAC) to gather additional input on the plan development.

Plans for CSI, TSI and ATSI are informed by dashboard growth indicators including performance against state-determined long-term goals and include evidence-based interventions based on a needs assessment. The needs assessment, along with a thorough review of SPSA and site budget, is used to identify resource inequities and plan for additional targeted supports to assist students in meeting the state growth goals for improvement. Once these resource inequities are identified, each school includes goals and actions to address them in their SPSA. Interventions must be evidence-based, and are monitored for implementation and measured against specific expected outcome data. The district then uses the needs identified by the school-level needs assessments to develop and implement targeted supports through a district level comprehensive support and improvement plan. The district reviews and approves the SPSAs and ensures alignment to the District LCAP, and includes improvement strategies in the LCAP summary.

The district has developed, and CDE has approved, a SPSA template for use at all sites. For schools identified for CSI, TSI, or ATSI, the following requirements are included and monitored for compliance: the purpose and description of the plan, resource inequities, goals that include baseline and expected outcome data related to the identification area or student subgroup, and evidence based actions for student improvement. School sites annually evaluate the implementation and effectiveness of their plan by examining the specific data outlined in each action of their SPSA. This data includes, but is not limited to, dashboard data and local assessment data.

SECTION BREAK – NEW CHARACTER LIMIT COUNT

The parent and family engagement policy is developed jointly with, agreed upon with, and distributed to parents and family members of participating children. The policy is developed together with the DAC. The DAC is comprised of family members and school representatives from each Title I school. The DAC meets throughout the school year, engages in a process in which they provide input to the policy, and annually reviews and updates. The LEA policy is annually distributed to each family in the district handbook at the start of each year, in multiple languages, and translations are posted on the

district website. Families who register later are given a handbook at registration. We regularly provide parents and families with assistance in understanding topics related to the State academic standards, state and local academic assessments, how to monitor their student's progress, and work with schools to improve the achievement of their children. At the district level, parents receive information through the parent committees (i.e., DAC, DELAC). At the site level, the parents receive this information through presentations given at SSC, ELAC, Parent University, Back to School Night, and other school events.

We provide materials and training to help parents work with their children to improve their achievement in many ways. At the district level, parents receive information through the parent committees. At sites, the parents receive this information through presentations given at SSC, ELAC, Parent University, Back to School Night, and other school events. Sites also give such information through parent night workshops where families work together to learn tools that can assist with increasing academic achievement. Teachers communicate with parents through newsletters, parent conferences, etc. to provide them with materials and information regarding their child's achievement and how to continually improve it. The communication methods work to increase parent involvement.

We educate teachers, support personnel, principals, other school leaders, and other staff in the value and utility of contributions of parents. We have implemented the PTHVP, and it has become instrumental in capturing parents' voice on how to best reach out to, communicate with, and work with parents as equal partners. Site staff regularly visits the homes of parents and gains valuable feedback. They also work with parents as equal partners through the PTHVP. This program has greatly enhanced the ties between parents and the school. Annually, we hold PD for our school sites and provide staff a strand that focuses on parent involvement. Title I sites may use a Parent Liaison to assist with building positive relationships with the school. Our schools also employ parent programs based on the feedback received.

The coordination and integration of parent involvement programs and activities with other federal, state, and local programs is achieved many ways. The SSHS department, which houses Family and Community Engagement and oversees the three Regional Student Support Centers (RSSC), plays a pivotal role. The PTHVP serves to enhance parent relationships and to encourage and support parents in more fully participating in their child's education. The RSSC work with families using a case management approach to provide referral and follow-up to schools, district programs, community service agencies, and community resources. These RSSCs are designed to coordinate services to improve educational, health, and social opportunities for families through events such as; parent workshops, gang and violence prevention lessons, and health screenings.

EL Services provides translation services to families. The department ensures that all notices are provided in the primary language whenever 15% or more parents at a school speak that language. The department employs BTAs that are available to provide interpretation services at parent meetings and school events. We post district translations on the EGUSD website, and provide parents with a hardcopy of documents upon request.

Families of SWD and migrant children are provided with opportunities for informed participation. The families are provided with information through the site and district websites, and through hard copy. Families of SWD may participate in the district level committee, the CAC. Migrant families have the opportunity to participate in the district level committee, the PAC.

