

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.

Elk Grove Unified School District (EGUSD) 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, English Learner (EL) instructional strategies, expansion of Career Technical Education (CTE) courses, equity strategies, wellness and Positive Behavior Intervention Systems (PBIS) initiatives, trauma informed care, and social emotional learning. EGUSD 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.

EGUSD uses the LCAP process to develop a strategic plan for continuous school improvement. All schools develop a school-based LCAP as their School Plan for Student Achievement (SPSA). This school LCAP ensures alignment of the SPSA to the District LCAP. The school 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 school-based plans are based on stakeholder engagement through School Site Council (SSC) and English Learner Advisory Committee (ELAC) 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. The 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, 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. The EGUSD organizes its schools on a continuum from lowest to highest income levels and lowest to highest minority populations. We then divide the 65 schools into 4 quartiles creating four quartiles: Highest Income or Ethnicity Quartile, Higher Income or Ethnicity Quartile, Lower Income or Ethnicity Quartile, and Lowest Income or Ethnicity Quartile.

The quartiles are compared with each other to see if there is any significant disparity. While no formal way of quantifying or qualifying disparity was provided, EGUSD considered any disparity to be important.

There was no pattern of disparity with income status in 2019-20 and teachers being defined as "out-of-field"(OOF):

- Highest Income Quartile: 2/16 schools and .003% of FTE teaching OOF
- Higher Income Quartile: 4/16 schools and .005% of FTE teaching OOF
- Lower Income Quartile: 2/16 schools and .003% of FTE teaching OOF
- Lowest Income Quartile: 2/17 schools and .003% of FTE teaching OOF

There was no pattern of disparity with income status in 2019-20 and teachers being defined as "inexperienced":

- Highest Income Quartile: 14% of FTE inexperienced
- Higher Income Quartile: 18% of FTE inexperienced
- Lower Income Quartile: 15% of FTE inexperienced
- Lowest Income Quartile: 20% of FTE inexperienced

There was no pattern of disparity with income status in 2019-20 with teachers that met the definition of “ineffective.” The district only had 10 total teachers (.004%) that reached the definition of “ineffective” out of 3142 teachers, and half of these (5) were in the seventeen schools in the lowest income quartile:

- Highest Income Quartile: 3/16 schools (19%) and .007% of FTE “ineffective”
- Higher Income Quartile: 1/16 schools (6%) and .001% of FTE “ineffective”
- Lower Income Quartile: 1/16 schools (6%) and .001% of FTE “ineffective”
- Lowest Income Quartile: 5/17 schools (29%) and .004% of FTE “ineffective”

However, the overall percent of teacher FTE in each quartile that meets the definition of “ineffective” is very low - less than 1%.

There was no pattern of disparity with ethnicity status in 2019-20 and teachers being defined as “out-of-field”(OOF):

- Lowest Ethnicity Quartile: 1/16 schools and .002% of FTE teaching OOF
- Lower Ethnicity Quartile: 5/16 schools and .007% of FTE teaching OOF
- Higher Ethnicity Quartile: 3/16 schools and .004% of FTE teaching OOF
- Highest Ethnicity Quartile: 1/17 schools and .001% of FTE teaching OOF

There was no pattern of disparity with ethnicity status in 2019-20 and teachers being defined as “inexperienced”:

- Lowest Ethnicity Quartile: 15% of FTE inexperienced
- Lower Ethnicity Quartile: 17% of FTE inexperienced
- Higher Ethnicity Quartile: 18% of FTE inexperienced
- Highest Ethnicity Quartile: 17% of FTE inexperienced

There was no pattern of disparity with ethnicity status in 2019-20 with teachers that met the definition of “ineffective.” The district only had 10 total teachers (.004%) that reached the definition of “ineffective” out of 3142 teachers, and half of these (5) were in the seventeen schools in the lowest income quartile:

- Lowest Ethnicity Quartile: 0/16 (0%) schools and .000% of FTE “ineffective”
- Lower Ethnicity Quartile: 2/16 (13%) schools and .003% of FTE “ineffective”
- Higher Ethnicity Quartile: 4/16 (25%) schools and .006% of FTE “ineffective”
- Highest Ethnicity Quartile: 4/17 (24%) schools and .005% of FTE “ineffective”

However, the overall percent of teacher FTE in each quartile that meets the definition of “ineffective” is very low - less than 1%.

