

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

## LEA Name

Santa Clara Unified School District

## CDS Code:

43-69674-0000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

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

*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 Santa Clara Unified School District's LCAP is arranged by three goals established by the Governing Board:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Each goal has actions structured to organize initiatives as part of the core programs of the district. Federal title dollars work in conjunction with district LCAP or Targeted dollars to enhance or implement supplemental actions providing strategic and intensive interventions in support of the needs of under performing student groups (such as Low Socioeconomic Status, English Learner, Migrant, and Foster/Homeless). SCUSD's 3-year Strategic Plan and Vision 2035 also inform all aspects of the district's goals, actions, and budgets. The LCAP identifies our high need areas and drills down to specific actions and targeted budget allocations that support those high need areas and our more vulnerable student populations.

## 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.

LCAP actions are determined by needs assessments and data analysis aimed at isolating causal factors for low levels of student engagement and achievement. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input and structure from high risk groups is ensured through the English Learner Advisory Committees (ELACs), District English Learner Advisory Committee (DELAC), Migrant Parent Advisory Committee (PAC) as well as the District Advisory Committee (DAC). Monitoring metrics are found throughout the LCAP attached to each of the three major goals. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions.

## 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:

Low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers at our Title I schools. Through the Title I Comparability Report, educator equity is audited annually. This is not an issue for SCUSD, but if it became a concern there would be a plan to assist teachers in completing credential work. Professional development is already an ongoing commitment for all teachers, but there is specific support in our district for struggling teachers. Teachers can self select or qualify based on overall evaluation rating. This is a network of mentor teachers and an oversight panel of union representatives as well as school administrators. Struggling teachers are paired with a mentor and share their progress with the panel throughout their school year. The district supports our one CSI school by providing data and working with site stakeholder including students, staff and parents, to jointly develop and monitor the CSI plan. District personnel support ATSI schools to develop their Support and Improvement plans within their SPSA's, by providing data and co-facilitation of School Site Councils and stakeholder meetings as needed. School Site Councils meet a minimum of 5 times a year to collaborate in the writing and review of the SPSAs which include their targeted support and improvement plans.

#### 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).

N/A

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Under the provision of the Santa Clara Unified School District's Strategic Vision 2035 and the Annual LCAP, the Santa Clara Unified School District is committed to providing multiple and frequent opportunities to assist all parents in supporting their students to become college and career ready. In order to ensure parent participation in all schools, the District supports a parent volunteer clearing service. All sites maintain parent advisory and support groups such as ELACs, PTAs, and School Site Councils. The district maintains and supports DELAC, MPAC and DAC with support for meeting supplies, interpretation, hospitality and childcare. Providing forums for parents regarding LCAP further enhances our relationships and stakeholder ownership of our district plans. For the last five years, the district has invested in the Language Line system of interpreters by phone which is available at all schools and district departments and offers more than 40 languages. All Title 1 Schools hold an annual meeting to inform parents of their school's participation and the requirements of Title 1. Schools offer flexible times for their meetings and provide translation services. Title 1 Schools also create Parent/School Compacts and Parent Engagement Policies with their families and give them the chance to provide feedback to the schools on those documents. Childcare and interpretation/translation services are provided as well as sign-language interpreters upon request. Wheelchair accessible facilities, mileage reimbursement and/or VTA (Valley Transportation Authority) access transportation arrangements for disabled parents are also provided for parents or family members who need to attend school functions and district/school functions.

Several school sites host PIQE (Parent Institute for Quality Education) parent academies in English and Spanish to develop parent leadership skills. Parents of Immigrant students and English Learners are actively recruited for these opportunities. In addition, SCUSD offers college readiness nights for parents in middle and high school through a partnership with CTE. Four years ago, the district opened a Family Resource Center with the goals of helping mitigate the impact of socioeconomic disadvantages, low parent engagement levels, and deficits to early literacy which are determining factors to improving student outcomes. Parents and other stakeholders provided feedback on the development of the Family Resource Center. Staff and administrators were also asked to review the plan and share ideas. Each year we survey our parents districtwide to evaluate the effectiveness of school activities including identifying barriers to greater participation.