Parents provide feedback to the district through the completion of annual parent surveys. These surveys, and stakeholder feedback through the EGUSD LCAP stakeholder engagement, provide the

district with valuable information regarding how we can serve our parents and engage them. We review input from a wide variety of parent groups and integrate the requests across all district programs.

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:

SWP: EGUSD provides support to schools implementing a school wide program that allows them to upgrade the entire educational program at the school. Sites annually review and update their Comprehensive Needs Assessment (CNA). The CNA includes a review of relevant academic and social emotional data, and input from a variety of stakeholders. The district has developed, and CDE has approved, a SPSA template for use at all sites. Site SSCs develop and approve the SPSA annually, with input from the ELAC. Elementary and Secondary Education provide guidance on effective methods and instructional strategies based on scientifically-based research. In addition, sites utilize the Decision Making Model guide setting annual improvement goals with interim checkpoints, and to guide the discussion on how to adapt instruction to meet the needs of students. Instruction at Title I sites is provided by highly qualified teachers who utilize proven strategies that address the needs of academically at-risk students. Timely and effective assistance is provided to our most at-risk students by offering additional instructional opportunities for students, which include, but are not limited to, extended day instruction, small group instruction, and intervention courses at the secondary level.

District and sites provide staff with high-quality professional development opportunities. In addition, sites work to increase parent engagement through a variety of programs, including the PTHVP and Parent Liaisons.

District administrative costs are utilized to support the Title I program in a variety of ways. This includes, but is not limited to, staffing, professional development, and materials.

TAS: N/A – No schools currently identified for TAS.

EGUSD utilizes Title I funds to support identified neglected children. The Foster Youth Services (FYS) Program provides comprehensive prevention and intervention services to support students in foster care throughout the district and in partnership with each LEA school. At enrollment, students are provided with immediate enrollment, access to remain in their school of origin, transportation assistance, transcript analysis, and timely transfer of school records. Upon notification of enrollment, FYS provides educational passports (provider contact information, educational history, and school records) to school administrators and registrars/school office assistants to identify students in foster care. Each identified foster youth student is assigned an FYS case manager to assess academic needs/strengths, monitor academic progress, develop an Educational Success Plan, and coordinate

school and community-based services. Students can access FYS individual tutoring services, school supplies, and immediate access to free breakfast and lunch services.

Additionally, the FYS program coordinates an Independent Living Program to support students sixteen (16) years and older with transitioning into independent living and post-secondary options. Students participate in life skills classes on the topics of employment, basic living, wellness, housing, finances, and education. Students also participate in hands on activities and events, such as resource fairs, job shadowing, college tours, and art shows.

District-wide and school site staff are provided training on trauma-informed practices to provide increased knowledge and understanding of the effects of complex trauma in schools and strategies and interventions that increase resilience. Additional training and consultation is provided to LEA schools, caregivers, and community partners on student support services and educational laws related to students in foster care.

District administrative costs are utilized to support the neglected program in a variety of ways. This includes, but is not limited to, staffing, professional development, and materials.

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:

EGUSD has one liaison to the homeless program that identifies and provides services to homeless children through the Homeless Education Program. EGUSD Board Policies 5111 and 6173 exist to ensure alignment with federal and state law and the California Department of Education's Categorical Program Monitoring requirements, including immediate enrollment, remaining in school of origin transportation assistance, and a dispute resolution process. In order to identify district students who are homeless, a housing questionnaire has been included on the district registration form that is completed by all parents/guardians, caregivers, and unaccompanied youth. A public notice of the educational rights of homeless children and youth is posted in all school offices where parents/guardians, caregivers, and unaccompanied youth register and includes the contact information for the district and county homeless liaisons as well as the homeless state coordinator. Materials are provided in a language easily understood by families and students. The EGUSD website, egusd.net, contains information regarding the district's Homeless Education Program and contact information for the district's homeless liaisons. A referral process to the Homeless Education Program is in place for students who become homeless after enrollment. All students registered as homeless are enrolled in the National School Lunch and School Breakfast program which allows them to receive free breakfast and lunch at school.

The Homeless Education Program is coordinated through the district's Regional Student Support Centers using a case management approach to verifying students' homeless status. In addition, the centers refer students and families to needed district community resources, including health, dental, vision, mental health, substance abuse, food, clothing, housing, and other appropriate services.

