

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)

<https://www.egusd.net/District/FundingBudget/LCFF-LCAP/index.html>

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 Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A Supporting Effective Instruction

TITLE III, PART A Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A Student Support and Academic Enrichment Grants

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 Curriculum, Instruction and Assessment - All students will receive high quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.
- **Goal 2:** Targeted Supports and Interventions - Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.
- **Goal 3:** Wellness - All students will learn in an equitable, 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 engage 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 to support the instructional framework, instructional materials for intervention as it relates to Multi Tiered System of Supports (MTSS), wellness, and Positive Behavior Intervention Systems (PBIS) initiatives, trauma informed care, and social emotional learning, English learner (EL) instructional strategies, expansion of Career Technical Education (CTE) courses and equity strategies. 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:

CDE uses the following definitions for "Ineffective, Credentialed Out-of-Field and Inexperienced" Teacher:

Ineffective Teacher

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
- An individual who holds no credential, permit, or authorization to teach in California.
- Under this definition, teachers with the following limited emergency permits would be considered ineffective:
 - Provisional Internship Permits,
 - Short-Term Staff Permits
 - Variable Term Waivers
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

Credentialed Out-of-Field Teacher

- A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:
 - General Education Limited Assignment Permit (GELAP)
 - Special Education Limited Assignment Permit (SELAP)
 - Short-Term Waivers
 - Emergency English Learner or Bilingual Authorization Permits

Inexperienced Teacher

- a teacher who has two or fewer years of teaching experience.

In 2022-23, the most recent year in which we have data from CDE for our Federal Addendum timeline, EGUSD reported 2980.3 total teaching FTE. Following are the total FTE and percentage of FTE that were classified as “ineffective, out-of-field, or inexperienced” using CDE criteria

Classification	Total Number	Percentage of FTE
“Ineffective”	58.7	1.97%
“Out of Field”	59.6	2.00%
“Inexperienced”	251.4	8.44%

Following are the total FTE and percentage of FTE that were classified as “ineffective, out of field, or inexperienced” with respect to “low income” and “federal minority” students.

Title I Schools/Students			Non Title I Schools/Student		
	Total Number	Percentage of FTE		Total Number	Percentage of FTE
Total Schools	37	NA	Total Schools	30	NA
Total FTE	1509	NA	Total FTE	1471.3	NA
“Ineffective”	34.2	2.27%	“Ineffective”	24.5	1.67%
“Out of Field”	39.2	2.60%	“Out of Field”	20.4	1.39%

"Inexperienced"	157.33	10.43%	"Inexperienced"	94.07	6.39%
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Largest "Minority" Schools/Students (87% or more)			Smallest "Minority" Schools/Students (86% or less)		
Classification	Total Number	Percentage of FTE	Classification	Total Number	Percentage of FTE
Total Schools	33	NA	Total Schools	34	NA
Total FTE	1442.7	NA	Total FTE	1537.6	NA
"Ineffective"	33.2	2.30%	"Ineffective"	25.5	1.66%
"Out of Field"	20.3	1.41%	"Out of Field"	39.3	2.56%
"Inexperienced"	142.83	9.90%	"Inexperienced"	108.57	7.06%

Using a comparison between 44 Title I schools and 23 non-Title I schools, EGUSD has less than one percent difference in "ineffective" teachers and a 1.21% difference in "out of field" teachers. Considering the overall numbers for the District are very low at 1.95% "ineffective" and 1.95% "out-of-field," the District does not see this as a disparity between the two categories. There is a 4.04% difference between Title I and non-Title I schools with respect to "inexperienced teachers."

Using a comparison between the 33 schools with the largest percent of "minority" students and the 34 schools with the smallest percentage of "minority students, EGUSD has less than one percent difference in "ineffective" teachers and there is actually 1.15% more "out-of-field" teachers in the smaller "minority" schools. Considering the overall numbers for the district are very low at 1.97% "ineffective" and 2.0% "out-of-field," the District does not see this as a disparity between the two categories. There is a 2.84% difference between the 33 largest "minority" schools and the 34 lowest "minority" schools with respect to "inexperienced teachers."

