SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#__8.1t__

Meeting Date: April 10, 2025

Subject: Approve SETA Head Start Grant Application (Basic and TTA) Fiscal Year 2025-26

☐ Information Item Only
X Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated: _____)
☐ Conference/Action
☐ Action
☐ Public Hearing

Division: Early Learning and Care

Recommendation: Request to approve the submission of the 2025-2026 Head Start/Early Head Start Grant Application (Basic and Training/Technical Assistance)

Background/Rationale: SCUSD serves as a delegate under the Sacramento Employment and Training Agency (SETA) to provide Head Start and Early Head Start services. SCUSD is required to submit a Head Start Refunding Application for continued funding to operate its early learning and care programs. Approval of the Head Start Refunding Application is necessary to continue receiving federal funding to serve children and families in Head Start and Early Head Start programs in 2025–2026.

Financial Considerations: SCUSD provides Head Start & Early Head Start programs throughout the school district, which is approximately $6.9 million in revenue. All costs are covered by the federal Head Start grant through SETA, and the proposed budget aligns with established guidelines and allowable expenditures. Requesting for refunding will continue to provide children and families opportunities and access to high-quality early educational services.

LCAP Goal(s):
Goal 1: College Career Readiness
Goal 2: Foundational Educational Experience with Equitable Opportunities for all students
Goal 3: Integrated Supports
Goal 4: Culture and Climate – Dismantling Systems
Goal 6: Implementation of MTSS/Data-Based Decision Making
Goal 8: Basic Services and Districtwide Operations/Supports

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
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Documents Attached:
1. Head Start/Early Head Start Grant Application for FY 2025-26

Estimated Time of Presentation: N/A

Submitted by: Yvonne Wright, Chief Academic Officer
Mikako Fisher Hill, ELC Assistant Superintendent
Approved by: Lisa Allen, Superintendent

On behalf of the **Sacramento City Unified School District** Head Start/Early Head Start Governing Board I, **Jasjit Singh**, Board President, certify the Governing Board has approved the Sacramento City Unified School District **Head Start/Early Head Start Grant Application** (including Basic and Training/Technical Assistance) for Fiscal Year 2025-2026 (August 1, 2025 – July 31, 2026) at its meeting on **April 10, 2025.** Attached is the sign-in sheet of attendees; minutes of the meeting are forthcoming.

____Jasjit Singh_____

Name

_____

Signature

_____

Date

Head Start and Early Head Start Program Narrative

Section A - Service Delivery

The Sacramento City Unified School District (SCUSD) is a large, urban school district established in 1854 and now serves approximately 38,821 students at 75 schools across 70 square miles. To promote cradle-to-career readiness and PK-12 alignment, SCUSD provides educational services for infants/toddlers, pre-kindergarten, transitional kindergarten, kindergarten, elementary, middle, high school, and adult education throughout the City of Sacramento. SCUSD serves culturally and linguistically diverse communities with a population consisting of 41.3% Hispanic/Latino, 17% White, 18% Asian, 12.1% African American, 8% Multi-racial, 2% Native Hawaiian/Pacific Islander, 1% Filipino, and 1% American Indian or Alaska Native. Students are also identified as 20% English Learners, 0.4% Foster Youth, and 0.7% Homeless, and 69% Socioeconomically Disadvantaged. About 60 languages include the following primary languages: English, Spanish, Hmong, Cantonese, Vietnamese, Marshallese, Russian, and Mandarin.

To foster school readiness, SCUSD believes that student achievement begins at the foundational level and offers early learning programs that build a solid foundation for academic success, social-emotional development, and authentic family partnerships. SCUSD offers Head Start and Early Head Start and is committed to providing high-quality educational experiences and equitable support for every child. SCUSD's current prekindergarten population consists of 41.23% Hispanic/Latino, 5.6% White/Caucasian, 24.77% Asian, 15.13% Black/African American, 10.84% Multi-racial, 1.87% Native Hawaiian/Pacific Islander, and 0.54% American Indian or Alaska Native.

Service and Recruitment Area

Based on the California Department of Finance's 2019 baseline, a significant number of children 0-5 years old may qualify for prekindergarten services within the Sacramento City Unified School District. The following table shows Sacramento County's projected population estimates for children ages 0-5. It shows a slight decline in population over the years 2022-2030; however, it also indicates that young children will continue to be in the Sacramento region for the next several years:

Age	2022	2023	2024	2025	2026	2027	2028	2029	2030
0	18,914	18,150	18,030	18,168	18,151	18,115	18,011	17,961	17,992
1	18,403	19,198	18,276	18,110	18,183	18,105	18,007	17,905	17,864
2	19,029	18,568	19,309	18,413	18,300	18,343	18,316	18,240	18,166
3	19,223	19,143	18,669	19,334	18,475	18,414	18,452	18,473	18,400
4	19,578	19,171	19,608	18,696	19,303	18,499	18,450	18,524	18,533
5	19,710	19,694	19,327	19,186	18,828	19,415	18,596	18,588	18,692

California Department of Finance. Demographic Research Unit. Report P-2B; Population Projections by Year of Age, California Counties, 2020-2060 (Baseline 2019 Population Projections; Vintage 2023 Release). Sacramento, California. July 2023. Projections - California Department of Finance - CA.gov

Based on the U.S. Census Bureau's data by specific zip code in Sacramento, the local service area has over 28,280 children ages 0-4.99 and elementary school sites in each area. SCUSD offers 676 HS slots at 31 sites in these zip code areas. Zip code 95823 possibly has the greatest need.

	ZCTA5 95811	ZCTA5 95817	ZCTA5 95818	ZCTA5 95820	ZCTA5 95822	ZCTA5 95823	ZCTA5 95824	ZCTA5 95826	ZCTA5 95827	ZCTA5 95828	ZCTA5 95831	ZCTA5 95832
Age	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Under .50	61	70	149	199	417	874	337	248	77	437	193	143
.50 to .74	54	8	101	163	50	863	330	96	18	160	0	22
.75 to .99	12	0	10	14	86	463	253	114	135	190	66	28
1.00 to 1.24	16	0	62	189	235	983	377	83	70	540	316	101
1.25 to 1.49	0	216	30	116	22	650	363	76	198	390	228	70
1.50 to 1.74	40	34	7	222	153	413	259	176	311	208	100	197
1.75 to 1.84	0	4	0	141	35	357	130	221	46	167	46	0
1.85 to 1.99	0	0	0	84	300	159	106	66	41	277	168	72
2.00 to 2.99	9	254	236	611	623	1,712	259	640	201	1,109	260	359
3.00 to 3.99	0	16	72	158	539	729	198	253	117	291	259	12
4.00 to 4.99	14	6	452	156	713	473	13	404	105	356	286	73
Total = 28,280	206	608	1119	2053	3173	7,676	2625	2377	1319	4,125	1922	1077
	Washington	FRKB Kenny	Leataata	Earl Warren	E Kemble	B Green Chacon	CAJ Skills	G Empire	A Lincoln	Camelia	Bear Flag	J Still
				E Phillips	Harkness	B Green McCoy	CB Wire		J Marshall		Lisbon	SBA
				H Johnson	J Bidwell	Parkway	E Creek				MLK	
				OakRidge	J Cabrillo		E Baker					
					J Sloat		Pacific					
					Woodbine		P Burnett					

U.S. Census Bureau. "AGE BY RATIO OF INCOME TO POVERTY LEVEL IN THE PAST 12 MONTHS."

American Community Survey, ACS 5-Year Estimates Detailed Tables, Table B17024, 2021, Accessed on November 3, 2023.

Needs of Children and Families

Additionally, SCUSD has identified a gap in care needs for vulnerable populations such as parenting teens and foster and unhoused families. According to district numbers, 35 pregnant and parenting teens, 510 homeless, and 234 foster families can benefit from Early Head Start center-based services. SCUSD prioritizes the needs of children involved in foster care, families who are experiencing homelessness, and students who have been identified with a disability or are receiving specialized services through the Individualized Education Plan (IEP) process. This information indicates an unmet need for early learning programs and a great opportunity to expand services for younger children and families within the SCUSD community.

As the county population changes, there is also a shift in eligible families applying for prekindergarten (PK). Due to Head Start Performance Standards, SCUSD must find ways to recruit more students because it is limited in enrolling families who are considered over-income and exceed the federal poverty threshold. With the new housing adjustment factor, more families will be eligible for services. One of the strategies SCUSD has considered is recruiting SNAP-eligible families in the public assistance category to support qualifications. Also, due to the expansion of Transitional Kindergarten (TK) at elementary sites for 4-year-olds, some families are seeking extended days of care and early entry into their desired elementary of choice. These shifts have resulted in 3-year-olds enrolling in PK and the ongoing review of eligibility requirements and recruitment efforts. Thus necessitating the need to shift focus in serving and strengthening marketing efforts to emphasize that ELC serves 3-year old children.

Proposed Program Options and Funded Slots

Head Start

- For 2025-2026, SCUSD's Head Start (HS) will consist of 24 Wrap, Five (10-months) Full-Day and two (12-month) Full-Day classrooms. As part of PK-12 alignment efforts, these PK classes are located at elementary school sites and follow a similar calendar. Enrollment data indicates that families prefer programs with longer hours and timeframes. Therefore, all current Wrap options will continue to operate five days a week, Monday to Thursday for 6.5 hours a day and on Fridays at 3.75 hours. All Full Day options will continue to operate Monday-Friday, for 7 hours a day.

Early Head Start

- For 2025-2026, SCUSD's Early Head Start (EHS) will consist of two Infant/Toddler classrooms at American Legion and one at Elder Creek. Two EHS classrooms at American Legion will serve eight children each for 16 slots total. One EHS Toddler classroom at Elder Creek will serve a total of 8 slots. American Legion will serve infants and toddlers, and Elder Creek will serve toddlers. Funding from the CCTR grant from the CA Department of Social Services will be braided with EHS to support the continuity of services to families. The CCTR grant will fund 50% of the classroom staff, and EHS will fund the remaining 50% program cost. Support staff services from health, family engagement, ERSEA, fiscal, and governance will be covered by the EHS funds. The program will be licensed and follow all Title 22, Title 5, and EHS Performance Standards.

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)

SCUSD's Early Learning and Care Department (ELC) will continue collaborating with the Student Support and Health Services Department (SSHS) to support the EHS Infant/Toddler classrooms. The SSHS generally oversees school nurses, social workers, and student support centers at elementary, middle, and high schools throughout the District. However, ELC will continue to oversee the day-to-day operations, provide education, nutrition, social, and emotional support content, hire and manage classroom staff, provide custodial services, and monitor ERSEA, parent engagement, governance, fiscal, and PIR.