Professional development is provided to staff on the definition, signs, and challenges of homelessness, how to register students as homeless, and how to refer students who become homeless after enrollment. The homeless liaisons consult with district staff and administrators, as

needed, to assure immediate enrollment for students experiencing homelessness and to coordinate outreach to students and families impacted by homelessness.

EGUSD collaborates with local social service agencies, other agencies and entities providing services to homeless children and youth, and transitional housing facilities, when applicable. In addition, our district coordinates transportation, transfer of school records, and other inter-district activities with other LEAs. As necessary, EGUSD coordinates, within the district and with other involved LEAs, services for homeless students, including services for homeless students with disabilities.

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:

EGUSD uses Title I funding to support early childhood education by providing preschool opportunities to eligible students. These funds are coordinated with other state and federal funds including Head Start and State Preschool funding. The transition from Pre-K into kindergarten is facilitated at each Title I school through collaboration with the preschool and kindergarten teachers. These teachers meet each spring to plan for transition by reviewing assessment results, academic strengths and weakness, and social and emotional needs of the students. Preschool classes are located on Title I campuses, and staff members are able to continue this communication throughout the school year.

Title I schools also offer transition services to families who choose community preschools or enter kindergarten as the first school experience. Family meetings focused on kindergarten standards and expectations are held during the summer and the beginning of the school year. Several schools offer a transitional summer program for entering kindergarten students, targeted to those who did not attend preschool, or attended in home or private preschool programs.

____SECTION BREAK – NEW CHARACTER LIMIT COUNT____

In middle school, several courses of study are designed to prepare students for transition to high school. Title I middle schools have an AVID program taught by AVID trained teachers. This program targets students who will be the first in their family to attend college, and provides direct instruction in study strategies for success in rigorous coursework, along with college visits and parent outreach. Honors courses prepare students for the AP and IB college preparatory pathways in high school, and prepare students to meet A-G university entrance requirements. Strategies to transition students from middle school to high school include school visit days in the spring of each year where middle school students visit their high school campus and learn about academic programs, academies, and expectations of high school students. Counselors from the high school host parent information nights to share high school offerings and college and career preparatory pathways.

The District has partnerships with California State University, Sacramento (CSUS), and the University of California, Davis (UCD) to increase the number of EGUSD graduates transitioning to a four-year university. Part of this agreement is that UCD and CSUS counselors are available to EGUSD students during high school. The District also works closely with Cosumnes River College, which offers classes to help high school students prepare for college, including concurrent enrollment during high school in college courses.

EGUSD offers over 70 career-themed academies and pathways within 15 industry sectors. While our academies and pathways focus in different industry areas, they all foster communication, collaboration, technical, and leadership skills through group work, field trips, and mentoring opportunities. In addition to its academies and pathways, EGUSD offers over 70 career technical education programs that students can take as electives. These opportunities are developed with local employers, community partners, and institutions of high education to ensure students are prepared for the transition to college and career opportunities after graduation.

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:

SWP: Title I schools implementing a schoolwide program annually review and regularly update their comprehensive needs assessment (CNA). This assessment include a review of relevant data (i.e., academic, EL, SEL), and includes stakeholders in determining the critical needs of the school. Sites utilize their CNA to guide the implementation of effective and research-based methods and instructional strategies. Through this process the sites implement a number of school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement, and to support other needs outlined in the site CNA. Other needs may include, but are not limited to, social emotional needs. The sites focus on strengthening the core

academic program and increasing learning time through afterschool and extended year opportunities. In addition, funds are utilized to support small group instruction during the regular school day. All of these strategies provide a focus on serving the needs of the site's lowest achieving students.

District administrative costs are utilized to support the Title I program in a variety of ways. This includes, but is not limited to, staffing, professional development, and materials.

TA: N/A

EGUSD does not use Title I funding to assist schools with the identification or service of gifted and talented students.

Title I funding is used in Title I elementary schools to support increased access for students and families to school library resources. Library staff assist teachers in implementing the Title I program at the site by supporting the instructional needs of students with a focus on at-risk students in need of reading assistance, and by providing students reading material that supports supplemental instructional activities.

In addition library staff at Title I schools assist with family literacy by coordinating parent workshops, literacy nights and book fairs, and providing families with opportunities to increase literacy in the home by assisting parents and students in the selection of reading materials aligned to individual reading levels.