With regards to teaching and learning, EGUSD has heavily invested time, money, personnel, and resources to ensure that all teachers - particularly those who would fall into one of the three categories listed above - are supported in reaching the expectation to provide daily high-quality instruction. The instructional principles or "must haves" as it pertains to effective lesson planning and corresponding assessment have been identified in Description of Practice documents which have been integral in the mandatory training of all certificated teachers, administrators, and classroom paraeducators. Targeted classroom supports are provided with an instructional coach team. Additional instructional coaching has been deployed at schools receiving Title funding. There is a data system in place that has demonstrated outsized academic growth in classrooms where the EGUSD Instructional Framework is effectively implemented.

EGUSD launched the Department of Educational Equity in 2021. Since its inception, the department has collaborated with Human Resources to provide the following supports:

- Hiring of Equity coaches and Family and Community Engagement resource teachers who assist with building teacher capacity with particular focus to cultural competence, lending itself to schools with high density of minority and Title I schools.
- Establishment of the Ambassador program wherein members of our Employee Affinity Groups attend recruitment events and support the hiring of diverse teacher/employee workforce that mirrors the identities of our students
- Participation in the Classified School Employees Grant through SCOE to support substitute teachers and other classified personnel in acquiring credentials and employment in the classroom
- Participation in the REACH grant, a teacher intern program specific to EGUSD that aims to get candidates credentials and employment in Special Education.

EGUSD 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:

The parent and family engagement policy is developed and agreed upon by the parent members of the District Advisory Committee (DAC). The DAC includes family members and school representatives from each Title I school. The DAC 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 TalkingPoints, newsletters, parent conferences, etc. to provide materials and information regarding their child's achievement and how to continue improving it. Schools involve parents through the 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 continues to implement positive home visits with the Parent Teacher Home Visits (PTHV) model, 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 information that helps bridge the home-school connection and allows staff and parents to work alongside each other as equal partners. This practice has greatly enhanced the ties between parents and the school. Professional development is offered throughout the school year and provides staff a strand that focuses on parent involvement. Schools may use a family 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), the Department of Family and Community Engagement (FACE) and the two School and Family Empowerment (SAFE) centers all play a pivotal role. PTHV serves to enhance parent relationships and to encourage and support parents in more fully participating in their child's education. The SAFE 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 SAFE centers 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 Multilingual Education (MLE) 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 Associate Translator Interpreters (BTATI) 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 educational partner feedback through the EGUSD LCAP educational partner 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 educational partner 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:

The EGUSD 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. Through the FYS Program, students are identified and provided services in alignment with Board Policy and Administrative Regulation 6173.1, including immediate enrollment, remaining in school of origin, timely transfer of school records and course credits, transportation assistance, discipline notifications, attendance, graduation plans, extracurricular activities, and the dispute resolution process. At the time of immediate enrollment, students in foster care 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 and course credits. Each identified student in foster care is assigned an FYS case manager to assess academic needs/strengths, monitor academic progress, develop an Educational Success Plan with targeted goals, 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, foster youth rights, and post-secondary education. Eligible students also participate in activities and events such as: leadership conferences, job shadowing, resource fairs, college tours, FAFSA completion events, and visual and performing arts events.

In accordance with Education Code 49076 and the Uninterrupted Scholars Act, the EGUSD FYS Program identifies and coordinates educational services with representatives of the state and local child welfare agencies that are responsible for a child's care and protection. Through this exchange of information, daily notifications are generated by a shared database, Foster Focus, hosted by the Sacramento County Office of Education to help identify eligible students for services. Additionally, through the EGUSD enrollment process, caregivers can self-identify students in foster care. The FYS Program is notified upon enrollment and verifies foster care status with child welfare. Notifications are also provided to FYS prior and after enrollment in school directly from caregivers, child welfare social workers, district/county foster youth education liaisons, and other service providers familiar with the FYS Program. Upon notification of enrollment or change in foster care status, FYS provides educational passports (provider contact information, educational history and school records) to school administrators, assigned teacher/counselor, and registrars/school office assistants to ensure awareness of students in foster care at the school and available services.