SCUSD is requesting class-size waivers for the following classrooms in the 2025-2026 program year:

Name of Site	Name of Classroom (Loc ID)	# of children in each class	Previous Waiver? Yes/No
1 - Abraham Lincoln	1852R	24	Yes
2 - Bowling Green Chacon	1828R	24	Yes
3 - Bowling Green McCoy	1829R	24	Yes
4 - CAJ Skills Center	1834R	24	No
5 - Camellia	1861R	24	Yes
6 - Clayton B. Wire	1824R	24	Yes
7 - Earl Warren	1803R	24	Yes
8 - Edward Kemble	1804R	24	Yes
9 - Elder Creek	1838T	24	Yes
10 - Ethel I Baker	1806R	24	Yes
11 - Ethel Phillips	1805R	24	Yes
12 - FR KB Kenny	1807R	24	Yes
13 - Golden Empire	1858R	24	Yes
14 - Hiram Johnson	1851R	24	Yes
15 - Hiram Johnson	1851T	24	Yes
16 - HW Harkness	1811R	24	Yes
17 - James Marshall	1831R	24	Yes
18 - John Bidwell	1813R	24	Yes
19 - John Cabrillo	1846R	24	Yes
20 - John D. Sloat	1832R	24	Yes
21 - John Still	1848R	24	Yes
22 - Leataata Floyd	1812R	24	Yes
23 - Lisbon	1891R	24	Yes
24 - Martin Luther King Jr	1892R	24	Yes
25 - Nicholas	1826R	24	No
26 - Oak Ridge	1817R	24	No
27 - Parkway	1827R	24	Yes

28 - Peter Burnett	1819R	24	Yes
29 - Susan B. Anthony	1820R	24	Yes
30 - Washington	1837R	24	Yes
31 - Woodbine	1857R	24	Yes
Total Sites: **30**	Total Classrooms: **31**		

Note: We are requesting waivers for 31 classrooms:

- 7 classrooms will be funded for a minimum of 16 HS and up to 8 non-HS
- 24 classrooms will be funded for 20 HS and 4 non-HS

Funded Enrollment Changes

The following sites will be changing from 24 HS slots to 20 HS and 4 non-HS (CSPP)

- Elder Creek - 1838T
- Hiram Johnson - 1851T

Centers and Facilities

The following sites will be closed or slots reduced and converted to Early Head Start to address the need for toddler services:

- Bear Flag - 16 slots
- John Bidwell - 16 slots
- Elder Creek - 4 slots (reduction)
- Hiram Johnson - 4 slots (reduction)

Open a Toddler Classroom

- Elder Creek - 8 slots

These adjustments will provide sustainability and continuity of services to enrolled families. At the same time, a reduced class size will support the instructional staff with improved classroom management, safety and supervision of students. Reduced class size will benefit students who need additional support by providing more opportunities for one-on-one interactions.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

We are committed to rebuilding our programs back to full enrollment. Taking advantage of the new housing calculation and a robust marketing and recruitment plan, SCUSD will actively promote enrollment, emphasizing quality of services and opportunities to newly qualified families. The new Marketing & Recruitment Taskforce will include all ELC leadership with the motto of "everyone recruits." The motto encapsulates the guiding principle that ERSEA is everyone's responsibility. Marketing and Recruitment will be a cross departmental effort which will include Communications, Technology Services, Enrollment, and the Early Learning and Care departments with full support from SCUSD Cabinet members.

With the consolidation and centralization of PK through 12th-grade registration, families can depend on a one-stop location to address enrollment needs. The Live Message feature in the ChildPlus and Learning Genie database systems is utilized to notify families of admission acceptance into the program and/or any missing health documentation, an ongoing process for the Enrollment Office.

SCUSD's PK enrollment is currently at 90% enrollment in Head Start-funded programs. To continue increasing enrollment numbers and adhere to Head Start Performance Standards, SCUSD will hire per-diem staff during the summer months, partner with a variety of community-based organizations and service providers, advertise through a variety of communication methods, and attend district-organized community events to raise awareness about Head Start/Early Head Start programs. The PK Enrollment Team will also collaborate with SCUSD's Matriculation and Orientation Center (MOC) to provide translation services for families in multiple languages and offer resources. By continuously engaging with the community and adjusting strategies based on real-time feedback and data, ELC can foster stronger partnerships and greater awareness of early childhood education's critical role in child development. An ELC enrollment staff will also conduct the Early Head Start enrollment intake at the Enrollment Center, and ELC enrollment staff will complete the data entry process to ensure compliance with Child Plus.

In addition to efforts to increase enrollment numbers, ELC has done an interview with Channel 10 news and the Sacramento Bee. ELC has also created a spreadsheet to monitor locations visited to hand out fliers regarding our program. ELC staff from all content areas have joined forces to ensure recruitment is completed from all areas. The purpose of joining forces with all staff is to collaboratively find ways to increase SCUSD's enrollment and attendance by developing strategies for removing barriers. To guide the work, two focal challenge questions are: 1) How might we build partnerships with the community to ensure people know about our program? 2) How might we raise awareness of PK attendance's importance and explain why early learning is vital to developmental growth? ELC staff will target zip codes with the highest needs and the communities located within its geographical area. ELC staff will also partner with neighborhood organizations to combine resources, expertise, and talents to make PK enrollment and attendance processes more effective. The responsibilities of the ELC staff are as follows:

- Monitor/Review current enrollment numbers
- Review recruitment tracking and assess the effectiveness of reported activities
- Assure recruitment activities are responsive to the findings of the Community Needs Assessment.
- Create and approve all recruitment/public relations materials (brochures, flyers, presentations)

Ongoing training will be provided to the Enrollment Team to support timely data entry into various database systems and to ensure the accuracy of information in the District's student information portal. These efforts will ultimately contribute to organizational effectiveness, improving services to families, supporting informed decision-making, and best serving students in their future education. SCUSD's Early Learning and Care Department will continue strengthening internal partnerships within the district to ensure children can access high-quality PK programs. ELC will work closely with the district's Special Education Services Department to enroll children with disabilities in PK classrooms and offer a continuum of support services. Additionally, ELC staff will continue to monitor information through Child Plus daily to identify patterns for individual student attendance and collaborate with teachers who will contact parents on the days of unexpected absences. Enrollment staff will monitor student attendance weekly and send letters to parents when their child's attendance is at risk of falling below 90%. These letters will remind families of the importance of good attendance and offer support if necessary. SCUSD will use Live Messenger in Child Plus to communicate

with families via text and email. Attendance data will be analyzed and practical ideas will be generated to promote student attendance.

SCUSD understands the importance of regular attendance and its long-term impact on children. The District is also aware that many vulnerable populations face challenges and barriers in getting to school regularly.

When a child's attendance becomes irregular, ELC staff, the school, and Clinicians will engage with the family to determine any challenges and assist with removing those barriers. All enrolled families have access to public transportation passes to help with transportation barriers, if needed. If attendance does not improve and the family does not reengage in services, then support staff will conduct a home visit to check on the family. Every effort will be made to encourage the family to participate in services. If center-based can no longer meet the needs of the family, then a referral will be made to the delegate agency for home- based services.

Some of the questions that arise for both HS and EHS:

1. How can we develop strategies for teachers to promote the importance of families bringing their children to school daily?
2. How can we create a culture where all teachers and staff develop relationships with families to encourage them to bring their children to school daily?
3. How can we minimize obstacles preventing families from bringing their children to school?
4. How can we create opportunities for meaningful involvement?

By taking these steps, ELC can help foster a culture of regular attendance while also creating a more inclusive and supportive school environment. Teachers and staff can become the key drivers of family involvement and help overcome barriers to ensure children are attending school regularly.

Education and Child Development

SCUSD's Early Learning & Care strongly believes that parents are their child's first and most influential teacher and that the "first academy of learning is really the child's home". Hence, parents are encouraged to participate in the classroom as partners in their children's growth and education. Over the course of the next three years, Child Development will host a series of professional learning events for parents, specifically focusing on preschool numeracy and literacy development. These learning opportunities will help to bolster families' knowledge base in early childhood education and developmentally appropriate practice and will be effectual in helping to hone parents' skills in these critical areas—thus, rendering parents more effective partners with teaching staff in an effort to support children's learning

Curriculum Implementation

Through the implementation of a Creative Curriculum, the district's overall vision for its students, and its

holistic approach towards education, ELC affirms its commitment to the SCUSD's Strategic Priorities: 1. High-quality instruction to meet the needs of all students, 2. Multi-tiered System of Supports (MTSS), 3. Culturally Responsive Professional Learning. The Creative Curriculum has a long history of providing research-based practices and is federally aligned to the Head Start Early Learning Outcomes Framework. The Sixth Edition was revised also to provide a greater emphasis on the project-based approach to learning driven

by student interests.

The Creative Curriculum Fidelity Tool has been utilized throughout the year during Coordinators' site visits to guide instructional coaching. The leadership team uses the data from the Fidelity Tool to drive leadership decision-making regarding the best support for teaching staff. While completing each teacher's/classroom's Fidelity Tool, there is recognition of the need to improve consistent engagement and use of the tool.

DRDP and ASQ's monitoring took place as scheduled; however, the quality of evidence to support measures must be better monitored and addressed to ensure evidence is aligned with the actual measure. The program will identify key staff in the monitoring team to conduct ongoing curriculum fidelity monitoring and ensure teachers use evidence to support their DRDP ratings. Although there was a 6% improvement in the completion rate of ASQs, outcomes reflect that teachers struggle to collect parent information to complete this task. In cases where parents are non-responsive with the ASQ, teachers have been instructed to complete before the due date.

The Creative Curriculum Sixth Edition is the official curriculum. This year, teachers continue to use the My Teaching Strategies by Creative Curriculum (Cloud) to plan and complete their lesson plans. Teachers were provided extensive training on this new Creative Curriculum portal and will continue to receive training and coaching to ensure full implementation.

EHS uses the Creative Curriculum as the official curriculum. In the first year, a trained consultant provided intensive training and coaching to build foundational knowledge of the materials and the available resources. T/TA funds will be used to train, support, and monitor staff to ensure fidelity and proper training. The SSHS Coordinator will also collaborate with the EHS Coordinator to support and train all classroom staff to ensure fidelity and that appropriate infant/toddler approaches and interactions are occurring.

SCUSD has implemented multiple approaches to professional development, addressing the goal of strengthening curriculum implementation to fidelity. SCUSD will continue efforts to provide differentiated instructional coaching sessions to meet the various levels of staff needs. The assigned Teaching Strategies coach will provide instructional support and coaching through the My Teaching Strategies Coaching portal and in person. Instructional support coaching sessions include one-on-one and small group sessions, providing instructional staff with differentiated support.

Health

The health and safety of students and staff are a top priority. The SCUSD Early Learning and Care Department has two Registered Nurses (RN) who have supported families and staff from the enrollment process to entry into the classroom. The nurses conduct routine screenings, follow up on health/nutrition concerns, and make referrals as needed. Nurses also provide vision and hearing screenings and organize dental varnishes and other health services. Both Nurses have knowledge and expertise in navigating Child Plus and using reports to monitor health requirements.