Students are provided the opportunity to develop digital literacy skills with a one-to-one chromebook ratio, and intervention program such as i-Ready and First in Math. Teachers at Title I schools receive professional development on integrating technology and digital resources into their instruction.

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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:

N/A - EGUSD does not receive these funds, as these services are provided by Sacramento County Office of Education (SCOE).

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 EGUSD offers professional growth and improvement opportunities to teachers, principals, and other school leaders. Teacher professional growth and improvement is promoted via a support structure of staff (Program Specialists and Instructional Coaches) focused on specific content areas, instructional support, and professional learning. Growth is measured via professional learning feedback forms, annual Standards Implementation survey data, Instructional Coach Support survey data, and CAASPP data.

The Beginning Teacher Support and Assessment (BTSA) Induction Program is provided to teachers in their first and second years of teaching. Beginning teachers who participate in the BTSA Induction Program experience enhanced professional development and become increasingly successful with teaching through a rich and thoughtful induction process. Each participant gains a professional voice by working in close concert with experienced colleagues to chart their progress through the continuum of skills, knowledge, and abilities associated with each of the California Standards for the Teaching Profession. The Professional Learning Handbook is provided to outline the avenues in which teachers can pursue professional development and the acquisition of salary advancement.

Principal professional growth and improvement is promoted via a support structure of staff (Directors, Program Specialists, and Instructional Coaches) focused on specific content areas, instructional

support, and professional learning. Growth is measured via professional learning feedback forms, annual Standards Implementation survey data, Instructional Coach Support survey data, and CAASPP data.

Professional development is offered to teachers on subject matter provided in order for consistency in message and continuity of practice. Professional development provided focuses on the principles of high quality instruction.

Other school leaders professional growth and improvement is promoted via a support structure of staff (Program Specialists and Instructional Coaches) focused on specific content areas, instructional support, and professional learning. Growth is measured via professional learning feedback forms, annual Standards Implementation survey data, Instructional Coach Support survey data, and CAASPP data. Professional development is offered to teachers on subject matter provided in order for consistency in message and continuity of practice. In addition, professional development provided focuses on the principles of high quality instruction.

Professional growth and improvement is measured in multiple ways by reviewing student data outcomes, professional development feedback/evaluations, Annual Standards Implementation survey, Instructional Coach Support survey, personnel evaluations, and through the utilization of Project Management Plans, Decision Making Model (DMM), and the Logic Model. Adjustments made for continuous, systemic improvement include review of student data outcomes, prompts planning, and delivery of needed professional learning, and the review of professional development evaluations/feedback to ensure that adjustments are made for future offerings. In addition, survey data is reviewed annually to ensure future support and professional development offered is relevant and timely, and professional learning plans are reviewed for and adjusted as necessary.

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:

Priority is given to funding Program Specialist and Instructional Coach positions to serve all schools, and all student populations. Schools identified as CSI and TSI receive support from these positions. Support is focused on specific content areas, instructional support, and professional learning.

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:

The EGUSD utilizes a variety of data to continually update and improve activities supported under Title II, Part A. Student data outcomes, Standards Implementation survey, Instructional Coach support survey, and personnel evaluations are reviewed annually. Project Management Plans, DMM, and the Logic Model are also utilized annually. In addition, professional development feedback/evaluations are reviewed throughout the year.

Feedback is collected from teachers, principals, other school leaders, paraprofessionals, instructional support personnel, and private school leaders regarding professional development and services provided. Title II, Part A activities are designed with the focus of the district's four strategic goals in mind. Specific activities are designed via the feedback noted above.

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:

The English Learner (EL) Director, Program Specialists, and EL Instructional Coaches provide professional development to implement effective, high quality professional development with a focus on enhanced and improved implementation of designated and integrated English Language Development (ELD), the California English Language Arts/English Language Development Framework and CCSS standards, and evidence-based instructional practice for ELs to include designated and integrated ELD and SDAIE instruction in order to improve and augment access to core content for ELs. EL Program Specialists and Coaches provide supplemental in-class support, resources, information and professional learning to ELD and content area teachers, site administrators, and paraprofessionals. Coaches also augment site Professional Learning Community (PLC) work by providing additional Professional Development (PD) and facilitation support as teachers examine student work and plan for targeted supplemental enhanced instruction for English learners.