The FYS program provides EGUSD and school site staff 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.

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 children experiencing homelessness through the Homeless Education Program coordinated through the Student and Family Empowerment (SAFE) 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 the 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 the homeless liaison. 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 liaison notifies school counselors of students eligible for a Graduation Exemption determination and/or FAFSA/CADAA homeless verification letter.

The Homeless Education Program is coordinated through EGUSD's SAFE Program using a case management approach for verifying students' homeless status and providing resources and information to meet student's basic needs. The SAFE Program staff refers students and families to needed District and community resources including housing and shelter programs, public assistance, health, dental, vision, mental health, transportation, substance use, food, clothing, and other services. The SAFE Case Management staff provide basic needs directly to students and families including school supplies, backpacks, hygiene supplies, food and other critical items.

Professional development is provided to staff on the definition, signs and challenges of homelessness, how to enroll students as homeless and how to refer students who become homeless after enrollment. The homeless liaison consults 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 transitional kindergarten (TK) and kindergarten is facilitated at each Title I school through collaboration with the preschool, TK, and kindergarten teachers. Teachers meet each spring to plan for transition by reviewing assessment results, academic strengths and weaknesses, 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-based preschools or enter TK or kindergarten as their first school experience. Family meetings focused on TK or kindergarten standards and expectations are held during the summer and the beginning of the school year.

Incoming 7th graders are welcomed to middle school with activities such as PBIS, Link Crew, and Renaissance on the first days of school intended to help with the transition from elementary to middle school. Title I middle schools have the Advancement Via Individual Determination (AVID) program taught by AVID trained teachers. This program targets students who are traditionally underrepresented in advanced coursework and provides instruction in study strategies for success, along with college visits and parent outreach.

Each year, middle school students visit their high school campuses and learn about academic programs, academies, and expectations of high school students. Students have opportunities to meet with their high school counselor to select their 9th grade classes and learn more about the school. Students with Individual Education Plans (IEPs) or 504 Accommodation Plans also have transitional IEP/504 meetings for a smooth transition into high school.

EGUSD has K-16 partnerships with Cosumnes River College (CRC), California State University, Sacramento (CSUS), and the University of California, Davis (UCD) to increase the number of EGUSD graduates transitioning to a community or four-year university. As part of this agreement, college counselors are available to EGUSD students during high school. EGUSD works closely with CRC and CSUS, which

offers articulated, dual enrollment, and accelerated college enrollment classes to help high school students prepare for college and earn college credits while in high school.

EGUSD offers approximately 70 career-themed academies and pathways within 16 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 additional career technical education courses that students can take as electives. These opportunities are developed with local employers, community partners, and institutions of higher education to ensure students are prepared for the transition to college and career opportunities after graduation. Two Title I high schools have freshman academies that all freshmen participate in for high school, CTE, and post secondary support.

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 educational partners 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): EGUSD has seven new schools that will be Title I Targeted Assistance in 2025-26. The schools are Elk Grove Elementary, Florence Markofer Elementary, Carroll Elementary, Helen Carr Castello Elementary, Franklin Elementary, Harriet Eddy Middle School and Laguna Creek High School. We will take these schools through the Comprehensive Needs Assessment (CNA) process in 2025-26 in an effort to make them a “school-wide” program in 2026-27 and beyond.

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, including taking Chromebooks home. 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 through several systematized approaches. Teacher professional growth and improvement is promoted via a support structure of staff (content coordinators, content area program specialists, and instructional coaches) focused on specific content areas, instructional support, and professional learning.

For new teachers, EGUSD offers a comprehensive induction program for teachers in their first and second years of teaching as well as content-specific professional learning prior to the start of school. Each Induction 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 ratio of inductee to assigned consulting teacher is 3:1 providing for the ability to individualize and customize new teacher support. The Professional Learning Handbook is provided to outline the avenues in which teachers can pursue professional development and the acquisition of salary advancement.

For all teachers, site administrators, and district leaders, EGUSD implemented a targeted professional development (PD) calendar from January of 2023 to June 2025 that focused on diversity, equity, and inclusion. Training included 17 hours and then 11 additional hours from a wide range of choice PD connected to DEI goals. Personnel had two calendar years to complete a total of 28 hours of training.