EGUSD utilizes multiple advisory committees as stakeholders for input related to the LCAP, including the Federal Addendum. The District Advisory Committee (DAC) is comprised of parent representatives from all schools that receive categorical funds. The District English Language Advisory Committee (DELAC) is comprised of parent representatives from all schools that receive English language services. The DAC and DELAC received information and provided input on the LCAP. During the meeting devoted to reviewing data related to educator equity, committee members received information and provided feedback on how EGUSD 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, school-level administrators, district-level administrators and Human Resources directors are informed of a need for priority recruitment of high-quality, experienced candidates for that school. EGUSD has seen a 50% growth in enrollment over the last 20 years, resulting in over 20,000 additional students. This growth creates a natural demand for teachers that are new to the profession. With robust instructional coaching and BTSA/Induction programs, EGUSD views new and inexperienced teachers as an asset for low income and minority students. EGUSD recently revised the voluntary transfer process for teachers, which allows all schools to hire teachers earlier during the spring. EGUSD also accepts more years of service from other districts 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. Recruitment efforts also expanded to higher cost of living locations in the Bay Area in an effort to find more diverse and experienced teachers for low income and minority students. EGUSD has been proactive in recent years with any teacher teaching out of assignment, utilizing grants to support computer resource 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:**

Mary Tsukamoto Elementary, James Rutter Middle School, William Daylor High School, Rio Cazadero High School, and Calvin High School are identified as Comprehensive Support and Improvement (CSI).

EGUSD actively involves parents and family members at identified schools in jointly developing CSI and Targeted Support and Improvement (TSI) plans in a variety of ways. Each identified school has a team that meets regularly throughout the development process. The team is comprised of school administrators, teachers, other staff members, parents and family members who wish to take part in the development of and provide input on the plan. This development process includes a review of data derived from the California State Dashboard, including the data from the indicator or subgroup that led to CSI, TSI, or Additional Targeted Support and Improvement (ATSI) designations. This data includes, but is not limited to, SBAC data for Academic Performance, English Language Proficiency Assessment of California (ELPAC) data for EL students, California Alternative Proficiency Assessment (CAPA) data for special education students, attendance data, graduation rates, suspension and expulsion data and local standards-based assessments. Schools also share 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 the SPSA and school 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, monitored for implementation and measured against specific expected outcome data. EGUSD 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. EGUSD reviews and approves the SPSAs and ensures alignment to the EGUSD LCAP and includes improvement strategies in the LCAP summary.

EGUSD developed and CDE approved a SPSA template for use at all schools. 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. Schools 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 and agreed upon by the parent members of the DAC. The DAC includes family members and school representatives from each Title I school, meets throughout the school year, engages in a process to provide input, annually review the policy and provide updates. The family engagement policy is distributed annually to parents and family members of participating children in language easily understood by students and families via the EGUSD Parent/Student Handbook at the start of every school year, or upon school registration. The handbook with translated versions is posted on the EGUSD website.

Parents and families receive assistance with 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 training, materials and other information through the parent committees (i.e., DAC, DELAC); at the school level, the information is shared through presentations given at SSC, ELAC, Parent University, Back to School Night and other school events such as Parent Night workshops where families work together to learn methods and tools that can assist with increasing academic achievement.

Teachers communicate with parents through newsletters, parent conferences, etc. to provide materials and information regarding their child's achievement and how to continue improving it. Schools involve parents through School Site Council, English Learner Advisory Committee and PTA/PTO. At the district level, parents receive information through parent committees, such as District Advisory Committee, District English Learner Advisory Committee, Native American Parent Committee and Special Education - Community Advisory Committee. The communication methods work to increase parent involvement.

Teachers, principals, school leaders, support personnel and other school staff are educated on the value and utility of contributions of parents. EGUSD implemented the Parent Teacher Home Visit Project (PTHVP), capturing parents' voices on how to best reach out to, communicate with and work with parents as equal partners. School staff regularly visit the homes of parents and gain valuable feedback and work with parents as equal partners through the PTHVP. This program has greatly enhanced the ties between parents and the school. Professional development is held annually for schools and provide staff a strand that focuses on parent involvement. Title I schools may use a Parent Liaison to assist with building positive relationships with schools. Schools also offer 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 in many ways. The Department of Student Support and Health Services (SSHS), which houses the Department of Family and Community Engagement (FACE) and oversees 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 staff works with families using a case management approach to provide referral and follow-up support to schools, District programs, community service agencies and community resources. The 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.