EGUSD will continue to support the implementation of ELD curriculum for secondary school sites in order to enhance the instruction for EL students. EGUSD will continue to support the implementation of integrated and designated ELD through PD, classroom demonstration lessons, walkthroughs and follow up.

In addition, EGUSD Coaches and Program Specialists will support a pilot program to investigate a core ELD designated curriculum (Program 2) for secondary schools.

The EGUSD EL Strategic Plan provides for on-going training for teachers, administrators, and other school or community-based personnel. Training and on-going support for the benefit of ELs (including LTELs, students at risk of being LTEL, dually identified) and struggling RFEP students for teachers/administrators focuses on the supplemental components of the following:

Use of adopted ELA/ELD curriculum

CA ELA/ELD framework and standards

Implementation of designated and integrated ELD

Administrator training on observing instructional best practices for ELs

CA Common Core mathematics standards and curriculum

Annual EL summer institutes

Regional department/site EL retreats

Instructional practices related to the content of ELPAC

Common Lesson Observation Form and Schedule with Follow Up: EGUSD uses a common walk through form, TK-12, to observe EL instruction in both ELD classes and core classes. Resulting data reports assist us in providing PD and discussion for administrators and teachers on the data from the walk-throughs. Walk-throughs are conducted on an on-going basis and are submitted to the district 3 times per year. The district creates data reports and charts and provides PD so administrators and teachers can view the data from the observations and make instructional adjustments and plan PD opportunities and follow up. In the coming year, the form will be revised based on feedback in order to clarify levels of implementation more clearly and align it with other information that we gather regarding implementing programs. In addition, we have developed an electronic version of the form using Survey Monkey to allow for flexible methods in collecting the data.

Support of adopted ELA/ELD Curriculum in TK-6: EGUSD has adopted *Wonders* and EL coaches support implementation of integrated and designated ELD through a series of on-going and new teacher trainings throughout the summer and 2019-2020 school year. In addition, EGUSD has adopted *Academic Vocabulary Toolkit* as supplemental material to be used in grade 3-6 as part of targeted instruction in academic language development. EL coaches will continue to support use of the program through in-class coaching and demonstration lessons as well as ongoing teacher PD.

Support of newly adopted ELA/ELD Curriculum in 7-12: EGUSD has adopted the Program 2 curriculum, *Study Sync* for integrated and designated ELD, but implemented the integrated portion only in 2017-2018 while we studied possible implementation processes for Designated ELD in the 2018-2019 school year. Secondary EL coaches continued to support the implementation of integrated ELD through a series of on-going and new teacher trainings throughout the 2018-19 school year, as well as support the pilot of the Designated ELD component of the program. The decision was made based on multiple measures to continue a Designated ELD pilot in the 2019-2020 school year.

Secondary courses for Long Term English Learners (LTEL): EGUSD will continue to support the implementation of elective academic reading and writing courses for 7-12 students focusing on the needs of LTEL. "Writing to Discuss and Debate" (7/8) and "Writing for College and Career" (9-12) both of which will continue to be implemented in the 2019-2020 school year, using English 3-D (Course I and II) as the curriculum. EL coaches will support the implementation of the courses and curriculum through in class coaching and demonstration lessons and ongoing PD.

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:

EGUSD will provide services to Immigrant students by providing strategic support to emerging level students from third grade through high school through use of technology designed to enhance English acquisition. Students will work with a designated coordinator to be identified for and receive services.

The district will evaluate a pilot program provided in 2018/19 (and will evaluate additional programs) to determine effectiveness in accelerating language acquisition for high school students, as well as continue providing Rosetta Stone subscriptions for school and home use. Rosetta Stone was provided as a supplemental support for any student 3rd-12th grade, who has been at a U.S. 3 years or less, and scoring 2 or lower overall on Initial or Summative ELPAC. Throughout the 18/19 year, our department reviewed usage and observational data, and determined to form a Newcomer Task Force, with one of the tasks to pilot other supplemental programs in the 19/20 school year, with pre and post assessments, as well as student work samples.

In addition, a regional Summer School pilot begins in summer of 18/19 focusing on newcomer students, which includes daily coaching and professional learning for teachers. Based on evaluation of this pilot, the district will consider expansion in 19/20 and ongoing PD.