Nurses have improved the thoroughness of health-related documentation in a child's file and Child Plus. Nurses are well-versed in printing reports and being able to monitor their files. Nurses also provide health training and meetings for teachers and parents on topics such as nutrition, health, and hygiene. Additionally,

the Early Learning and Care Department works collaboratively and in partnership with the SCUSD Nutrition Services Department to provide free nutritional meals to students.

SCUSD understands and validates areas needing improvement. According to the mid-year PIR report, the program still had about 24% of its students missing one or more health requirements (e.g., Lead, Hemoglobin/Hematocrit) and 42 students missing well-visit exams. Due to circumstances, staggered and late student enrollment has interrupted the standard enrollment and screening process of student files. Also, student absences in classrooms have been barriers to completing 45-day screeners and providing follow-up for students with health issues within the appropriate timelines. This resulted in the department struggling to collect hemoglobin results for students from their physical exams.

To improve the system, the Health and Nutrition staff will utilize a holistic approach using a "whole child" philosophy. Enrollment staff and nurses begin to partner with families regarding their child's health, nutrition, and dental status needs at the onset of a student's entry into the program. Nurses ensure families have access to health and dental care; if they do not, they will collaborate with the family to obtain health insurance and find a medical/dental home. Nurses review all health forms and documents to ensure each child is up-to-date on all mandated health requirements and is ready to start school. Enrollment staff works in collaboration with parents to complete all medical documents and ensure parents are informed on the processes for conducting screenings and assessments. To determine the health status of each child, a well- visit exam is collected within 30 days of a child's enrollment, and a dental exam within 90 days of enrollment. Suppose the child is behind on required immunizations or health requirements. In that case, SCUSD Health staff will provide community resources and assist the family with obtaining the medical requirements and/or treatments that are needed. Forms are provided in both English and Spanish. Screenings by Nurses are done annually.

If a child is identified at enrollment or any time of the year as having a health/nutrition concern, the Nurse will follow up with the parent and the medical provider to create a care or special diet plan. If medication is needed, then Nurses will work with parents to obtain the medication authorization form from the medical provider and collect the medication before a child's enrollment. The Nurse will then train classroom staff on medication administration and review the care plan. These steps will support a child's health and medical needs inside the classroom. If a child is identified as "not up to date" or needing ongoing care, the assigned Nurse will contact the parent. A notification will be sent out to the parent via text and/or email via Child Plus Messenger to indicate that the child is not up-to-date and to call the Health staff. Nurses also support student's health and well-being by conducting vision, hearing, and blood pressure screenings within 45 days of the child's start date.

To adhere to Head Start Performance Standards relative to Mental Health and wellness services, the Early Learning and Care Department established a case management process called the Coordination of Services Team (COST), which ensures referrals are made for students and families needing additional support. Two Clinicians provide comprehensive Mental Health services for students and families and also support teachers in the classroom. The case management team reviews referrals from teachers and parents to determine needs, conduct classroom observations, and develop a follow-up plan. In partnership with parents and teachers, the Mental Health team determines children's need for mental health services, special education referrals, and additional support if necessary. Behavior charts are created with the classroom staff, parents, and the Clinicians. The Clinicians conduct classroom Mental Health observations and provide ongoing feedback to classroom staff. Clinicians have received training in the CSEFEL framework and support implementation

HS and EHS share the funding of a school Nurse to serve additional EHS children. The School Nurse will

oversee the Health and Nutrition requirements for EHS. The Early Learning and Care department allocated Clinical Social Worker time to work with Early Head Start. The Clinician and Nurse will be part of The Coordination of Services Team (COST) that supports families and reviews referrals from classroom staff. In partnership with parents and teachers, the team will determine children's need for Mental Health services, special education referrals, and additional support if needed.

Family and Community Engagement

SCUSD's Early Learning and Care (ELC) vision is to support families by providing information and showcasing opportunities for personal growth and involvement in their child's education. The priority is to equip each family with agency and choice for life outcomes.

To promote school-home connections, ELC offers a variety of ways for families to be involved in their child's education.

Quarterly educational workshops for parents, specifically highlighting early literacy and math development, social-emotional skills; and family resilience are held to build knowledge of early childhood education and deepen understanding of child development. Families continue to embrace Parent Meetings and special in-classroom events (e.g., Harvest Fair, Winter Celebration, etc.). Parent meetings show an average of 50% of family participation. However, district-wide parent workshops and in-classroom volunteering have low attendance. The Early Learning and Care Department continually promotes family engagement as an investment in children's educational journeys. As a result of focused efforts:

- 9 new and 3 returning family volunteers, 4 Foster Grandparent, 6 CSUS field placement interns, and 5 adult transition student volunteers
- Approximately 25% of families actively involved with In-Kind
- 553 (76%) connected families to Learning Genie
- 2 Policy Council representatives attending CA HS Advocacy Day
- Read and Return parenting resource lending library created at the Hiram Johnson Family Education Center

SCUSD's Early Learning and Care Department (ELC) will continue to build relationships through open communication with classroom and office staff. Parents are encouraged to share their thoughts and ideas through monthly parent meetings, policy council, Learning Genie and family surveys. To increase the involvement of fathers, SCUSD has recently added "Day with Dad" days. Fathers are invited to spend a few hours on a Saturday doing fun activities with their children, without a scripted agenda - to just be in an open space to share positive moments and create memories with their child(ren).

Research shows children who have rich language and literacy experiences are more likely to be successful when entering formal schooling. SCUSD ELC prioritizes literacy development in the classroom and at home. All classrooms utilize Apple Bags, a take-home literacy program that provides weekly books for children to read with their families. Over the past year Apple Bags have been updated with new hardback books that showcase the rich diversity of the community and showcase multiple languages. Families are encouraged to share stories and conversations as they take time to read together. Parent survey results show overwhelming satisfaction with the program and 80% of surveyed families report Apple Bags make reading to the child easier.

All registered families are sent a weekly video playlist that aligns with Creative Curriculum content. By utilizing Ready Rosie, families receive a weekly "playlist" of videos each Monday. Ready Rosie playlists are aligned with Creative Curriculum outcomes. Parents have the opportunity to search through the extensive catalog of videos in the Ready Rosie collection at their discretion. Classroom staff also can send individualized videos to families that align with their weekly/monthly theme or specific family needs. ELC has seen an increase in teachers using this feature this school year.

The School Community Liaison (SCL) works directly with families to connect with local resources if a need is identified. Family Partnership Worksheets are completed at registration and then submitted to the SCL who follows up with a phone call to review. Resources are provided to families through email. After 5 days, a second call is made by the SCL to ensure the family is receiving support towards their requested resources. Communication between SCL and family is documented in ChildPlus. In the 2024-25 school year, 624 needs were identified and addressed including 47 families receiving bus passes.

Individual Family Goals are created during the winter family conference. Classrooms have been provided with a Sample Goal Sheet to guide families in goal setting. Once created, the SCL reviews goals to ensure they are SMART goals; specific, applicable, achievable, timely, and measurable. Families are then connected to resources to help work toward their goal following the above process for Family Partnership Agreements. Over 350 goals have been created by families in the 2024-2025 school year.

EHS families also engage in goal setting and the family partnership process with ELC Staff. EHS families have access to all the support and resources that ELC provides to HS families such as the Apple Bag lending books. This will ensure a smooth transition process when EHS children age out to Head Start at the age of 3.

The School Community Liaison has compiled a list of over 30 community resources to connect families to specific needs. While all partners are responsive and reliable, some have become a go-to for families in need (i.e., Sacramento Food Bank, Sacramento Works, and Charles A. Jones Center). In addition to meeting needs, the District is hosting community outreach events throughout the year to support positive connections between home and school and to provide activities for families to engage in together.

Currently, the SCL and Parent Advisor are monolingual. Families within SCUSD speak more than 48 languages; a large percentage of students speak a language other than English at home. To aid in the communication process, the Google Translate feature and the Matriculation (MOC) center are used as a resource for translation.

Services for Children with Disabilities

All enrolled children (EHS and HS) participate in a rigorous screening process to identify any children who may have special needs. If a child is suspected to have a delay or additional needs then a referral will be made to the appropriate department or agency for assessments. Students with an IFSP will be counted in the disability report. When an EHS student with an IFSP turns 2.5 they will be referred to the SCUSD Special Education department for a transition assessment and determine if the child qualifies for an IEP.

SCUSD Special Education Department (SPED) underwent a reorganization and hired new staff to include an additional Prekindergarten Assessment Team to help address the increased need for special education services. In addition, ELC is currently collaborating with SPED to improve the referral and monitoring system

and ensure students get specialized services within the mandated timelines.

SPED will provide training to ELC instructional staff and collaborate with special education PK staff as well. SCUSD recognizes that monitoring for all content areas is an area for improvement. For example, only 96% of students received their ASQ screenings within the 45-day timeline. Increasing monitoring during 45-day timelines will help to increase the number of students receiving their screenings promptly including special education services if appropriate.

SCUSD encourages and promotes the full participation of children with special needs. The program recognizes the need to provide inclusive practices and quality PK services for children with different abilities. If a child is identified at enrollment with special needs/IEP then a Coordinator will review the student's application and ensure the appropriate placement (FAPE) is made for the child. The teacher will receive the file in advance to review the IEP before the child starts in the classroom. The teacher will individualize activities for the child to reflect the goals from their IEP. The Special Education Department staff will provide all services for speech and occupational therapy in the classroom by the child's IEP. If a child has other special education needs that do not qualify under an IEP then a 504 plan will be created in partnership with the family and all appropriate support staff. This will ensure any needed accommodations are provided for student success.

From enrollment to entry into the program, ELC collaborates with families to identify any special and/or additional needs or accommodations. Enrollment and Health Services staff collaborate with the parents to ensure their child has all required documentation for enrollment. During the beginning of the school year, the teacher will schedule a home visit with the family before entry into the classroom to help understand the child's needs and communicate any special instructions. This will help provide a smooth entry and transition into the classroom for all stakeholders but most importantly with the student. This is an opportunity for the teacher to meet the student and connect before the child starts PK. The teacher will develop individualized activities and support to meet the needs of the student. ELC and SPED will partner with appropriate staff to ensure services are provided by the child's IEP. ELC also encourages support services to be provided in the classroom in partnership with the teacher.

Transitions

An orientation meeting is set up with the families of students that transition from Early Head Start into the PK classroom and at the end of Prekindergarten to Transitional Kindergarten or kindergarten.

When an EHS child turns 2.5 the teacher will initiate the transition process with the HS team to ensure the student will transition into preschool at 3 years old. The EHS and HS staff will collaborate and engage the family in the transition process to ensure the best placement for the student. If an EHS family decides that a home-based option is better for their child then SSHS will engage with the delegate agency to refer the family for Home-based services.

Most PK teachers collaborate with the Kindergarten (K) teachers to determine the expectations of the TK- 12 program. Transition to Kindergarten events throughout the district include both the PK teacher and K teacher. In many cases, teachers arrange for a kindergarten day where students visit a kindergarten environment and staff and students tour the campus and kindergarten classrooms. In addition, families receive a Transition to Kindergarten file with student information for them to share with their new teacher at the receiving school.