The district parent and family engagement policy is included in the SCUSD Annual Parent Handbook that is electronically distributed to all parents at the start of each school year. This handbook is also published on the district website and each school includes a notification to parents in the school office, and which is sent home annually on how to access the handbook. Every effort is made to ensure that parents receive accommodations to meet the accessibility needs and to ensure they receive communications related to opportunities to participate in school and district level events. Parents who do not have access to information digitally can request hard copies from the school office. Prior to COVID-19, our district had established a centralized enrollment center and the SchoolMint system with the intent of streamlining the enrollment process and connecting new families to services in our district. The enrollment center is co-located on the same site as our district's Family Resource Center and our Adult Education Program. With the centralization of enrollment and especially since COVID-19, we have worked to ensure that every parent has a working email and each site and all district personnel work to keep parent contact information up-to-date. We send frequent e-mail notices, meeting invitations and our district newsletters through the district system. We keep our district website up-to-date and are working to make it more parent-friendly. With the advent of distance learning and the need to conduct meetings remotely, parent participation in Google Classroom with their students, and the opportunity to attend meetings through Zoom, have resulted in increased parent participation in the virtual environment. We are working to ensure that parents continue to have access to meetings and their child's school and teacher through these virtual channels, as we return to in-person learning. Special Education staff and Program Liaisons for the Homeless Education, Immigrant, English Learners and Migrant Programs work daily with parents and support their needs by relaying their requests to the schools and departments in charge of the different events. Title I schools also post their full parent and family engagement policies on their district website and provide print copies as requested. Both district and Title I school parent and family engagement policies are revised annually in consultation with parents.

The district uses the principles of the CDE Family Engagement Framework Model as the main strategy to build parent-teacher-school-district collaboration addressing its seven domains. The Epstein Model of Partnership with Schools which defines six types of parent involvement guides the district and school efforts to engage parents. Under these frameworks, opportunities to engage staff and parents in communicating and collaborating for student achievement include gathering input through DELAC, DAC, ELAC's and SSC's on the many aspects of parent engagement, including the annual revision of the Family Engagement Policy. Focus groups also participated in the district's strategic planning process for Vision 2035 that was completed in the spring of 2020. Parent and student members of the Vision 2035 Guiding Coalition continue to meet regularly with the superintendent to provide her with input on a variety of issues, in particular those pertaining to the rapid decisions that have needed to be made both going into and coming out of the pandemic.

Opportunities for teachers, counselors, wellness coordinators and other school and district personnel to work with parents as partners to improve academic achievement (progress monitoring and evaluation) for the unduplicated populations include:

\* Individualized Educational Plan (IEP) and 504 Plan meetings for students with special needs or in need of accommodations. In-house professional translation of materials and interpretation is provided for these meetings.

\*Student/Family 1:1 Interview Protocol: This protocol is specifically designed for English Language Learners and recently arrived Immigrant students and their families. ELSATs, Teachers, or Counselors use the interview protocol to get to know the students and their families, including how long they went to school in their country of origin, how many languages they speak, what other knowledge and assets they bring as well as what helps them learn in the classroom. This interview also explores how students are adapting to life in the US and, their living conditions, family support and needs. Parents/guardians are also interviewed and they provide most of this information related to the younger elementary students.

\*School Administrators, Teachers, ELSATs, and district level liaisons get to know and actively advocate for our district's most vulnerable families. In addition to student needs assessment data, personal outreach is a key strategy to ensure that every student who needs to has the opportunity to attend Saturday and Summer Academies.

\*Starting this year, with replacement of CAASPP with the i-Ready Diagnostic for grades 3-8, and the plan to implement i-Ready for grades K-12 in 2021-2022, we are providing workshops in English, Spanish and Vietnamese to show parents how they can support their students through the summer to access i-Ready instructional modules and games.

\*Quarterly report cards and progress reports for elementary and middle schools are shared with parents. In elementary, teachers meet with parents at least one time per year. A second round of parent-teacher conferences are held at the elementary level for students who are not performing at a satisfactory level.

## **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.

N/A

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:**

The district does not receive Title I - Part D funds

## **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:**

SCUSD has developed, staffed and deployed a team of certificated and classified employees to provide direct service to homeless children and youth and to ensure that their educational needs are met. One full time liaison serves homeless students, while another full-time liaison serves Foster Youth. Both liaisons work together, along with administrators, teachers and other support staff district-wide (ELSATs, Wellness Coordinators and District Truancy Officer), and in coordination with community-based organizations to provide academic counseling; mental health services; food resources; school supplies; clothing, shoes and personal hygiene supplies along with referrals to low- or no-cost medical, dental and vision services.