The Department of English Learner Services (ELS) provides translation services to families and ensures that all notices are provided in the primary language whenever 15% or more parents at a school speak that language. The department employs Bilingual Teaching Associates (BTA) that are available to provide interpretation services at parent meetings and school events. Translations are posted on the EGUSD website and parents are provided with a hardcopy of documents upon request.

Parents/guardians of students with disabilities (SWD) and migrant children are provided with opportunities for informed participation. The families are provided with information through the school and District websites and hard copy. Parents/guardians of SWD may participate in Special Education's Community Advisory Committee (CAC) and migrant families have the opportunity to participate in the Parent Advisory Committee (PAC).

Parents provide feedback via annual parent surveys. The surveys and stakeholder feedback through the EGUSD LCAP stakeholder engagement process provide EGUSD with valuable information on how to best serve students and parents. Input is reviewed from a wide variety of parent groups and we integrate the requests with other stakeholder input 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:**

Schoolwide Programs: EGUSD provides support to schools implementing a schoolwide program that allows them to upgrade the entire educational program at the school. Schools 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. EGUSD has developed and CDE has approved, a SPSA template for use at all schools. School SSCs develop and approve the SPSA annually with input from the ELAC. Elementary and Secondary Education provide guidance

on effective programs and instructional strategies based on scientifically based research. Schools utilize the Decision Making Model in setting annual improvement goals with interim checkpoints to guide planning on how to continuously improve services for students and families. Instruction at Title I schools 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 the most at-risk students by offering additional learning opportunities for students, which include, but are not limited to, extended day, small group and full intervention courses.

EGUSD and schools provide staff with high-quality professional development opportunities. Schools also increase parent engagement through a variety of programs, including the PTHVP and Parent Liaisons.

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

Targeted Assistance (TA): N/A – No schools are currently identified for TA.

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 EGUSD and in partnership with each school. At the time of immediate enrollment, foster youth students are afforded the option to remain in their school of origin. They are also provided transportation support, transcript analysis and timely transfer of student 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 ensure awareness of Foster Youth students in the school. 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 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, personal finances and education and hands-on activities and events such as: resource fairs, job shadowing, college tours and art shows.

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

District administrative funds are utilized to support the neglected program in a variety of ways including, 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 identifies and provides services to homeless children through the Homeless Education Program. EGUSD Board Policies 5111 and 6173 ensure alignment with federal and state law and the CDE's Categorical Program Monitoring requirements, including immediate enrollment, remaining in school of origin, transportation assistance and a dispute resolution process. In order to identify students who are homeless, a housing questionnaire is included on 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 EGUSD and county homeless liaisons and the homeless state coordinator. Materials are provided in a language understood by families and students. EGUSD's website contains information regarding the Homeless Education Program and contact information for 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 EGUSD's RSSCs using a case management approach for verifying students' homeless status. The RSSCs refer students and families to needed District and community resources including health, dental, vision, mental health, substance abuse, food, clothing, housing and other 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 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 and entities providing services to homeless children and youth, including transitional housing, when applicable. EGUSD coordinates transportation, transfer of school records and other inter-district activities with other LEAs, including services for homeless students and 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. 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, enabling staff members 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 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 campuses 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.

EGUSD 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. As part of this agreement, UCD and CSUS counselors are available to EGUSD students during high school. EGUSD works closely with Cosumnes River College (CRC), which offers classes to help high school students prepare for college, including concurrent enrollment during high school in college courses.

EGUSD offers approximately 70 career-themed academies and pathways within 15 industry sectors. While the academies and pathways focus in different industry areas, 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 courses 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:**

Schoolwide Programs: Title I schools implementing a schoolwide program annually review and regularly update their comprehensive needs assessment (CNA). This assessment includes a review of relevant data (i.e., academic, EL, SEL) and includes stakeholders in determining the critical needs of the school. Schools utilize their CNA to guide the implementation of effective and research-based methods and instructional strategies. Through this process the schools 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 school CNA. Social-emotional supports are also provided, if needed. The schools focus on strengthening the core academic program and increasing learning time through afterschool and extended year opportunities. Funds are also used to support small group instruction during the regular school day. These strategies provide a focus on serving the needs of the schools' lowest achieving students.

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

Targeted Assistance (TA): N/A – No schools are currently identified for TA.