Section B - Governance, Organizational and Management Structures Governance

The Governing Body (School Board) and Policy Council (PC) are essential to the Program and guide the efforts of SCUSD's Head Start/Early Head Start programs. The Policy Council consists of HS and EHS parent representatives from each site and provides ongoing oversight of program operations and accountability of federal funds. The Parent Advisor organizes the PC meetings and is the members' primary contact. Orientation and training are provided for the PC and include workshops on roles and responsibilities, Robert's Rules of Order, reviewing by-laws, protocols for voting, and clarifying the decision-making process. The Parent Advisor works closely with the Family Engagement Coordinator and the School Community Liaison to organize community resources, guest speakers, parent workshops, and opportunities for PC members to attend local and regional family programming events.

The PC meets on the third Thursday of each month from 9:00-11:00 AM at the Hiram Johnson Family Education Center. Child care, materials, refreshments, and workspaces are provided. SCUSD staff provide reports about the state of the organization, program updates by content areas, budget reports (including monthly expenditures), designates time for PC members to ask questions and/or make comments, time for public comments, and opportunities for guest speakers to share about resources and events. Special Meetings are called whenever necessary to ensure the PC is accommodated and is fully engaged in the decision-making process.

Human Resources Management

The SCUSD Early Learning and Care Department (ELC) is overseen by an Assistant Superintendent who serves as the district's Head Start Director. This elevates the program to the executive level and utilizes a mixed delivery model to fund administration. Four Coordinators are assigned a cohort of schools by region and provide quality assurance of classrooms, monitor compliance, and serve as administrator partners to school Principals. The Parent Advisor provides family support, the School Community Liaison offers resources, Child Development Specialists (CDS) assist with enrollment and operations, Clinicians facilitate mental health observations and consultations, Nurses conduct screenings, the Data Technician develops and provides data reports, and the Program Technician and Fund Specialist maintain fiscal records and grant reporting. New staff members, consultants, and volunteers are provided an onboarding orientation to review the mission, vision, expectations, policies, and procedures; and are scheduled for ongoing check-ins and information sessions.

Please see the attached SCUSD HS Organizational Chart.

To maintain quality assurance, safety, and compliance, the Coordinators will conduct regular classroom visits, organize professional development, provide intensive coaching support, and serve as administrator partners to Principals. During scheduled and/or unannounced visits, Coordinators will use tools such as the Child Plus database system to monitor assessment data and utilize the Learning Genie application to review DRDP completion rates and evaluate the observations' quality. Coordinators will refer to the Safety and Supervision, Safe and Healthy, and the Creative Curriculum Fidelity Checklist. Coordinators can assess adult-to-student interactions, address safety and supervision protocols, and coordinate interventions as part of the department's Coordination of Services Team (COST) and student case management. Staff training and professional development are facilitated monthly in a workshop style with follow-up coaching support and technical assistance. There will be a focus on evolving into a Community of Practice where participants conduct cycles of inquiry and share evidence of strategies implemented and artifacts of student work.

Program Management and Quality Improvement

To promote a cradle-to-career pathway and PK-12 district alignment, SCUSD will continue to work within the organization to champion early childhood education and vertically align foundations, content standards, curriculum, instruction, interventions, supports, and environments across grade levels. This will ensure high-quality educational opportunities, experiences, and transition services across grades.

The Early Learning and Care Department successfully hired an Assistant Superintendent for Early Learning and one additional Coordinator to support Early Head Start. With an all-new leadership team and a recognized need to focus on improved monitoring efforts, the leadership team will engage in a series of coaching training, continue to refine the strategic plans, and ensure that schedules align with daily classroom visits, regular monitoring, and quality assurance.

With the additional ELC staff such as Clinical Social Worker (2), Clerks (2), Child Development Specialist, Parent Advisor, School Community Liaisons, and Coordinators, leadership will be able to increase a focus on directly supporting the classrooms in partnership with school site staff, SCUSD department leads, and support staff within the department.

To improve monitoring, leadership will have regularly scheduled monthly meetings. These meetings will consist of the Central Office and the Enrollment Team, to regularly monitor, execute, and report to the team, and operational improvements are made to ensure the maintenance of high-quality programs. ELC staff will become a Professional Learning Community (PLC) and engage in ongoing cycles for inquiry.

The Instructional staff professional development will focus on social-emotional education, behavior management, early language and literacy development, and meeting the needs of Dual Language Learners (DLL) and children with additional and special education needs. While we will continue to have our monthly professional development/staff meetings that are three hours in length, we will aim to dedicate at least one hour to facilitate a Professional Learning Community (PLC), allowing collaborative learning experiences among peers. The PLCs will engage in a strategic cycle of inquiry where data is utilized along with the California Preschool Learning Foundations (DRDP, ASQ, CLASS, observations, etc.) to drive planning and instruction.

Staff Qualifications

The following is a table summary of qualifications for teaching staff:

Head Start

	Total Number	None	Permit	AA Degree1	BA Degree1	Masters or Higher
Teachers	31	N/A	N/A	N/A	26	5

Associate Teachers/Teacher Assistants	31	3 *attending school*	4	15	9	N/A
Home Visitors	0	N/A	N/A	N/A	N/A	N/A

Early Head Start

	Total Number	None	Permit	AA Degree1	BA Degree1	Masters or Higher
Teachers	3 *3 vacancies*	N/A	N/A	N/A	3	N/A
Associate Teachers/Teacher Assistants	0	N/A	N/A	N/A	N/A	N/A
Home Visitors	0	N/A	N/A	N/A	N/A	N/A

Section C– Program Goals Goals and Objectives

2025-2026 (Year 2 or 4)

Please see the attached closeout of 2023-2024.

2025-2026 (Baseline Year 1 Goals and Objectives)

The Sacramento City Unified School District's (SCUSD) Early Learning and Care Department is honored to oversee its Infant, Toddler, and PK programs. In addition to the Head Start Performance Standards, the work will be guided by the following Mission and Vision

We provide high-quality early educational experiences and equitable support to ensure school readiness and whole-child development.

- Every student will receive high-quality educational experiences that spark curiosity, foster creativity, build literacy, promote a growth mindset, and strengthen relationships to thrive in life and contribute to the world.

SCUSD stands on the belief that Student achievement begins at the foundational level. To foster school readiness, Infants/Toddlers/PK are focused on building a strong foundation for academic success and social-emotional development. SCUSD children and families enter our district's educational system as young as 0-5 years old. During this time, Infant/Toddler/PK students are building literacy skills, cognitive development, and motor skills. Early learning and care close the opportunity gap!

The following is a summary of the 2024-2025 Goals and Objectives aligned to the mission and vision:

Goal 1 - Education and School Readiness: Increase child outcomes by developing and strengthening social-emotional competencies, family partnerships, and staff development.

SCUSD will deepen its work in implementing an integrated curriculum that addresses the essential domains of school readiness, which includes social-emotional development, early literacy, and school- home connections. There will be an emphasis on improving Creative Curriculum implementation utilizing the fidelity tool with a focus on a child-initiated/interest-based approach, social-emotional learning, language and literacy, English language development, and improved teaching strategies utilizing data. Along with the goals to improve effective teacher strategies, additional Teaching Pyramid training and coaching support will enhance nurturing connections in the classroom and the home with all students and families. The Education Coordinator will continue to partner with the Special Education Department to promote a continuum of specialized educational services and inclusive practices. For professional learning, there will be a focus on evolving into a Community of Practice where participants conduct cycles of inquiry and share evidence of strategies implemented and artifacts of student work.

Goal 2 - Health and Safety: Increase the health, safety, and well-being of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff, and community partners.

SCUSD will emphasize the importance of increasing stakeholder awareness of the health, safety, and well-being of children from birth to age 5. There will be a concerted effort to build authentic partnerships through ongoing two-way communication and collaboration at all levels of the organization and with families and communities. SCUSD will partner with community-based organizations to provide additional health resources and services for children and families in support of overall well-being. Activities will include timely physical exams, dental screenings, health workshops, family therapy, and mental health consultation sessions.

Goal 3 - Family and Community Engagement: To support relationship-based family engagement that is culturally responsive, reflective, and goal-oriented that helps build partnerships with families and provide increased opportunities for community building and participation within the program.

SCUSD will build the capacity of parents and families to observe and participate in the everyday learning of their children at home and in their school. There will be a concerted effort to significantly increase parent involvement through In-Kind volunteering, participation in family workshops, and goal-setting. Hiram Johnson Family Education Center has been reconfigured to serve as a resource hub for families and a space for parent workshops and support groups. SCUSD will continue to build relationships with families and community-based organizations through the expertise of the Parent Advisor and School Community Liaison to promote the importance of family and community engagement.

Goal 4 - Enrollment: To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models, and utilizing effective recruitment strategies.

SCUSD celebrates being a Cradle to Career/PK-12 district and has the honor of having families enter the district at ages 0-5 years old. There will be an emphasis on fostering a welcoming environment to improve the rate of attendance for children in Infant/Toddler/PK programs. In services to a culturally and linguistically

diverse population, SCUSD will strengthen its two-way communication system that provides translation services and builds partnerships with families and organizations within and across the community. ELC Recruitment Team will further analyze the root causes of recruitment and attendance challenges as well as develop innovative solutions to increase enrollment and student attendance.

School Readiness Goals: Progress Report

The Sacramento City Unified School District (SCUSD) is guided by the following Core Principles:

- We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

- All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

It is SCUSD's primary goal to set PK students on a learning trajectory that will eventually allow them to graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice and to become contributing members of society as a result of gainful employment and entrepreneurship endeavors.

As a critical part of the district's learning continuum, SCUSD remains committed to cultivating the kinds of dispositions, approaches to learning, and "habits of mind" in PK students that are indicative of the district's commitment to children and their families. More recently, the department has had a laser-like focus on children's literacy and numeracy development and the kinds of developmentally appropriate curricular and assessment strategies that will result in enhanced teaching and learning and those that will predispose SCUSD children to the kind of appropriate rigor they are likely to encounter in elementary school.

Perpetuated by the reality that some of SCUSD's youngest students demonstrate disparities in the cognitive, oral language, literacy, and numeracy domains the moment they begin their trajectory in formal schooling, there has been increased emphasis on the need to align early learning curriculum to emphasize PK-3rd alignment. To this end, teachers are currently participating in professional learning that focuses on important elements and practices of PreK Math in partnership with WestEd Education. Such focus will assist teachers in their efforts to facilitate young children's learning and ultimately academic success as they proceed along SCUSD's learning continuum. Hence, teachers are already learning how to engage PK students with appropriate "math talk" and literacy experiences that are steeped in the effective implementation of the Creative Curriculum Early Literacy strategies.