Plans for ongoing professional development are based on data from surveys, teacher feedback, classroom observations, and individual/school requests drive the offerings. The PD is aligned with the District's strategic goals. Specific focus is on increasing effective implementation of Tier 1 of the EGUSD Multi-Tiered System of Support (MTSS) framework.

Principals have been engaged in a PD series since 2022/2023 to present entitled "Leading the Instructional Framework." The EGUSD Instructional Framework describes the principles and ideas which create the environment of high-quality instruction. The framework is organized into three domains: Lesson Planning for Student Success, Universal Access, and Social Emotional Learning Competencies. The PD series occurs as protected time for principals to engage in a collaborative community of practice with communicated learning targets centered around honing knowledge and skills to be instructional leaders at their schools. This will continue for the 2025-2026 school year with an emphasis on calibration of effective classroom instruction using the EGUSD Description of Practice documents which explain the continuum of effective instructional practices.

Opportunities for other school leaders include growing teacher leadership, expanding vice principal instructional leadership, and orchestrating cross-department collaboration and learning at the district level.

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:

Schools identified as CSI and TSI receive concentrated support for instructional coaching for teachers as well as targeted coaching for school administrators provided by former principals. Additionally, each school has an academic intervention teacher (AIT) whose training includes data analysis and responsive intervention strategies.

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:

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. Unique to EGUSD is a data system that was developed to specifically measure Teaching and Learning, English Learner Program, Positive Behavioral Interventions and Supports (PBIS), Career Connected Learning (CTE), Family and Community Engagement (FACE), AVID, Social Emotional Learning (SEL), and Multi-Tiered Systems of Support (MTSS). 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.

Title II, Part A activities are designed with the focus of EGUSD's five strategic goals in mind (High-Quality Curriculum & Instruction, Student Assessment & Program Evaluation, Wellness, Family & Community Engagement, Targeted Supports). 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:

Through the implementation of the California English Learner Roadmap, and in alignment to the Elk Grove Unified School District's Strategic Plan for multilingual learners, we aim to provide equitable and aligned programs tailored to our diverse language learners. These programs are designed to empower students to

develop literacy in multiple languages, ensuring they have meaningful access to meet or exceed state standards, while also attaining high levels of English proficiency. To target support based on identified areas of need, funds are allocated to English learner (EL) instructional coaches and professional development. Centralized EL instructional coaches are used to build the capacity of all administrators, school leaders, teachers, and other school staff to effectively support our multilingual learners in their language acquisition. Ongoing professional learning is provided to ensure implementation of the principles for high-quality instruction (learning targets and success criteria, active participation, student talk, formative assessment, and feedback) during Integrated and Designated ELD. Additional professional development is focused on utilizing evidence-based practices and instructional strategies that have demonstrated effectiveness for multilingual learners.

Professional learning is developed based on the following principles:

- We all hold the responsibility and privilege to serve our multilingual learners.
- Tier 1, high-quality instruction includes Integrated and Designated ELD.
- We leverage assets and respond to the unique needs of the various typologies of multilingual learners in our district. This includes understanding the value of students' home languages, backgrounds, and experiences.
- A variety of formative and summative data points should be used to guide instruction and monitor student progress.

The following professional development opportunities will be provided, in addition to ongoing instructional coach support:

- Implementation and methodology for Integrated and Designated ELD
- Adopted ELD curriculum
- Second language acquisition and assets-based instruction
- California English Learner Roadmap
- Secondary multilingual collaborative lesson studies and inquiry cycles
- Understanding instructional needs of dually identified students and Long-Term English Learners
- Instructional practices for the English Learner Proficiency Assessments for California (ELPAC) including, but not limited to: ELD standards, proficiency level descriptors, ELPAC task types, and language demands.
- Supporting English learners with foundational literacy skills - Language Essentials for Teachers of Reading and Spelling (LETRS) with a focus on word recognition and language comprehension
- Collaboration with Curriculum and Professional Learning for implementing EGUSD's Instructional Framework
- EGUSD Description of Practice (DoP) aligned to the Framework Observation Note-Taking Tool (FONT)
- Newcomer Welcome Inclusion Protocol for schools

Many of the professional development opportunities listed above are held at the district level. However, EL instructional coaches also work directly with school leaders to provide professional learning plans adapted to support multilingual learners at their individual schools. EGUSD has 68 schools and nine regions. Each school and region have their own specific and unique needs.