EGUSD does not use Title I funding to assist schools with the identification or services 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 school 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.

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 frequent and consistent access to Chromebooks. This includes taking Chromebooks home and utilizing district provided "Hot Spots" for wireless access when needed. Students also develop digital literacy skills through the use of various digital intervention programs that allow students to work at their own pace. 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:**

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.

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.

Professional development is offered to veteran and new teachers on subject matter for development of expertise, consistency in message and continuity of practice. Professional development is centered on the principles of high quality instruction.

Professional growth and improvement for principals and other school leaders is focused on specific content areas, instructional support centered on principles of high quality instructions and professional leadership learning.

All 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. 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:**

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. 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 EGUSD'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 Director of English Learner Services, 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 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, school administrators and paraprofessionals. Coaches also augment school 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 schools in order to enhance the instruction for EL students, the implementation of integrated and designated ELD through PD, classroom demonstration lessons, walkthroughs and follow up.

Training and on-going support for the benefit of ELs (including Long Term English Learners (LTEL), students at risk of being LTEL, dually identified) and struggling Redesignated Fluent English Proficient (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/school 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 District administrators in providing PD and discussion for school administrators and teachers on the data from the walk-throughs. Walk-throughs are conducted on an on-going basis and are submitted to EGUSD 3 times per year. Data reports and charts are produced and provide PD so administrators and teachers can view the data from the observations and make instructional adjustments and plan PD opportunities and follow up. The form has been revised based on feedback in order to clarify levels of implementation more clearly and align it with other information gathered

regarding implementing programs. An electronic version of the form was developed to assist with collecting the data.

Support of adopted ELA/ELD Curriculum in TK-12: EL instructional coaches support implementation of integrated and designated ELD through a series of on-going and new teacher trainings throughout the summer and school year in adopted ELA/ELD core curriculum and supplemental curriculum. In addition to the trainings, EL instructional coaches support through in-class coaching (virtual if during distance learning), demonstration lessons, co-teaching, and co-planning.

## **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.

Pilot programs provided in 2018-19 will be evaluated 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 in grades 3-12, who has been attending a U.S. school 3 years or fewer and scoring 2 or lower overall on Initial or Summative ELPAC. Throughout the 2018-19 year, ELS 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 2019-20 school year, with pre and post assessments, as well as student work samples.

A regional Summer School pilot began in summer of 2018-19 focusing on newcomer students, which included daily coaching and professional learning for teachers. Based on evaluation of this pilot, expansion in 2019-20 and ongoing PD will take place.

EGUSD will support the implementation of the CalNEW grant 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.

EGUSD will also 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 are not 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, there will be a focus on BTAs, school office staff, ELS staff, leaders and special education staff in the 2019-20 school year. ELS will continue to attend ongoing PD specific to the immigrant and refugee experience through SCOE and ANA. While working to recruit and support personnel to provide services to immigrant children and youth, ongoing training will be provided, not limited to Immigrant and Refugee Experience and Instructional Support professional development. Program educators continue to attend supplemental ongoing trainings



specific to parent support specific to immigrant and refugees. During the 2019-20 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 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 2019-2020 school year, the annual notice was reviewed and revised per new guidelines provided by CDE.

##### 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 EL Instructional Coaches. EL coaches 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. EGUSD continues to identify students who qualify by completing courses of study in world language classes and actively encourages participation from English language learners who qualify in their native languages.

In working to recruit and support personnel, including teachers and paraprofessionals who have been specifically trained, supplemental professional development is also provided to support bilingual teachers (e.g. BEST, BTPDP). Part of the efforts 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. For 2019-20 all school leaders are required 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 sessions are added 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 schools 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 (e.g. started in 2017-18, mathematics with the focus on academic discourse as a pathway to deepening understand of mathematical practices and increasing facility with academic language).

In 2019-20 EGUSD will continue implementation of an Action Plan that will outline the path 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 ELs who are 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 ELs. Parents are annually informed of initial and annual ELPAC results, education programs and other processes through the annual Title III letter as well as other publications and on the 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 schools 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 school level for the particular needs and interests of the parent and family community. During the 2019-20 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 EL populations and piloting welcome materials at secondary schools for future expansion (2017-18 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. The application was presented to and input gathered from both the DAC and the DELAC. 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 improve. 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. 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. EGUSD 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 District administrators with the most relevant data. This software gives the ability to target 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.