To date, 12 teachers (cohorts 1 and 2), who now comprise a small WestEd. The PreK Math professional learning community has participated in the PreK Math Institute. Having completed the Institute in October 2024, these teachers continue to receive ongoing professional learning, mentoring, and coaching support as well as opportunities to observe a consultant/expert modeling effective early numeracy strategies. SCUSD's work is unprecedented and is on the cutting edge when compared to early numeracy afforded most PK students. Teachers, who are currently not focusing on PreK Math, are committed to providing learning experiences for children that will help them to acquire the requisite emergent numeracy skills. One significant outgrowth that has already been gleaned from the implementation of the Prek Math approach is teachers'

decreased reliance on prescribed curriculum; teachers are already demonstrating an enhanced ability to be more creative and innovative when planning, delivering, and evaluating numeracy experiences for children. While the department has gotten off to a good start in this current grant cycle, it is expected that work in this arena will not come to full fruition until the culmination of this subsequent grant.

The following is DRDP Assessment results that support school readiness achievements in the five Early Learning Outcomes Domains as follow:

Analyzing DRDP Fall 2024 Data

This data looks at measures in each domain with the highest number of children scoring in the different levels of the DRDP. This identifies Key Findings to focus on at both the domain and the overall instrument level.

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)

Domain	Exploring	Building	Integrating
Approaches to Learning	17% in (Earlier, Middle, or Later) ATL- REG-5: Self Control of Feelings and Behavior	31% in (Earlier, Middle, or Later) ATL-REG 4: Curiosity and Initiative in Learning	8% in (Earlier) ATL-REG 7: Shared Use of Space and Materials
Social Emotional Development	16% in (Earlier, Middle, or Later) SED 2: Social and Emotional Understanding	35% in (Earlier, Middle, or Later) SED 4: Relationships and Social Interactions with Familiar Adults	7% in (Earlier) SED 5: Symbolic and Sociodramatic Play
Language & Literacy Development	17% in (Earlier, Middle, or Later) LLD 5: Interest in Literacy	40% in (Earlier, Middle, or Later) LLD 8: Phonological Awareness	6% in (Earlier) LLD 6: Comprehension of Age- Appropriate Text
Cognition (Math and Science)	20% in (Earlier, Middle, or Later) COG 3: Number Sense of Quantity:	34% in (Earlier, Middle, or Later) COG 6: Patterning	3% in (Earlier) COG 2: Classification
Physical Development & Health	12% in (Earlier, Middle, or Later) PD-HLTH 5: Safety	41% in (Earlier, Middle, or Later) PD-HLTH 10: Nutrition	16% in (Earlier) PD-HLTH 6: Personal care Routines- Hygiene
FOCUS Areas			
	The highest % of children in above in RESPONDING is: **20%- Cognition**	The highest % above in EXPLORING is: **41%- Physical Development- Health** **40%- Language and Literacy**	The highest % above in BUILDING is: **16%- Physical Development- Health**

Develop a narrative that includes action steps the agency will take to support outcomes data. The plan can include domain or rating levels as key findings.

Approaches to Learning- Self Regulation results indicate that over 49% of students rating in the top levels of the DRDP, with 17% Exploring, 31% Building and 8% Integrating, is aligned with a much younger student population. These results are a representation of over 45% of the students being under the age of 3. A total of 301 who are currently younger 3-year olds. This developmental representation is carried out to the other domains as well. With Social Emotional Development at 49%, Language and Literacy Development at 47%, Cognition 46% and Physical Development & Health at 68%, all on the top rating levels.

Notwithstanding the evidence also includes data in the lower developmental ratings indicating a disparity between the highest student ratings and the lowest ratings. Examples such as s17% of students rated Exploring in Approaches to Learning, 16% in Social Emotional Development, 17% in Language & Literacy Development, 20% in Cognition and 12% in Physical Development & Health.

To address this possible misalignment/disparity in rating students the following will need to be review:

Lesson Plans will need to be reviewed on a monthly basis by Coordinators with teachers to make sure that activities and expectations are aligned with student's developmental levels. Curriculum Modifications and alignment will need to be reviewed during Lesson Plans review by Coordinators. This can also be accomplished during the Curriculum Fidelity Staff Check-ins done by Coordinators.

Since the implementation of TK and ELC enrolling younger children with various developmental needs, staff need to pivot and realign their new paradigm to serve and instruct younger children. We want to be where 3-year olds are our specialty. We want the instructional staff to be confident educators for 3-year olds. With that being a plan, Professional Learning will need to be recalibrated to address the needs of our new 3-year old population.

SCUSD Preschool DRDP Data	
Domain	**Fall 2024** **% of children rating in the top 3 levels of the DRDP** **Building (M, L)/Integrating**
Approaches to Learning	49
Social-Emotional Development	54
Language and Literacy Development	47
Cognition, Math and Science	46
Physical Development	68
English Language Development	(Building English, Integrating English Levels only) 15

**SUMMARY OF FEDERAL FUNDS, CHILDREN TO BE SERVED,
CHILD-ADULT RATIO, AND PROGRAM OPTIONS**
EARLY HEAD START - 09CH012795
2025-26 (Year 2 of 5)

Delegate: Sacramento City Unified School District   **Delegate #:** 09CH012795 - 202

Street Address: 5735 47th Avenue   **City**: Sacramento   **Zip:** 95824

Head Start Director's Name: Mikako Fisher Hill   **Phone:** 916-643-7850

Policy Council Chairperson: Angelina Mejia   **Phone:** 707-319-7689

Street Address: 9292 Rose Parade Way   **City**: Sacramento   **Zip:** 95826

Federal Share:

PA 22 (EHS Basic)	$ 732,177
PA 20 (EHS T/TA)	$ 7,500

Local Share:
(25% of total Federal share or 20% of total program cost) $ 184,919

Total Program Costs: $ 924,596

Use one chart per program option for *each group of children served in different hours* **of
service.**

Program Information – EHS/CCTR Center-Based 10 months	PA 22
(a) Number of children to be enrolled	8
(b) Child/Adult Ratio	4:1 toddler
(c) Number of handicapped children to be enrolled:	1
(d) Number of weeks per year that program will operate: First day of class: 08/27/2025 Last day of class: 06/11/2026	36
(e) Number of classes:	1
(f) Number of classroom operation hours per day:	8
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	40
(i) Number of classroom operation days per year:	181

(j) Total number of hours per program year (f times i)	1448
(k) Number of teachers:	2
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	NA
(n) Number of paid teacher aides:	0
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement: remains the same for 2025-26 per FNS	$14,463
(r) Center(s) / Classroom Loc ID (s) in this Option: 1. Elder Creek 1838N	

Program Information – EHS/CCTR Center – Based 12 Months	PA 22
(a) Number of children to be enrolled	16
(b) Child/Adult Ratio	3:1 infant 4:1 toddler
(c) Number of handicapped children to be enrolled:	1
(d) Number of weeks per year that program will operate: First day of class: 08/01/2025 Last day of class: 07/31/2026	47
(e) Number of classes:	2
(f) Number of classroom operation hours per day:	8
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	40
(i) Number of classroom operation days per year:	236
(j) Total number of hours per program year (f times i)	1,888
(k) Number of teachers:	4
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	NA
(n) Number of paid teacher aides: To meet the required 1 adult: 3 child ratio for the Infant classroom, SCUSD employs Child Care attendants (CCA) as the 3rd adult in the classroom. CCAs are under the supervision of a qualified Teacher and never left alone with the children.	0
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement: remains the same for 2024-25per FNS	$37,175
(r) Center(s) / Classroom Loc ID (s) in this Option:	

1.	American Legion 1894M
2.	American Legion 1894N

Summary of Program Options: Early Head Start (Please add rows as needed)	
Center-Based Funded Enrollment:	
Option 1 - EHS/CCTR Center Based 10 Month	8
Option 2 - EHS/CCTR Center Based 12 Month	16
Total Early Head Start Funded Enrollment	**24**

EXHIBIT A-1

**SUMMARY OF FEDERAL FUNDS, CHILDREN TO BE SERVED,
CHILD-ADULT RATIO, AND PROGRAM OPTIONS
HEAD START - 09CH012795
2025-26 (Year 2 of 5)**

Delegate: Sacramento City Unified School District   **Delegate #:** 09CH012795 - <u>002</u>

Street Address: 5735 47th Avenue   **City**: Sacramento   **Zip:** 95824

Head Start Director's Name: Mikako Fisher Hill   **Phone:** 916-643-7850

Policy Council Chairperson: Angelina Mejia   **Phone:** 707-319-7689

Street Address: 9292 Rose Parade Way   **City**: Sacramento   **Zip:** 95826

<u>**Federal Share:**</u>

PA 22 (HS Basic)	$ 6,158,736
PA 20 (HS T/TA)	$ 31,200

<u>Local Share</u>:
(25% of <u>total</u> Federal share or 20% of <u>total</u> program cost) $ <u>1,547,484</u>

<u>Total Program Costs</u>: $ 7,737,420

Use one chart per program option for *each group of children served in different hours* of service.

Program Information – Program Option 1: HS/CSPP Wrap (LDO)	PA 22
(a) Number of children to be enrolled	552
(b) Child/Adult Ratio	8:1
(c) Number of handicapped children to be enrolled:	55
(d) Number of weeks per year that program will operate: First day of class: <u>08/27/2025</u> Last day of class: <u>06/11/2026</u>	36
(e) Number of classes:	29
(f) Number of classroom operation hours per day:	M-Th 6.5 & F 3.75
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	29.75
(i) Number of classroom operation days per year:	181

(j) Total number of hours per program year (f times i): Note: 132 days at 6.5 hours and 49 days at 3.75 hours for Fridays and HV/Parent Conferences.	1041.75
(k) Number of teachers:	29
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	NA
(n) Number of paid teacher aides: To meet the required 1 adult: 8 child ratio, SCUSD employs Child Care attendants (CCA) as the 3rd adult in the classroom. CCAs are under the supervision of a qualified Teacher or Assistant Teacher and are never left alone with the children.	29
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement: remains the same for 2025-26 per FNS	$887,039.16

(r) Center(s) / Classroom Loc ID (s) in this Option:
 	
    1. Abraham Lincoln 1852R
    2. Bowling Green Chacon 1828R
    3. Bowling Green McCoy 1829R
    4. Charles A Jones Skills Center 1834R
    5. Clayton B. Wire (Pacific) 1824R
    6. Camellia 1861R
    7. Edward Kemble 1804R
    8. Earl Warren 1803R
    9. Ethel I Baker 1806R
  10. Ethel Phillips 1805R
  11. Father Keith B Kenny 1807R
  12. Golden Empire 1858R
  13. H.W. Harkness 1811R
  14. Hiram Johnson 1851R
  15. John Bidwell, Rm 22 1813R
  16. James Marshall 1831R
  17. John Cabrillo 1846R
  18. John D Sloat 1832R
  19. John Still 1848R
  20. Leataata Floyd 1812R
  21. Lisbon 1891R
  22. Martin Luther King Jr. 1892R
  23. Nicolas 1826R
  24. Oak Ridge 1817R	