Title III EL Instructional Coaches

EGUSD has over 11,000 English learners of which approximately 2,300 are newcomers or immigrant students. EGUSD will supplement the implementation of professional development and instructional support by continuing to fund elementary and secondary coaches. The EL coach role is to provide specialized instructional support and to coach, train, and facilitate. EL instructional coaches are instrumental in providing the following enhanced opportunities:

- Supplemental instructional support to enhance the teaching and learning of newcomers.
- Supplemental services and job-embedded professional development through lesson planning, co-teaching, and demonstration lessons.
- Support for newcomer tutoring and other supplemental expanded learning opportunities.
- Support for professional learning communities (PLC) to analyze EL data for the purpose of monitoring student progress and guiding instruction.
- Support and professional development for teachers in meeting the needs of the various typologies of English learners (long-term English learners, immigrant, refugee, students with limited or interrupted schooling (SLIFE/SIFE), unaccompanied minors, dually identified, and struggling reclassified fluent English proficient (RFEP) students.

Framework Observation Note-taking Tool (FONT)

EGUSD uses a digital observation form TK-12 to observe instruction in both Integrated and Designated ELD. Data collected is used to provide teachers with actionable feedback, identify professional development needs, monitor implementation of the EGUSD Instructional Framework, and provide ongoing instructional follow-up support. The platform allows school leaders to strategically schedule observations based on the number of English learners in specific classrooms. FONT observations not only help build a common understanding and language around high-quality teaching and learning practices, but also helps to reduce variability as we identify effective instruction for all typologies of English learners.

Family and Community Outreach

EGUSD recognizes the unique assets our multilingual students and families bring to our schools and communities. With over 120 different languages spoken, the Department of Multilingual Education (MLE) collaborates regularly with the Department of Family and Community Engagement (FACE) and is committed to establishing home and family partnerships. Nurturing home-school connections are critical to our English learner's academic success. Through our multi-department collaboration, four Newcomer Welcome Centers were opened and function as community hubs for families who are new to the country and the US education system. Newcomer Welcome Centers play an essential role in helping students and their caregivers acclimate by providing wrap-around supports and services, family education, and community resource connections. EL instructional coaches and program specialists work with our FACE department to provide translation and interpretation services, specifically those beyond our top 15% (Spanish). Other supplemental services include family education, and various parent engagement opportunities such as participation in site home visits and family write nights.

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 ongoing district-wide professional development to build teacher and administrator capacity around our growing immigrant student population. Professional development will focus on the following:

- Welcoming immigrant/newcomer students and families
- Newcomer ELD lessons
- Supplemental newcomer curricular resources
- Instructional strategies and evidence-based practices for supporting immigrant/newcomers
- Differentiated instruction and small group support
- Classroom community building activities
- Language acquisition and the acculturation process
- Placement and newcomer programs and pathways

EL Instructional coaches support the academic, linguistic, and social-emotional needs of EGUSD's growing immigrant and newcomer population through supplemental specialized support to students and families beyond core services. One example of supplemental support includes offering enhanced and accelerated English language development through our EL summer programs, where students receive strategically planned interactive ELD instruction through project-based learning experiences.

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:

EGUSD will implement a variety of programs, services, and supports outlined in EGUSD's Strategic Plan to increase the academic success of our multilingual learners. The Strategic Plan describes the District's comprehensive focus on the following:

- English learner typologies
- Integrated and Designated ELD
- Multi-Tiered System of Supports (MTSS) for English learners
- Supplemental services and supports to achieve academic success, English fluency, and proficiency in multiple languages.