EGUSD will support the implementation of the CalNEW grant received by the district from the California Department of Social Services for the purposes of providing refugee and other newcomer students and their families with individualized, culturally sensitive and trauma-informed services.

In addition EGUSD will provide ongoing PD on “Creating and Maintaining Welcoming School Environments” in order to assist staff with understanding and supporting newcomers and their families. Topics include, but aren’t limited to the following: intercultural awareness and effectiveness, second language acquisition (newcomer vs. beginner vs. 1 year, dually identified students, etc.), establishing partnerships with families, supporting newcomers’ social emotional needs, and high quality instruction for newcomers. In addition to teachers, the district will focus on Bilingual Teaching Associates, School Office Staff, ELS Department Staff, leaders, and Special Education Staff in the 19-20 school year. The ELS Department will continue to attend ongoing PD specific to the immigrant and refugee experience through SCOE and ANA. In our work for recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth, we will provide ongoing training not limited to Immigrant and Refugee Experience and Instructional Support professional development. In addition program educators continue to attend specific supplemental ongoing trainings specific to parent support specific to immigrant and refugees. During the 19/20 school year secondary school EL coaches will have the opportunity to participate in a program to add a reading and literacy authorization, specifically to support teachers of newcomer students with teaching newcomer students with significant gaps in foundational literacy.

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:

Required For Students:

EGUSD implements the following programs and activities to serve students identified as EL according to State and Federal law:

All TK-12 students and struggling RFEP students receive daily designated ELD, and access core content subjects based on CA CCSS and NGSS grade level standards and delivered utilizing, when appropriate, ELD standards for integrated ELD support CCSS Literacy Standards for language support and/or SDAIE strategies to allow for differentiated instructional support and complete access to core content.

Required For Parents:

EGUSD parents are annually informed of initial and annual ELPAC results, education programs, and other district processes through the annual Title III letter as well as other district publications, and on the district website. All notices are provided in the primary language whenever 15% or more parents at a school speak that language. Notices are provided to parents no later than 30 days after the beginning of the school year. For students who are enrolled after the beginning of the school year, notices are provided to parents within two weeks of their child being placed in the EGUSD EL program. In the 2018-19 school year, the annual notice was reviewed and revised per new guidelines provided by the CA Department of Education.

Supplemental for Students:

EGUSD provides additional, supplemental support to students by providing coaching and instructional support services for teachers, via in-class demonstration lessons/co-teaching, and professional development opportunities to support English Language Development and access to core content via services provided by 17 EL Instructional Coaches. EL coaches also participate in grade and department level PLC meetings to support the use of formative assessment data and to provide specific technical information regarding the ELD standards and instructional strategies that benefit EL students.

EGUSD continues to provide information to students and parents regarding opportunities for high school seniors to earn the California State Seal of Biliteracy. The district not only continues to identify students who qualify by completing courses of study in foreign language classes, but also actively encourages participation from English language learners who qualify in their native languages.

In our work for recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, we have provided supplemental professional development to support bilingual teachers (e.g. BEST, BTPDP). Part of our work with BEST and BTPDP is investigating and planning for a potential pilot for DLI programs in future years.

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:

EGUSD requires all schools to regularly monitor instruction for ELs by conducting classroom walk-throughs and submitting that data which is analyzed during regular district wide administrator meetings. Walk-through results are provided to administrators three times per year during staff meetings so they can determine strengths and weaknesses of instructional practices for ELs and plan follow up professional development accordingly. EGUSD monitors implementation of ELD at all schools through use of an internal EL Program Evaluation tool that annually examines program structure, exposure and effectiveness, using a variety of data points gathered throughout the year. In addition, for 2019-2020 we require all site leaders to attend follow up training in use of a continuous improvement method of data analysis and decision making/planning for improvement via their LCAP process, and are adding sessions on the principles within the “Framework for High Quality Instruction” as a way to support the continued implementation of the CA ELA/ELD Framework. Some of these PD sessions will be held at school sites in order to allow principals and district staff to observe each other’s campus classroom teachers to observe elements of the principles of high quality instruction introduced and explored. EGUSD will continue to partner EL and other content instructional coaches in providing PD, demonstration lessons and classroom observation and feedback and they support classroom instruction (starting in 17/18, mathematics with the focus on academic discourse as a pathway to deepening understand of mathematical practices and increasing facility with academic language).