25. Parkway 1827R
26. Peter Burnett 1819R
27. Susan B. Anthony 1820R
28. Woodbine 1857R
29. Washington 1837R

Program Information – Program Option 2: - HS/CSPP FULL DAY 12-MO	PA 22
(a) Number of children to be enrolled	40
(b) Child/Adult Ratio	8:1
(c) Number of handicapped children to be enrolled:	4
(d) Number of weeks per year that program will operate: First day of class: 08/01/2025 Last day of class: 07/31/2026	47
(e) Number of classes:	2
(f) Number of classroom operation hours per day:	7
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	35
(i) Number of classroom operation days per year:	236
(j) Total number of hours per program year (f times i)	1,652
(k) Number of teachers:	2
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	N/A
(n) Number of paid teacher aides: To meet the required 1 adult: 8 child ratio, SCUSD employs Child Care attendants (CCA) as the 3rd adult in the classroom. CCAs are under the supervision of a qualified Teacher or Assistant Teacher and never left alone with the children.	2
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement: remains the same for 2024-25per FNS	$94,286.72
(r) Center(s) / Classroom Loc ID (s) in this Option: 1. Elder Creek 1838T 2. Hiram Johnson 1851T	

Summary of Program Options: Head Start **(Please add rows as needed)**	
Center-Based Funded Enrollment:	
Option 1 - HS/CSPP Wrap (LDO)	552
Option 2 - HS/CSPP Full Day 12 Month	40
Total Head Start Funded Enrollment	592

EXHIBIT E - IDENTIFICATION OF **EARLY HEAD START** CENTERS

Delegate: **___ Sacramento City Unified School District _____**   Length of Operating Year (must agree with Exhibit A Calendar):
(Center Based 10 mo) 181 Days   First Day of Class: 8/27/25   Last Day of Class: 6/11/26
(Center Based 12 mo) 236 Days   First Day of Class: 8/01/25   Last Day of Class: 7/31/26

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children	Name & Address of Kitchen (School) Site Providing Food Service
American Legion 1894M *(Infant)*	3801 Broadway Sacramento, CA 95817	Monday - Friday 7:45-3:45 PM	1	8	American Legion 3801 Broadway
1894N *(Toddler)*		Monday - Friday 7:45-3:45 PM	1	8	
Elder Creek 1838N 10 months	7800 Lemon Hill Avenue Sacramento, CA 95824	Monday - Friday 7:30-3:30	1	8	Elder Creek 7800 Lemon Hill Avenue
Total - 2 Sites			**3**	**24**	

EXHIBIT E - IDENTIFICATION OF **HEAD START** CENTERS

Delegate: Sacramento City Unified School District
 (HS/CSPP Wrap LDO) 181 Days
 (HS/CSPP Full-day 12-mo) 236 Days

Length of Operating Year (must agree with Exhibit A Calendar):
First Day of Class: <u>8/27/25</u>   Last Day of Class: <u>6/11/26</u>
First Day of Class: <u>8/01/25</u>   Last Day of Class: <u>7/31/26</u>

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children	Name & Address of Kitchen (School) Site Providing Food Service
Abraham Lincoln 1852T *(Wrap)*	3324 Glenmoor Drive Sacramento, CA 95827	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Abraham Lincoln 3324 Glenmoore Drive
Bowling Green Chacon 1828R *(Wrap)*	6807 Franklin Drive Sacramento, CA 95823	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Bowling Green 6807 Franklin Drive
Bowling Green McCoy 1829R *(Wrap)*	4211 Turnbridge Drive Sacramento, CA 95823	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Bowling Green 4211 Turnbridge Drive
CAJ Skills Center 1834R *(Wrap)*	5451 Lemon Hill Ave Sacramento, CA 95824	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	16	Central Kitchen 3101 Redding Ave
Camelia 1861R *(Wrap)*	6600 Cougar Drive Sacramento, CA 95828	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Camelia 6600 Cougar Drive
Clayton B. Wire 1824R (Pacific) *(Wrap)*	100 El Paraiso Ave Sacramento, CA 95824	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	16	Clayton B Wire 100 El Paraiso Ave

Earl Warren 1803R *(Wrap)*	5420 Lowell Street Sacramento, CA 95820	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Earl Warren 5420 Lowell Street
Edward Kemble 1804T *(Wrap)*	7495 29th Street Sacramento, CA 95822	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Edward Kemble 7495 29th Street
Elder Creek 1838T *(Full Day 12 mo)*	7800 Lemon Hill Avenue Sacramento, CA 95824	Monday – Friday 8:00 – 3:00 PM	1	20	Elder Creek 7934 Lemon Hill Avenue
Ethel I. Baker 1806R *(Wrap)*	5717 Laurine Way Sacramento, CA 95824	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Ethel I. Baker 5717 Laurine Way
Ethel Phillips 1805R *(Wrap)*	2930 21st Avenue Sacramento, CA 95820	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	20	Ethel Phillips 2930 21st Avenue
Fr. Keith B Kenny 1807R *(Wrap)*	3525 MLK Jr Blvd Sacramento, CA 95817	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Fr. Keith B Kenny 3525 MLK Jr Blvd
Golden Empire 1858R *(Wrap)*	9045 Canberra Drive Sacramento, CA 95826	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Golden Empire 9045 Canberra Drive
Hiram Johnson 1851R *(Wrap)* 1851T *(Full Day 12 mo)*	3535 65th Avenue Sacramento, CA 95820	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM Monday – Friday 8:00 – 3:00 PM	1 1	20 20	Hiram Johnson 6879 14th Avenue

HW Harkness 1811R *(Wrap)*	2147 54th Avenue Sacramento, CA 95822	Monday – Thursday 8:45 – 3:15 PM Friday 8:45 – 12:30 PM	1	20	H. W. Harkness 2147 54th Avenue
James W. Marshall 1831T *(Wrap)*	9525 Goethe Road Sacramento, CA 95827	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	James W. Marshall 9525 Goethe Rd
John Bidwell 1813T *(Wrap)*	1730 65th Avenue Sacramento, CA 95822	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	16	John Bidwell 1730 65th Avenue
John Cabrillo 1846R *(Wrap)*	1141 Seamas Avenue Sacramento, CA 95822	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	16	John Cabrillo 1141 Seamas Avenue
John Sloat 1832R *(Wrap)*	7525 Candlewood Way Sacramento, CA 95822	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	20	John Sloat 7525 Candlewood Way
John Still 1848R *(Wrap)*	2200 John Still Drive Sacramento, CA 95832	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	John Still 2200 John Still Drive
Leataata Floyd 1812R *(Wrap)*	401 McClatchy way Sacramento, CA 95818	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	16	Leataata Floyd 401 McClatchy Way
Lisbon 1891R *(Wrap)*	7555 S. Land Park Drive Sacramento, CA 95831	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	16	Lisbon 7555 S. Land Park Drive
Martin Luther King Jr. 1892R *(Wrap)*	480 Little River Way Sacramento, CA 95831	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Martin Luther King Jr. 480 Little River Way

Nicholas 1826R *(Wrap)*	6601 Steiner Drive Sacramento, CA 95823	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 11:30 AM	1	20	Nicholas 6601 Steiner Drive
Oak Ridge 1817R *(Wrap)*	4501 MLK Jr Blvd Sacramento, CA 95820	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:00 AM	1	20	Oak Ridge 4501 MLK Jr Blvd
Parkway 1827R *(Wrap)*	4720 Forest Parkway Sacramento, CA 95823	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Parkway 4720 Forest Parkway
Peter Burnett 1819R *(Wrap)*	6032 36th Avenue Sacramento, CA 95824	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Peter Burnett 6032 36th Avenue
Susan B. Anthony 1820R *(Wrap)*	7864 Detroit Blvd. Sacramento, CA 95832	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	16	Susan B. Anthony 7864 Detroit Blvd.
Washington 1837T *(Wrap)*	520 18th Street Sacramento, CA 95814	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Washington 520 18th Street
Woodbine 1857R *(Wrap)*	2500 52nd Avenue Sacramento, CA 95822	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Woodbine 2500 52nd Avenue
30 Sites			**31**	**592**	

31 Classes – 29 Wraps, 2 Full Day 12 months

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Self-Assessment Program Improvement Plan (PIP)
2024-2025

INSTRUCTIONS: Based on your agency's Self-Assessment results, please develop an action plan to address findings described in the "Program Opportunities" section of the Self-Assessment report.

Action Steps:	*Responsible Person(s)/Unit*	*Start Date*	*Progress Update*	*Complete Date*
I. EDUCATION, MENTAL HEALTH AND DISABILITIES				
Education and Child Development Program Services: 1302.32 Curricula (a)(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation with fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.				
Review the expectations for timeline completion and documentation.	Coordinators Teachers	July 2025		
Improve systems for providing classrooms with up-to-date IEPs.	Coordinators Child Development Specialists Data Technician	July 2025		
Monitor how classroom staff are addressing/ documenting children with special needs.	Coordinators Teachers	August 2025 and ongoing		
Work with staff individually and in professional learning about follow-up and documenting.	Coordinators Teachers	August 2025 and ongoing		
Meet with Special Education Preschool Team to revisit follow up protocols with Special Education.	Coordinators SPED Preschool Team	August 2025 and ongoing		
Health Program Services: 1302.41 Collaboration and communication with parents (a) For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate growth manner and communicate with parent about their child's health needs and development concerns in a timely and effective manner				
Host a special education family engagement workshop and collaborate with the Special Education Department.	Coordinators Parent Advisor School Community Liaison	August 2025 and ongoing		

1

	Clinicians			
II. PARENT AND FAMILY AND COMMUNITY ENGAGEMENT				
Family and Community Engagement Program Services: 1302.50 Family engagement approach (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services, and resources that support family well-being, including family safety, health, and economic stability				
Work with School Community Liaison to ensure that what is in written form is consistent with Child Plus and that processes are updated to ensure signatures are gathered.	Coordinators School Community Liaison	August 2025 ongoing		
III. SAFE ENVIRONMENTS, HEALTH AND NUTRITION				
Health Program Services: 1302.47 Safety practices (1) Facilities. All facilities where children are served, including areas for learning, playing, and sleeping, toileting, and eating are at minimum: (i) Meeting licensing requirements in accordance with 1302.21(d)(1) and 1302.23(d)				
Work with the Health Team to address procedures for follow up with health events, blood pressure, physical/dental not in file when CNT is documented and the reason why for H/V screenings, dates/signature for forms that were previously on documents.	Coordinators Health Team	July 2025 ongoing		
Work with the Health Team to address procedures for collection of blood lead, hemoglobin, nutrition services documented in the file/Child Plus and follow up.	Coordinators Health Team	July 2025		
Review of family meal style procedures and serving meals.	Coordinators Classroom Staff	August 2025 and ongoing		
Working with staff to properly complete the meal count sheets (blue sheets)	Coordinators Classroom Staff	August 2025 and ongoing		
Health Program Services: 1302.47 Safety practices (2) Equipment and materials. Indoor and outdoor play equipment, cribs, cots, feeding chairs, strollers, and other equipment used in the care of enrolled children, and as applicable, other equipment and materials meet standards set by the Consumer Product Safety Commission				