EGUSD will continue to use Title III funds to provide the following supplemental supports:

- Supplemental instructional materials for ELD
- Professional development to build teacher and administrative capacity
- Supplemental newcomer ELD resources and research-based instructional strategies in the four domains of reading, writing, speaking, and listening
- Supplemental targeted supports and interventions for English learners not making adequate linguistic or academic progress
- Enrichment opportunities for acceleration through career technical education (CTE) before, during, and after school

School accountability for meeting achievement goals includes all certificated and classified staff employed by the District to receive training on the second language acquisition process and assets-based instruction. Implementation of high-quality instruction in Integrated and Designated ELD, and access to core for students not yet proficient in English, is monitored through FONT observations and the Program Implementation Continuum for English Learners (EL PIC).

The EL PIC measures school-based implementation of EL programs by collecting data on five components: program structure, teacher preparation, assessment participation, access to curriculum, and instructional strategies. Program structure evaluates the percentage of FONT observations, EL coach support, and master schedules. Teacher preparation monitors the percentage of teachers who participate in EL professional development and their familiarity with best practices for supporting English learners. Assessment participation monitors ELPAC completion rates and the percentage of EL students participating in the District's interim assessments.

Access to curriculum monitors the percentage of students failing core courses and the percentage of students retaking failed courses. Instructional strategies monitor the rate of FONT observations and data collected from the Teaching and Learning survey given yearly to teachers and students. When there is implementation of all components at high levels, there are positive associations with reclassification and English learner progress as measured by ELPI levels. Administrators can use their individual EL PIC data to identify successes and opportunities for growth in their programs and services for multilingual learners. Data collected can also be used to identify specific areas of need for professional development or set specific goals, actions, and services in the site LCAP.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District uses LCFF funds to meet its legal obligation under ESSA section 3116 (b)(2)(A-B), by utilizing Title III funds to provide supplemental support services for the purpose of enhancing existing core programs. The District's student information system (Synergy) allows access to a variety of data points to monitor multilingual learners to ensure they are making adequate progress. EGUSD provides all elementary and secondary schools with supplemental supports and services based on identified areas of student need. These supports include, but are not limited to, instructional coaching and professional development. EL instructional coaches provide resources to support schools with upholding the vision of the CA EL Roadmap State Board of Education Policy, making certain, "English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, and mastery of grade level standards." At minimum, English learners at all English proficiency levels and at all grades (TK-12) require both Integrated ELD and Designated ELD.

Designated ELD is differentiated language instruction specific to a student's needs and informed by multiple data points, including ELPAC levels. Designated ELD is provided to ELs during a protected time in the regular school day. Teachers use the CA ELD Standards as the focal standards, in ways that build into and from content instruction to develop critical language ELs need in reading, writing, speaking, and listening for content learning in English. (5 CCR section 11300[a].)

Integrated ELD occurs throughout the school day in every subject area by every teacher who has an EL student enrolled in their classroom. The CA ELD Standards are used in tandem with the CA CCSS to ensure students strengthen their abilities to use academic English. (5 CCR section 11300[c].) English learners are provided access to core content using best practices and instructional strategies aligned with the principles of the EGUSD Instructional Framework.

EL instructional coaches, who are Title III funded, collaboratively coordinate efforts to ensure training, implementation, and that a variety of educational partners are actively addressing the needs of our multilingual learners. Supplementary support services include:

- Classroom observations and job-embedded cognitive coaching to monitor and support the overall implementation of professional development and high-quality instruction.
- Targeted intervention and acceleration services for multilingual learners that occur before and beyond the school day.
- Cohesive pathways to reclassification, with multiple opportunities to reclassify throughout the school year. "Data Chats" with multilingual learners are held to set personal goals and offer further individualized instruction and support.
- Professional development on Integrated and Designated ELD instruction.

Parents and other educational partners provide input on Title III supplemental programs and services to meet our legal obligation to enhance existing core programs. Parents actively participate in our District English Learner Advisory Committee (DELAC), providing valuable input and guidance through the District's EL Needs Assessment, and advising on the development of the District LCAP by bringing input from the schools to the District.