In 2019-2020 EGUSD will continue implementation of an Action Plan that will outline the path that the district will take to address the disproportionality of EL in special education. The Action Plan was created in order to provide a clearly defined structure of aligned responsibilities to ensure that all English Language Learners (ELL) who are Students with Disabilities (SWD) are properly identified, receiving educational benefit, and achieving at their highest potential with the appropriate supports and services.

EGUSD promotes parent, family, and community engagement in the education of English Learners. EGUSD parents are annually informed of initial and annual ELPAC results, education programs, and other district processes through the annual Title III letter as well as other district publications and on the district website. All notices are provided in the primary language whenever 15% or more parents speak that language. Notices are provided to parents no later than 30 days after the beginning of the school year, notices are provided to parents within two weeks of their child being placed in the EGUSD EL program. In addition to the above communication processes mentioned, EGUSD holds regular DELAC meetings that combine the required content with LCAP updates and input, as well as presentations on topics of interest to parents. District EL staff sit on the Family and Community Engagement Steering Committee in order to explore ways to expand parental involvement and participation. EGUSD supports sites in developing their ELACs by providing annual trainings and presentations that are provided in parents’ primary language whenever possible and can be customized at the site level for the particular needs and interests of the parent and family community. During the 19/20 school year, ELS and FACE will continue to collaborate around additional strategies to make families feel more welcome in schools by researching the work within other districts with similar refugee, immigrant, and English learner populations and piloting welcome materials at secondary schools for future expansion (17/18 marked the pilot of similar materials in elementary schools).

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:

EGUSD developed its application in consultation with various stakeholder groups. We presented the application and gathered input from both the District Categorical Advisory and the District English Learner Advisory Committee. These parent groups reviewed the requirements of the application and provided insight and suggestions for implementation. EGUSD is a large district with over 63,000 students who go home to approximately 48,000 families. Research has shown when families and the community are engaged students have better attendance and academics improves. Schools and families were surveyed, and results showed a district-wide need for improved outreach, connections, and educational workshops. In the area of College and Career, the district task force reviewed a variety of data and identified a need for a common college and career planning tool.

Funds will be utilized across various programs to best serve the identified needs that relate to supporting a well-rounded education. In the area of family and school connections, funds are being utilized to expand and deepen family literacy workshops, welcoming schools training and partnerships with the Attendance Improvement Office. A variety of staff members, including a Community Partnership Coordinator, Resource Teachers, Program Educator, and Instructional Coach will assist with accomplishing this goal. Staff will also support implementation to develop an educational foundation to support student and academic enrichment. Funds will also provide more opportunities for professional learning for educators to help develop stronger student and family connections. An important part of a well-rounded education is planning for college and career. EGUSD has a goal that all students will graduate with a college and career plan. Several activities will center around providing resources. These include utilizing the CCGI platform and counselors at secondary schools to assist students and/or families with college and career planning, and to facilitate transitions to postsecondary education. In addition, students will be continually encouraged to enroll in AP courses and EGUSD will utilize funding to support AP testing.

The program objectives and intended outcomes are clearly outlined, and will be evaluated for effectiveness. In the area of family and school connections, the objectives are to increase opportunities to partner with all families and the community in ways that support the overall development of students. In the area of College and Career, objectives include: 100% of secondary students will register and establish a CCGI profile; 100% of secondary students will complete 2 CCGI lessons per year; the parents/guardians of all secondary students will register for CCGI; all CSUS, community college, and FAFSA applications will be launched from CCGI. The district will utilize

several forms of evaluation to measure effectiveness. These include family and community surveys, workshop evaluations, and quarterly use reports.

Funds will also be utilized to support the effective use of technology in schools. Specific activities will be utilized to implement, monitor, and evaluate ongoing technology professional development. A Technology Integration Specialist will conduct a district-wide needs analysis of both students and teachers. The results will be utilized to identify target areas and oversee the creation, delivery, and evaluation of professional development to meet the identified needs. In order to optimally facilitate the needs analysis it has been determined that the purchase and utilization of the Bright Bytes software platform will provide us with the most relevant data. This software will allow us to hone in on the specific needs of staff and students.

EGUSD elected to utilize the transferability provision of this statute to transfer a portion of the funds to Title II. The funds transferred will be utilized to support the plan described in the Title II portion of this document.