Ensure all sites have a thermometer.	Coordinators Classroom Staff	August 2025 and ongoing		
IV. ERSEA NOTE: This section must also address your agency's **Enrollment Action Plan**				
Eligibility, Recruitment, Selection, Enrollment, and Attendance: 1302.15 Enrollment (2) Funded enrollment. A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.				
At Pre-service, attendance procedures will be reviewed.	Coordinators Teachers	July 2025		
Program procedures for attendance follow up will be reviewed and updated.	Coordinators Child Development Specialists	August 2025 ongoing		
EHS - program flyers will be distributed to SCOE and Alta to promote enrollment to increase service of students with special needs.	Coordinators Child Development Specialists	August 2025 ongoing		
Accurate record keeping and data entry will be a standing agenda item at ERSEA meetings.	Coordinators Child Development Specialists	August 2025 ongoing		
Pre-service will discuss confidentiality and safe record keeping.	Coordinators	August 2025		
Pursuing Child Plus waitlist system and procedures for in person and online access.	Coordinators Data Technician Child Development Specialists	Current and ongoing		
Remind parents to use full legal signatures when signing in and out.	Coordinators Teachers	July 2025 and ongoing		
Review absence reporting procedures about contacting families within the hour.	Coordinators Teachers	August 2025 and ongoing		

V. GOVERNANCE				
Eligibility, Recruitment, Selection, Enrollment, and Attendance: 1302.12 Determining, verifying, and documenting eligibility (1) <u>Training on Eligibility</u>. A program must train all governing body, policy council, management, and staff who determine eligibility on applicable federal regulations and program policies and procedures Training must, at minimum (ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy				
Develop an annual orientation, governance and eligibility training, and strategic opportunities for participation	Parent Advisor Coordinators Child Development Specialists	August 2025 and ongoing		
Recruit to increase parent involvement at every site to ensure representation	Parent Advisor Coordinators Teachers	August 2025 and ongoing		
VI. FISCAL				
Program Management and Quality 1302.101 Management system (a) <u>Implementation</u>. (1) Ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services described in subparts C, D, E, F, G, and H of this part; (4) Maintains an automated accounting and record keeping system adequate for effective oversight.				
Organize and facilitate trainings on various database systems (e.g., ChildPlus)	Data Technician Child Development Specialist	August 2025 and ongoing		
Monitor budgets, maintain fiscal reports, manage grants, and maintain records	Fund Specialist Program Technician Coordinators Assistant Superintendent	August 2025 and ongoing		
VII. HUMAN RESOURCES				

Program Management and Quality 1302.101 Management system (a) Implementation. (a)(2) Provides regular and ongoing supervision to support individual staff professional development and continuous improvement; (3) Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described in subparts C,D, E, F, G, and H of this part

Recruit, screen, interview, hire, and onboard new members to fill positions (e.g., Instructional Aides)	Coordinators Child Development Specialists	July 2025		

Sacramento City Unified School District
2024-2025 Self-Assessment Summary of Results

BACKGROUND: The Sacramento City Unified School District (SCUSD) is committed to providing high-quality educational experiences and equitable support for every child. SCUSD believes that student achievement begins at the foundational level. To foster school **readiness**, early learning programs are focused on building a strong foundation for academic success and social emotional development. SCUSD children and families enter our district's educational system as young as 3-5 years old. During this time, young students are building literacy skills, cognitive development, and motor skills. Early learning and care closes the opportunity gap! SCUSD's Early Learning and Care Department team has begun the self-assessment process for Head Start and the California State Preschool Program (CSPP). The following is the purpose, process, and timeline:

PURPOSE:
Head Start Performance Standard 1304.1 Program self-assessment and monitoring:
"(a)Section 641A(c) of the Act requires the Secretary to monitor whether a grantee meets program governance, program operations, and financial and administrative standards described in this regulation and to identify areas for improvements and areas of strength as part of the grantee's ongoing self-assessment process. This subpart focuses on the monitoring process. It discusses areas of noncompliance, deficiencies, and corrective action through quality improvement plans."

PROCESS:
The Leadership Team consists of the four program coordinators who serve as content area leads and the Data Information Technician. This team leads a Self-Assessment Review Team made up of diverse representatives across content areas to ensure a comprehensive evaluation of program effectiveness. The review team collects and analyzes various data sources, including parent surveys, CLASS, DRDP, ASQ, enrollment data, attendance data, and content area reports covering education, disabilities, mental health, health/nutrition, family engagement, and ERSEA. Throughout December and January, the team shares progress updates and preliminary findings to assess trends and identify areas of concern. These findings directly inform the Program Improvement Plan, which guides the quality improvement cycle.

The Leadership Team analyzes data reports from Child Plus, PIR, and other sources to update systems using the Written Service Area Plan. The finalized plans are submitted to the Policy Council (PC) in March followed by the Board of Education and SETA. The Leadership Team oversees ongoing implementation, monitors progress, and makes necessary adjustments to ensure continuous program improvement. As part of our Self-Assessment Monitoring Plan, we recognize the importance of identifying program strengths in addition to areas for growth. This ensures a balanced and reflective evaluation of our Head Start program's effectiveness.

REVIEW TEAM:

The Self-Assessment Review Team consists of diverse representatives from various Head Start content areas, ensuring a comprehensive and collaborative approach to program evaluation. Each team is led by a Team Lead and a Coordinator who guide discussions, data review, and analysis to identify strengths and areas for improvement. The teams include individuals from education, disabilities, family engagement, ERSEA, mental health, health/nutrition, and program management, providing well-rounded perspectives in the self-assessment process. The two nurses participated in all teams to provide support and ensure a clear understanding of the health content during the monitoring process.

Team Assignments:
- ❖ **Team #1:** Doris Reese, Rumi Nozue, Mahelet Barrera
- ❖ **Team #2:** Christina Roselli, Linda Ramos, Sylvia Rincon
- ❖ **Team #3:** Dr. Angelle Carson, Schonette Walker, Marissa Floyd
- ❖ **Team #4:** Lorena Poon, May Song, Wendy Brown

TIMELINE:

September
- ➢ Safety & Supervision Plans
- ➢ Health & Safety Checklist

October
- ➢ Delegate Kickoff with SETA: Program Goals Overview

November
- ➢ SCUSD/SETA Review Meeting
- ➢ Leadership Team Program Planning Meeting
- ➢ PC Election

January
- ➢ Develop Self-Assessment Team; assign groups
- ➢ Self-Assessment Team conducts site visits, observations, and file assessments
- ➢ Self-Assessment Team discusses preliminary findings and recommendations Grant Planning with SETA
- ➢ Self-Assessment Team data summaries due
- ➢ DRDP Data Review with Teaching Teams
- ➢ Leadership Team analyzes preliminary findings and recommendations
- ➢ Update Written Service Area Plan
- ➢ Leadership Team analyzes data findings, MCQI, CAP, and PIP reports
- ➢ Teacher/Parent survey distributed

February
- ➢ Action Plan components due
- ➢ Grant draft components due

March
- ➢ Submission to Policy Council & Board of Education
- ➢ Submit Self-Monitoring Plan and Program Improvement Plan to SETA.

PROGRAM STRENGTHS:
- ➢ **Education, Mental Health, and Disabilities**
  - ○ Classrooms are implementing Creative Curriculum 6th Edition Cloud with fidelity.

- ○ Successfully implemented the Fidelity Tool to monitor and support curriculum implementation.
  - ○ A total of 12 school sites and teachers participated in WestEd Pre-K Math (Year 2), showing positive increases in student math knowledge.
  - ○ Clinicians provide small group and 1:1 therapeutic services to enrolled families, ensuring individualized support.
  - ○ Comprehensive wellness newsletters are shared monthly with families and staff, offering a variety of mental health resources.
  - ○ The MTSS - COST (Coordination of Services Team) meets regularly to review students needing additional support, including those with and without IEPs.
  - ○ Approximately 160 children are receiving special education services, with the majority receiving speech therapy.
  - ○ There has been a decrease in parent/guardian concerns related to disability services, demonstrating improved communication and service delivery.
- ➢ **Family and Community Engagement**
  - ○ The School Community Liaison responds promptly to family requests for services, ensuring timely support.
  - ○ A priority flow chart was developed to address the most urgent family needs first, improving efficiency and responsiveness.
  - ○ Increased focus on family involvement by promoting in-classroom volunteering and at-home engagement.
  - ○ Families were reintroduced to In-Kind forms and educated on various ways to contribute from home.
  - ○ Family participation in In-Kind activities has more than doubled compared to the 2023-24 school year.
  - ○ Hosted ongoing Family Fun Days to encourage quality bonding time between children and caregivers that strengthen the home school connection.
- ➢ **Safe Environments, Health, and Nutrition**
  - ○ Shared mealtimes encourage social interaction, teaching table manners, sharing, and respect for others.
  - ○ Parent education on nutrition that fosters healthy family meal planning and eating habits at home.
  - ○ Nurses provide ongoing nutrition information to classrooms, reinforcing healthy habits.
  - ○ A new school nurse was hired to support both Head Start and Early Head Start, enhancing health services for children and families.
  - ○ The school nurse trains to strengthen expertise in early childhood health and nutrition.
  - ○ Regularly met with Nutrition Services to review and discuss menu options, ensuring open communication and continuous improvement.
- ➢ **ERSEA**
  - ○ ETS reports are consistently completed each week, allowing for tracking classroom numbers and identifying where additional support is needed.
  - ○ Child Development Specialists in enrollment remain dedicated and work consistently to increase enrollment.
  - ○ Community recruitment efforts include distributing program flyers and promoting enrollment.
  - ○ A recruitment spreadsheet was created, along with business cards featuring a QR code for easier access to enrollment information.
- ➢ **Governance**
  - ○ Policy Council meetings are held at the Hiram Johnson Family Education Center, which has been redesigned to be a welcoming place for families.

- ○ PC materials are provided to families, classrooms, and SETA in a timely manner, meeting all governance regulations.

AREAS FOR GROWTH:

The areas for growth are outlined in the attached Program Improvement Plan, which includes detailed action steps, assigned personnel, and start dates. This document provides a structured approach to addressing identified challenges and ensuring continuous program improvement.