Our district uses its Title I Homeless reservation funds to pay for 60% of the full time Homeless Liaison's salary and benefits. All program liaisons collaborate to link homeless families with district services such as free school lunches and free school bus transportation; ensuring referrals of families to housing resources and providing city transit passes during the school year and summer.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

N/A

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:**



The district does not run a Gifted and Talented program. Instead, the district has invested into partnerships to establish and disseminate STEAM programs for Elementary, Middle and High School Students with the addition of an Annual STEAM Expo event hosted at Mission College (cancelled this past spring due to COVID-19). SCUSD launched a one-to-one access to Chromebooks initiative that has deployed over 15,000 devices to students in grades K-12, with the goal of developing and improving digital literacy and raising academic achievement for all students. Professional development for teachers in using technology in the classroom, and now in Distance Learning, is on-going. Three years ago, the District hired 10 more Academic Counselors who were deployed to all Secondary Schools to lower the student to counselor ratio in order to improve student access to crucial support that facilitates their transition to post secondary education. The district also created a Head District Counselor position in charge of organizing regular articulation meetings among Secondary Counselors and providing them with training, updates and resources to aid them in supporting all students in their pathway to being College & Career ready. Counselors are instrumental in organizing transition events from middle to high school and from high school to post-secondary, including parent and student orientations, school tours, career fairs and college field trips. The district also operates an Early College High School at the Mission College campus for students who opt to pursue dual high school/college course enrollment. Partnerships with Mission College and Santa Clara University also offer opportunities for students to enroll in the SCU Semilla Scholars Program and the EOPS, MESA, TRIO and Puente student support programs at Mission College. SCUSD supports career technical education pathways at both comprehensive high schools, one continuation high school and one adult school as well as middle school exploratory and introductory CTE courses, Regional Occupational Programs (ROP) on the high school campuses and free access to Central County Occupational Center (CCOC). SCUSD offers a variety of CTE pathways such as: Multimedia Design, Biotechnology, Computer Applications, Video Production, Photography, Cisco Networking, Automotive, Business, Computer Applications, Fashion Design, CHAMPS -- Culinary Arts, Hospitality and Management Preparation, Multimedia, and Work Experience. Our high schools are also in partnership with Metro ED and Mission College to offer a variety of articulated courses and dual enrollment pathways. Students in capstone courses can participate in our annual job shadowing events, along with other industry events. These work-based learning opportunities, along with internships in industry and industry class visits, are providing all CTE students with workforce training and preparation. Students in CTE courses have access to industry certifications that enhance and validate their career skills and knowledge that they have developed. Our district's CTE Advisory Committee includes stakeholders from school sites, the district office, community members, industry representatives and community college.

#### **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:**

The \$48,009 reservation will be used as follows. \$25,000 will pay a part-time Title I Parent Involvement Liaison to assist site staff and parents in connecting with teachers and with services the sites and district offer such as those at the Family Resource Center. The remaining \$15,009 will be used to support Saturday/Summer Site Academies for Title I qualifying students, and for the addition of an Annual STEAM Expo event hosted at Mission College. SCUSD launched a one-to-one access to Chromebooks initiative that has deployed approximately 13,000 devices to students in grades K-12, with the goal of developing and improving digital literacy and rising academic achievement for all students. Professional development for teachers in using technology in the classroom is on-going.



## **TITLE II, PART A**

### **Professional Growth and Improvement**

#### **ESSA SECTION 2102(b)(2)(B)**

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Teachers: The Santa Clara Unified School District provides teacher assistance in support of teacher efficacy and retention. In collaboration with the New Teacher Project, the district continues to maintain one of the premier teacher induction programs, one of the few to provide full time in-house coaching and mentoring for new teachers. The program assists new teachers in clearing their preliminary credentials and welcoming new teachers as part of the district team, and the program provides effective training, vetting, and retention of high quality instructors. New teachers receive 2 additional full days of professional development prior to the beginning of school. In addition to new teacher induction, our teacher support programs also assists veteran teachers in keeping current with evolving standards and practices by working with peer master teacher mentors. In addition, the district provides 5 days of professional development where professional growth in the content areas, infused with technology, social emotional, trauma informed, and equity- and learner-centered best practices are provided for teachers, classified staff and administrators. Title II funds sponsor 1.5 Teachers on Special Assignment who provide coaching and support in English Language Arts, both in English and Spanish.

Administrators (Site and Other): A new administrator academy meets monthly and professional development in site management and instructional leadership is provided. All site administrators meet monthly for administrator professional development and the topic is supporting teacher collaboration and a results oriented cycle of inquiry.

Growth is measured using student achievement data, self-reflection tools and through evaluation systems. Santa Clara Unified has a long standing reputation of growing our own. We provide professional development at each stage of one's career, including our classified staff who often join our teaching ranks. Other specialized training such as helping teachers obtain their bilingual and/or special education credentials are also available. The District is compliant with federal and state mandates that includes distribution of Title II funds to participating private schools.