Among EGUSD schools, there is variation with regard to the numbers of English learners, proficiency levels of English learners, and the distribution of our English learner populations across grade levels and tracks. EGUSD ensures that high-quality instruction occurs in accordance with state and federal accountability

guidelines and is supported by providing schools with appropriate curricular materials and opportunities for professional learning and supplemental instructional support.

School Accountability for Achieving English Proficiency and Meeting Achievement Goals:

- All certificated and classified staff receive professional development on language acquisition and assets-based instruction.
- Individual school and district professional learning to support the understanding of instructional strategies for English learners, high-quality instruction through the EGUSD Instructional Framework, how to use and analyze informal assessments to improve instruction and enhance the overall skills, and ability to serve English learners (above and beyond services provided by the core program).
- Formal evaluations and informal FONT observations by school administrators.
- Funding Title III EL Instructional coaches to provide professional learning and coaching support to teachers of English learners.
- Implementation of evidence-based strategies for multilingual learners as a result of professional development through the FONT and EL PIC
- Formative assessments (as measured by progress on English Language Proficiency Assessments for California – Summative ELPAC and Smarter Balanced English language arts/literacy and mathematics – SBAC) and informal assessments (district interim assessments).
- Planning with grade-level teams or departments (PLCs) to address academic and language needs.

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:

Use of funds for activities related to supporting well-rounded education (Section 4107)

Advanced Placement testing and PSAT in 8th and 10th grade are part of the District's action for preparing college and career ready graduates. PSAT 8th and 10th is also known as the "PSAT Early Participation Program" and is contracted in partnership with www.collegeboard.org.

Advanced Placement testing and PSAT in 8th and 10th grade serve as foundational elements in students' college and career readiness upon graduation. The programs can contribute to strong college application profiles for college admissions and college persistence both within and beyond the state of California. Another objective of this work continues to be the early identification of students with potential for success in Honors, A-G, Advanced Placement (AP), and International Baccalaureate (IB) courses, and to encourage their early enrollment into these programs and classes. Enrollment in advanced courses is evidence to prepare students for better outcomes in post-secondary college and career education and training programs.

GATE On-Line Identification Assessment standardizes the identification process and increases equity for historically underrepresented students. The results of the assessment helps improve identification of students, build classroom tools for differentiation, and expand peer activities. Students receive increased activities related to their area of identification and access to a research-based assessment with real world local evidence of equitable identification. Schools receive a reduced testing burden and support in differentiation for students with diverse learning needs. These tools help us develop a pathway from GATE identification to access to Honors/AP coursework that addresses the gaps in underrepresented student participation.

The Visual and Performing Arts Program Specialist is part of the EGUSD Arts Education Roadmap and is a supplement to the Prop 28 Arts and Music in Schools grant. Approximately 98% of parents agreed in our Prop 28 survey that having access to all five arts disciplines during the school day was important. The EGUSD Arts Education Roadmap notes in Priority Area 2 - Leadership and Personnel the following: "Goal #1 Ensure required staffing is in place to maximize support and expand Arts Education programs throughout the district." To accomplish this goal, the district is using Title IV funds to hire a VAPA Program Specialist who will:

- Provide arts education professional development to district staff
- Provide training and support for anticipated new staffing specifically at the elementary level
- Develop scope and sequence for arts instruction district-wide
- Develop arts curriculum for elementary arts teachers
- Support implementation of Prop 28 site plans
- Support Arts Partnerships in Elementary Band, Teaching Artists and Curriculum Adoptions

Use of funds for activities related to supporting safe and healthy students (Section 4108)

To address "SEL Instruction and Mental Health Support for students" and "Home Academic Support, Homework Support for students," and in general, increase our connection, communication, and relationship building with parents, the District has funded the following:

Two Family and Community Engagement (FACE) Resource Teachers

One Family and Community Engagement (FACE) Program Educator

Parents and guardians are their children's first teachers. Research shows when schools partner with families, both academic and social emotional outcomes for children are greater.

The FACE Resource Teacher position was created to help families better support their students at home to become well-rounded citizens in the future. Responsibilities include coordinating and facilitating the Family and Staff Wellness Series, providing professional development (PD) to certificated staff on connecting with families

to improve student attendance, providing PD to beginning teachers on how to build trusting relationships with families using two way communication strategies, serving as an advocate for our EGUSD families that are experiencing major challenges with attending school regularly, providing SEL support to families through SEL workshops and resources on our FACE website, and collaborating with our wellness providers.

