

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 progress in mastering California Standards, and in graduating from high school college and career ready.
2. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's (Communication, Collaboration, Creativity, and Critical Thinking, Character Education & Citizenship) while promoting their social-emotional well-being and
3. SCUSD will partner with family, business and community stakeholders to ensure that students are college and career ready.

Each goal has actions structured to organizes 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). The SCUSD five-year Strategic Plan also informs 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 poor performance. 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 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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Our district uses the the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) and considers the percentage of these children attending our Elementary Schools in a ranking order.

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 following are the measures that the district has taken to involve parents and family members in jointly developing the CSI and Targeted Support and Improvement plans at CSI and ATSI schools. 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. As a requirement, School Site Councils include family members (parents) in the make-up of the committee.

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).

NA

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 school and district parent advisory and support groups such as ELACs, PTAs, School Site Councils. DELAC, MPAC, DAC with support for meeting supplies, interpretation, hospitality and childcare. We believe that providing forums for parents regarding LCAP consulting and advising opportunities can further enhance our relationships. For the last four 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 with their families and give them the chance to provide feedback to the schools on that document.

On a rotation basis, we host PIQE (Parent Institute for Quality Education) parent academies at Elementary and Secondary Schools to support all parents with targeted supports for parents of Immigrant students and English Learners. In addition, SCUSD offers college readiness nights for parents in middle and high school through a partnership with CTE. Three 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 Engagement Section. 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 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 about accessing the handbook in their back-to-school packets.

Special, reasonable accommodations are made to meet the accessibility needs of parents and ensure they are receiving the communications related to opportunities to participate in school and district level events. 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. Parents who do not have access to information digitally can request hard copies from the school office. 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 five domains: capacity building, leadership, resources, progress monitoring and evaluation. The Epstein Model of Partnership with Schools which defines the six types of parent involvement (parenting, communicating, volunteering, learning at home, decision making and decision making) guides the district and school efforts to engage parents. Under this framework, additional opportunities to engage staff and parents in communicating and collaborating for student achievement are listed below:

Opportunities for engagement of parents in the development and refinement of the district's parent/family engagement policies are as follows::

- * The district convenes parent focus groups from clusters of schools from different areas of the district ranging from elementary through high school grades to discuss the SCUSD's Family Engagement Policy and gather feedback from them for possible revisions. These focus groups also participated in the district's strategic planning process for Vision 2035 that was completed this past spring. Parent feedback is recorded and considered in the final draft. 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.

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

- * Individualized Educational Plan (IEP) and 504 Plan meetings for students with special needs or in need of accommodations are interpreted in many languages (including Sign Language) and their records translated as requested by parents/guardians. Expert interpreters/translators perform these duties and train more novice staff by using the technique of mutual shadowing..

- *When working with English Language Learners and recently arrived Immigrant students, EL Support and Assessment Technicians (ELSATS), Teachers and Counselors use an interview protocol to get to know the students and their families better 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 Liaisons get to know EL, Migrant, McKinney-Vento and Low Socio-economic students whom they refer to attend Saturday and Summer Academies for additional support which include

parents parent orientations on the type of services provided to the students during these supplemental programs. The district regularly invests in training for the staff groups mentioned above through in the area of parent engagement. *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. Additionally, parents of English Learners, Immigrant and Migrant students report on effective strategies used at sites to address the needs of these students and their families during the DELAC and Migrant PAC advisory regular meetings of the district level where language interpretation is provided ((including Sign Language).

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.

NA

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 (Site EL Support Technicians, 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; 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. The established web of 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.

NA

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 provides 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). We offer 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 the services the sites and district offers 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.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 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:

The district does not receive Title I - Part D funds

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and 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:

The district does not receive Title I - Part D funds

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

The district does not receive Title I - Part D funds

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I - Part D funds

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers: The 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 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 teacher 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/equity, and learner centered best practices are provided for teachers, classified staff and administrators. Title II funds sponsor two Educational Technology TOSAs to assist with the implementation of the one-to-one device roll out that is in its second year of implementation to focus on instructional shifts and engagement strategies through technology and blended learning in all content areas.

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 6 times per year for administrator professional development and topics are based on an annual needs assessment. Professional development is also provided during monthly principal meetings.

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. Each year a 3 year professional development plan is updated for both teachers and administrators. The plan is reviewed quarterly and adjustments are made based on feedback from the participants and additional data including but not limited to classroom instructional rounds observations, school achievement data and any other stakeholder information.

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 1 schools by additional teachers on special assignment specifically located at those schools, and by district support for additional intervention teachers. We provide focused support for ATSI schools based on the student group identified with the greatest need/discrepancy. In the case of all ATSI schools identified this past year, that group 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. The fact that most students enroll in that school specifically due credit deficiency, there will always be challenges with the 4-year cohort rate, and 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. The support and expertise of the LCAP TOSAs are also instrumental in curriculum design as well as technology and blended learning training for Teacher Tech Fellows from all schools and annual EL/Migrant Saturday and Summer Academies' teachers serving Newcomer ELs, Immigrant, Homeless and Migrant students. Teacher Coaching throughout the EL/Migrant Academies is also provided by the Ed Tech TOSAs.

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 continual 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 5 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 (.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 two 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. Prior to the start of Saturday and Summer Academies' teachers for these English Learner programs are given specific STEAM curriculum and staff receive training on working with diverse populations on Project-based (PBL) and Blended Learning as well as ELD. District Teachers on Special Assignment (TOSAs) provide 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 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 will launch in year 2020-2021. Funding the DI Incubation Team planning time and attendance to related conferences and training will greatly 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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our District has a robust monitoring system of EL students' progress in the system of district local measures and State assessments (ELPAC, CAASPP and CAA) In addition, site EL Technicians coordinate ongoing EL and RFEP monitoring and responses to students who may need additional support. The EL Support and Assessment Technicians are calibrated annually for ELPAC administration and allowable supports for EL students when taking the test. Reclassification is conducted at least annually, prior to January 30th of each school year. Reclassification --needs to be addressed. District Reclassification Criteria has been revised to align with the state requirement of Level 4 achievement overall on the ELPAC and the A-G proficiency requirements were adapted for EL students with Mild to Moderate disabilities. The process of creating a Reclassification criteria for ELs with Moderate to Severe disabilities is ongoing with a planned completion/implementation prior to February 1, 2021.

In addition to the professional development initiatives described in the sections above, the District will continue to monitor the effective implementation of programs supported with district level teachers on special assignment, as well as new teacher induction and veteran teacher assistance mentors and by monitoring and sharing of successful practices through the instructional Professional Learning Communities collaboration model to ensure all students have access to a challenging and viable curriculum based on essential State Academic Standards. The leadership of site principals and site leadership teams together with their joint stewardship of improvement processes for student achievement is of utmost importance.

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:

The district does not receive Title IV funds