### **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:**

Increased teacher training and support is fortified at Title I schools by additional staffing specifically located at some Title I schools (VPs/School Support TOSAs), and by district prioritization of Title I schools for early literacy intervention. Focused support is provided to schools identified as ATSI through their Single Plan for School Improvement based on the student group identified with the greatest need/discrepancy. In the case of all ATSI schools identified, the group with the greatest identified need was students with IEP's in both academic achievement and discipline. The one identified CSI school continues to be the high school Independent Study school, due to having a 4-year cohort graduation rate below the required minimum. Due to the fact that most students enroll in that school specifically because of credit deficiency, there will always be challenges with the 4-year cohort rate. We look forward to being able to include the 5th and 6th year graduates into their dashboard calculation in the future. Meanwhile, after a comprehensive needs assessment that resulted in choosing to implement PBIS strategies appropriate to that age group, teachers received training and support in PBIS, and several other strategies and structures were implemented to increase on-site engagement prior to COVID-19. Each year since the school was identified in 2018, graduation rates have increased. The support and expertise of the LCAP TOSAs are also instrumental in curriculum design for all schools.

## **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:**

After every professional development, evaluations including a needs assessment are collected in order to continually update and improve the professional development activities. Our district Data and Assessment department provides student academic data to schools on an ongoing basis (for local and state assessments) as well as training to Principals, Teachers, Counselors and EL Support and Assessment Technicians on an on-going basis to serve as the basis for the design of the School Plans for Student Achievement (SPSAs) and Intervention Support. The student achievement data and other Dashboard indicators also serve as the backdrop for the annual stakeholders' consultation and the evaluation the District LCAP Goals and activities. Evaluations including needs assessments are collected after every professional development and then analyzed for next steps and continual improvement. Classroom walkthroughs are also a part of the continuous improvement cycle. Annually, the district monitors the number of district students attending private schools in our area, sends written surveys and notifications about their opportunity to participate in our federal Title programs, including Title II, and conducts several 1:1 consultations with the private schools who respond to the survey.

Through the LCAP process and professional development planning, teachers principals, classified staff including paraprofessionals, parents and community partners are consulted regarding the goals and actions of the district based on data in the area of professional development. An annual survey is sent to all stakeholders to collect feedback on the LCAP and the goals and actions that affect staff professional development. The District Advisory Committee meets a minimum of 4 times per year to analyze, collect feedback, and articulate plans via the LCAP.

The Title II Part A activities are completely aligned and integrated into the large district plans as they are minimal in comparison to our total budget (0.1%). We believe in going over and above what is provided by the federal government in the area of Title II services in order to continually improve services in this area.

## **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 District provides professional development to teachers that specifically supports instructional outcomes for English Learners with the goal that all will achieve English proficiency. We are committed to ensuring that all ELs have access to intellectually rich and comprehensive curricula as well as meeting the challenging State grade level and graduation standards. The great majority of teachers and all school sites have their CLAD authorization and have received training on the California ELA/ELD framework and Standards in the last few years providing access to a wide array of instructional strategies to assist English Learners (ie. academic vocabulary, SEAL and GLAD strategies, technology tools to support language development, scaffolding and engagement strategies etc.). Each high school site has an EL Coordinator that provides ongoing coordination for professional development including training for parents. The District also established a network of English Learner Support Technicians in all schools who also work side-by-side with teachers, counselors, registrars and principals in providing technical assistance for processes such as testing and placement of ELs, Reclassification and RFEP monitoring as well as EL parent involvement. The District has two elementary SEAL (Sobrato Early Academic Language) schools and ELA/ELD Teachers on Special Assignment sharing elementary school sites for teacher training.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our district runs Saturday and Summer Academy programs for Newcomer English Learners, Migrant students. District Teachers on Special Assignment (TOSAs) offer one-on-one training to teachers on their grade level PBL implementation as well as EL strategies for Integrated ELD and technology tools for language development. Group staff development is also provided to teachers and the EL Support and Assessment Technicians and Bilingual Liaisons on the use of software such as Rosetta Stone, RAZ Kids, iReady and Dreambox, which are instrumental in providing students with an enriched environment for learning English and Math at their own pace and practice at home on their own device or cell phone when they can access the internet.