The (FACE) program educator position was created to provide interactive family engagement workshops (such as Latino Family Literacy, Family Leadership Academy, Immigration Workshop, etc.) and collaborate with family, school, and community liaisons and/or personnel at each region. Additionally, this position provides support/assistance to families in their native language (Spanish), and serves as a liaison for parents who need assistance with navigating the EGUSD education system, technology platforms, and resources.

EGUSD is partnering with Care Solace in 2025-26. K-12 school districts across the United States are in dire need of help when it comes to meeting the mental health of their students. School leaders want to provide a safe and healthy environment for students and staff, but schools are often understaffed, overwhelmed, and/or ill equipped to connect students/families and staff to community-based mental health care. Care Solace's mission is to ensure that school communities can access reliable, ethical and high-quality mental health care services, regardless of the circumstances. Care Solace meets these needs because it is the only service that aggregates hundreds of thousands of traditional clinical therapy and telehealth resources as well as insurance information from state Medicaid agencies, frustration, and attrition in accessing mental health care.

Use of funds for activities related to supporting effective use of technology in schools (Section 4109)

The Technology Integration Program Specialist implements programs providing opportunities for student growth in the understanding and use of technology to enhance learning and prepare them for their place in the 21st century. This includes working to define key standards and practices regarding technology proficiency, providing opportunities to staff for infusing technology through the SAMR and other processes, creating professional learning on technology use in the classroom, implementation of technology in assessment, collaborating with school computer resource teachers providing support, and furthering use of technology in grade level curriculum. A significant portion of the work in this position includes implementation and evaluation of the district-wide interim assessment program and the diversity, equity, and inclusion (DEi) programs.

Stakeholder/educational partners engagement documentation is provided in the form of The Crate, an interactive document collection service that facilitates School Site Councils and English Learner Advisory Committees at all 68 schools in the EGUSD. The system holds accountability to each school's development of their site LCAP and provides a way that the District can hold itself and its schools accountable to the involvement of parents, students, and staff members.

EGUSD will periodically evaluate the effectiveness of the activities in this section based on the following:

In a contracted partnership with the College Board, assessment data is used to generate district-specific reports. One report, entitled "AP Potential," is used to identify students from each of our nine comprehensive high schools who, based on their PSAT performance, demonstrate the potential for success in one or more Advanced Placement courses. These AP Potential reports will be used by the District and individual schools to recruit students into Advanced Placement (AP) as well as A-G classes, particularly those students who otherwise may not have considered enrolling in these rigorous courses. The District can also track GATE enrollment, A-G completion, AP course enrollment, AP test completion, and AP test achievement data for different student groups.

We will measure the effectiveness of the VAPA Program Specialist through the following:

- Attendance data obtained from PDs and teacher surveys
- Measured outcomes from the Arts Education Roadmap
- Prop 28 CDE reports – outcomes and staffing data
- Student data via report cards – arts instruction
- District perspective survey data

The FACE department collects quantitative data in the form of parent and staff participation in Family and Community Engagement events. They also collect qualitative data in the form of surveys after their Family and Community Engagement events and analyze these to determine effectiveness. Annual performance reviews of staff are also part of the evaluation process. The Care Solace support is evaluated by output metrics that include frequency of the use of services and feedback from staff and families that use the services. Additionally, the Care Solace support is evaluated by outcome metrics that include decreased instances of student mental health issues and increased academic and social emotional learning from students experiencing mental health issues.

Data to support the work of the Technology Integration Specialist includes use of Technology Proficiency standards for TK-12; participation numbers and feedback of guided teacher development using SAMR process with classroom curriculum; usage reports for teacher and students of district-provided technology-based materials; usage reports of technology-based assessments, including the District interim assessment program, for monitoring student growth, and completion of the district DEI professional development initiative. Additionally, fidelity of implementation and completion of District expectations for all schools in engaging educational partners is evaluated using The Crate system on an annual basis.

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