### **Title III Programs and Activities**

ESSA SECTIONS 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:**

In addition to the core ELA and ELD adopted curriculum, our teachers have access to a variety of supplemental supports to assist our ELs with English proficiency. Among those available to teachers, we use Title III funds to provide Rosetta Stone licenses that assist newcomers with foundational English vocabulary and phonemic awareness in grades K-12. Our district organizes a summer school program specifically designed to enhance the English proficiency of EL students. The target populations for this is our Newcomers and other ELs with emerging English proficiency. Next year the District wants to strengthen the support for supplemental credit recovery/accrual opportunities for Long Term ELs at the high school level leading to their graduating A-G college ready. Furthermore, Title III Part A funds will support the district with the restructuring of an existing late transition bilingual program at one of our SEAL elementary schools into the district's first Dual Language Immersion Program (Spanish-English) which launched in year 2020-2021. A Dual Language Immersion ELA/ELD TOSA is funded using Title III to enhance the success of the DI program. Title III funds will also support the attendance of teachers, technicians, liaisons, counselors and administrators to State and County training series in the education and support of ELs with disabilities.

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 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:**

SCUSD ensures English Learner/Emerging Bilingual students achieve proficiency in English, and make progress in meeting state academic standards by providing daily integrated and designated ELD, as well as content area classes for English Learners at the secondary level. In addition, we provide supplemental online programs exclusively for English Learners that can be accessed by students any time of day (asynchronously). With the advent of COVID-19, our district and school sites increased our investment to provide all English Learner students in the district with Rosetta Stone English (K-5) or Lexia Power-Up (6-12). Professional development was provided to ensure that teachers could encourage and monitor students working on these platforms in Distance Learning. In addition, site and district ELA/ELD TOSA's monitored and supported student access to these programs during Distance Learning throughout the 2020-2021 school year. In distance learning, teachers apportioned time not only to provide ELD, but to also assist English Learners in acquiring content knowledge aligned to academic standards. For grades 3-8 who took iReady Diagnostics in Reading and Math in lieu of CAASPP in May, 2021, results show that overall, both English Learners and non-English had a higher percentage of students assessed as "Ready for next year's grade level" (comparable to CAASPP "Standard Met"), compared to student performance on CAASPP ELA and Math in 2019. ELA iReady results show potential narrowing of the achievement gap between English Learners and English only students. The i-Ready Diagnostics will be administered again in fall, 2021 when all students are back in person. The results of 100% in person results will be used to monitor and adjust for any differences from the hybrid results this spring. Most importantly the i-Ready Instruction program will be available for all grades 3-8 students to utilize during the summer, so that they can continue to access support to content area activities that will support them in making progress towards grade level standard in the coming year.

SCUSD has an articulated process for monitoring progress of English Learners. This process would normally take place in late fall when summative ELPAC scores are released (and will again, in fall, 2021), but due to the suspension of ELPAC and CAASPP, and the difficulty of assessment in distance learning in general, monitoring of English learner progress for 20-21 took place in the spring of 2021 and was coordinated at the district vs. the site level. The first level of monitoring of English Learners was with regard to participation in Distance Learning beginning in Spring, 2020 through Spring, 2021. District and site personnel regularly monitored and intervened and supported English Learner students to ensure remote access and maximum participation in Distance Learning. Contacts and support are documented in the Aeries SIS. With return to in-person learning, in April, 2021, struggling students, and especially English Learners, were prioritized for return to "Distance Learning in school". The Data, Assessment & Accountability (DAA) department in conjunction with IT, created a multiple measures data display for ALL students in the district with visual "flags" for risk factors. Each school site/teacher reviewed and ranked each student (including English Learners, migrant and newcomer students for priority for return to school). This comprehensive database was updated and used to recruit Migrant, EL and Newcomer students for spring Saturday Academies and the Summer programs. At the end of the school year, the DAA department will update the multiple measures list and include all interventions/supports that were provided to English Learners during the 2020-2021 school year, as well as "flag" any students still in need of support/intervention for the coming year. The needs of English Learners and other vulnerable students are at the center of SCUSD's R3 Learning Recovery Plan as well as the focus of the goals of Vision 2035 and our five year Strategic Plan for ensuring equity and closing the achievement gap. SCUSD is strengthening the MTSS process, and as such, English Learning and RFEP monitoring will be integrated back into the MTSS cycles of inquiry at the school site level, starting in 2021-2022. DAA department will monitor at the district level and ensure that each school site regularly monitors English learner progress. ELSAT's and External Testers are calibrated and trained in administering ELPAC Initial and ELPAC Summative. This training includes ensuring knowledge of supports and accommodations for English Learners and ensuring that those supports and accommodations are applied during ELPAC. Reclassification is conducted twice during the school year-once prior to October 1st for students who meet all local criteria and reach Level 4 on the prior spring summative ELPAC, and once prior to February 1st for students who met Level 4 on the prior spring summative ELPAC and meet local criteria based on fall semester results. Reclassification is modified for students with disabilities with the IEP team being the ultimate decision-maker for reclassification.