GOALS & OBJECTIVES

Education and School Readiness

AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/24-7/31/25	

GOAL # 1	Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.
OBJECTIVE 1	Implementing an integrated curriculum that addresses the essential domains of school readiness implementation with fidelity with an emphasis in language and literacy, English Language Development and strengthening social-emotional pedagogy to improve student outcomes.
Measurable Outcomes (Upon completion of Objective)	1. Instructional staff will demonstrate fidelity to curriculum (e.g., Creative Curriculum, Teaching Pyramid, Kimochis for social-emotional learning). 2. Instructional staff will demonstrate an increased knowledge on how to collect student evidence/data. 3. Management will demonstrate knowledge on individual teacher's level of curriculum implementation and level of fidelity. 4. Identified instructional staff will be provided opportunities for instructional support and coaching. 5. Instructional staff will demonstrate an increased knowledge on Language and Literacy Development and English Language Development pedagogy practices.
Year 1 Expected Outcomes	1. Instructional staff will demonstrate fidelity to curriculum by increasing baseline scores to 75%. 2. Instructional staff will demonstrate improvement in the collection of student evidence/data. No more than five (5) ratings per evidence entered in Learning Genie. 3. Management will complete the Fidelity Tool and meet with instructional staff to create a plan of action. 4. Number of staff participating in Instructional coaching opportunities. 5. Instructional staff will have opportunities to participate in language development and English Language Development training and coaching.
Data, Tools, or Methods for Tracking Progress	1. Curriculum Fidelity Tool outcomes; classroom walkthroughs to observe implementation of Creative Curriculum, Teaching Pyramid, Kimochis) 2. Learning Genie student data/evidence report 3. CLASS 4. DRDP Classroom Data
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	1. The completing of the Fidelity Tool is in progress and exptected outcomes will be reported in May. However, 100% of all preschool teachers are using the Creative Curricuum Cloud. The Cloud is designed to guide instruction to Fidelity. 2. Learning Genie requires teachers to provide evidence for all ratings and limits the same evidence to no more than five (5) ratings. 3. CLASS scores are pendimg.

What additional items are expected to be completed or accomplished by the end of the year (June 2025)	Comprehensive CLASS data.
Expected Challenges/How you might address them	1. Limited staff to conduct ongoing classroom monitoring; Solution: Create a monitoring calendar for the year, include as a standing Agenda for Management to review progress. 2. Professional Learning is uninformed, not meeting all instructional needs of staff. Solution: Take advantage of staff training opportunities provided by SCOE and SETA. Increase participation by providing release time for teachers. 3. Staff particpation in workshops and training. Solution: Design training opportunities within their contracted time.
Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Negotiate Professional Learning to take place on Thursdays to be aligned with the rest of the district's PL calendar. This will allow our preschool teachers to better collaborate with TK and Kimder teachers. All professional learning offerings are within teachers contracted hours.

ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Create a heatmap analysis, using CLASS scores to identify instructional staff/classroom with need.	Data Application Specialist	November 2024
2. Provide Instructional coaching to identified teachers who need assistance.	Coordinators	October 2024
3. Complete the Creative Curriculum Fidelity Tool annually.	Coordinators	Ongoing
4. Coordinate professional learning opportunities.	Coordinators	Ongoing
5. Facilitate discussions about students' social-emotional development and organize group sessions for Teachers to discuss positive behavior interventions.	Clinicians	September 2024
6. Implement Teaching Pyramid Strategies and offer Multi-tierd System of Support.	Teachers	August 2024

OBJECTIVE 2	Strengthening parents/guardians school readiness competencies and family partnerships that are culturally responsive, reflecting the community/families' demographics.
Measurable Outcomes (Upon completion of Objective)	1. Parents/guardians will demonstrate knowledge/understanding of social emotional development. 2. Parent/guardians will participate in Home Visits to strengthen their knowledge about their child's development. 3. Parent/guardians will utilize Ready Rosie parent education videos. 4. Parents will receive information in their primary language (for any language population that exceeds 15%)
Year 1 Expected Outcomes	1. Child Development Milestones Workshop Attendance Numbers - 25 parents annually 2. 75% of enrolled families will partake in Home Visits. 3. 50% of enrolled families are viewing Ready Rosie videos annually. 4. Parent education information and resources are available in various languages to reflect student population.
Data, Tools, or Methods for Tracking Progress	1. Parent Survey - Survey Results and workshop attendance report 2. Home Visiting Verification Forms - Completed and signed by the parent. 3. Ready Rosie Data - Monthly Data Review 4. Track and monitor home visits and parent conference information.
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	1. Child Development Milestones Workshop Attendance Numbers - Pending 2. 75% of enrolled families have received a home visit. 3. More than 50% of enrolled families are viewing Ready Rosie videos. 4. Parent education information and resources are available in various languages to reflect student population.
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	1. Child Development and SPED Milestones Workshop offerings to parents.
Expected Challenges/How you might address them	1. Workshop attendance can be a challenge. Solution: Provide workshops in person and virtual models for families to select. 2. Home Visits can be uncomfortable to some families. Solutions: Inform and communicate with families of the benefits of a home visit and developing close relationship with their teacher and what to expect during a home visit. 3. Not all families are active in Ready Rosie. Solution: Promote Ready Rosie to include the link in all communications to families. 4. Availability of translation services. Solution: Translate materials to languages requested only.
Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Provide parent workshops via Zoom as in person workshops are no longer popular with busy families.

ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
1. Provide enrolled parents information about social emotional milestones and Teaching Pyramid.	Teachers, Coordinator	Ongoing
2. Parents will receive a calendar with dates and information about home visits and parent conferences.	Teacher, Coordinator	Ongoing as part of enrollment
3. Parents will receive scheduled invitations with a link to register for Ready Rosie.	Data Technician	Ongoing upon enrollment
4. Provide parent documents available in their home language as possible.	Teachers, Parent Advisor, School Community Liaison, Child Development Specialists	Ongoing

GOALS & OBJECTIVES	**Health and Safety**

AGENCY NAME	
Sacramento City Unified School District	

DATE	
8/1/2024-7/31/2025	

Goal #2	Increase the health, safety and wellbeing of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff and community partners.
OBJECTIVE 1	Increase stakeholder awareness of health, safety, and well-being of children birth to age 5 by building authentic partnerships through ongoing communication and collaboration.
Measurable Outcomes (Upon completion of Objective)	1. Increase the number of community partnerships to ensure stakeholders know about Pre-K programs and offered resources. 2. Increase communication with families regarding children's blood lead levels, heights, weights, and physical exams. 3. Increase the number of referrals to community-based organizations by sharing information to families via Child Plus and Learning Genie. 4. Increase all ELC staff awareness of community resources.
Year 1 Expected Outcomes	1. 100% of stakeholders will know about Pre-K programs as measured by a survey. 2. 100% of teachers will implement the Safety and Supervision Plan. 3. Increase the number of community-based organizations partnerships by 25%. 4. 100% of all ELC will be aware of community resources as measured by a survey.
Data, Tools, or Methods for Tracking Progress	1. Child Plus 2. PIR Data 3. Quarterly Reports 4. Accountability Calendar
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	EHS: The Early Head Start Program officially opened on June 24, 2024. HS: Three of Year 1 Expected Outcomes were met: 1. 100% Safety and Supervision Plans were implemented by teachers. 2. We have increased our community-based organizations partnerships by 25%, 3. 100% of ELC are aware of the community resources available.
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	Additional items expected to be completed or accomplished by June 2025 is to reach 100% of stakeholders knowing about our Pre-K Programs.
Expected Challenges/How you might address them	Expected Challenges: Combined pressures and anxiety among staff and needing to complete PIR Data in a timely manner. Solution: Foster positive relationships with and among staff, encouraging the development of coping skills by providing stable and supportive care.

Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Challenges encountered were related to ongoing communication and time management. Our program will address these challenges to improve communication with stakeholder groups by setting up regularly scheduled meetings to align our efforts, build authentic partnerships, and ensure families receive quality services.

ACTIONS/STRATEGYIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Continue to use live messenger to communicate with families with missing blood lead results. Email will be sent to families by the Child Development Specialists (CDS)	Child Development Specialist, ERSEA Coordinator, Nurses	September 2024
2. Nurses to follow-up with medical providers with a high rate of missing blood lead results on physical exams	Nurses, ERSEA Coordinator	Fall 2024 and Spring 2025
3. Include all ELC staff in communication	All ELC Staff	September 2024
4. Identify regional resource hubs.	School Community Liaison	September 2024

OBJECTIVE 2	Increase the percentage of collected blood lead levels, heights and weights, and up-to-date physical exams for children enrolled in program.
Measurable Outcomes (Upon completion of Objective)	1. Data collected will show a 1% increase in blood lead results from following year. 2. 5% increased number of collected physicals for children enrolled in the program. 3. To measure 100% of children heights and weights to calculate body mass index.
Year 1 Expected Outcomes	1. To increase the collected blood level for children enrolled in the program by 10%. 2. To increase the percentage of collected heights and weights for children enrolled in the program by 3%. 3. To increase the number of collected up-to-date physical exams for children in our program by 5%.
Data, Tools, or Methods for Tracking Progress	1. Child Plus 2. PIR Data and Quarterly Reports 3. Accountability Calendar

Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	EHS: The Early Head Start Program officially opened on June 24, 2024, therefore there is no growth comparison for the year of 2023-2024 to EHS: 2024-2025. 1. The percentage of blood level for children enrolled in program is currently 93%. 2. The precentage of EHS heights and weights are at 100% 3. Number of collected up-to-date physicals exams for children in EHS program is 100%. Head Start: 1. There were no increase for blood level the percentage remained at 76% to date we anticipate by the end of the end a 1% increase 2.The percentage for heights and weights decreased by 1%, the current percentage for heights and weights is 97%. 3. Physcial exams were increased by 1%, and is currently at 94%.
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	Additional items expected to be completed or accomplished by the end of June 2025 is to be at 85% with blood levels, heights and weights, and physical exams will be at 100% 1. Blood Lead Levels ensuring that all children are screened for lead exposure as required by health guildelines or local regulations. 2. Heights & Weights regularly monitored and record the growth of each child to ensure they are meeting typical growth milestones. 3. Physical Exams: Ensuring that each child has an up-to-date physical exam, which can include checks for general health, immunizations, and developmental milestones. Set specific dates for when blood level and physical exams are scheduled, and when heights and weights will be taken.
Expected Challenges/How you might address them	Expected Challenges: Not having the forms and physical exam forms turned in from parents in a timely manner. Heights and weights may not be documented on the physical exam form given by child's doctor. Solution: Continual monitoring of the incoming physical forms, conduct heights and weights in the classroom on children who are missing the height and weight component on the physical exam form. Make follow-up calls and send out reminder letters to remind parents of the importance of returning the child's physical exam form with all completed information from the physician.
Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Challenges encoutered were 1. Unscheduled doctor appointments for physical exams. 2. Delayed or incomplete exam form submissions at enrollment. 3. Missing height and weight information on physical exams forms. Our program will address these challenges by having teachers assist with gathering height and weight information if missing from physical exam form. Also by emphasizing the communication with families reminding them of the importance of returning the completed exam forms on time, and highlighting the specific information needed like the height and weight details. Send reminders or provide a list of available local clinics or doctors to help families schedule their physical exams earlier in the process. Offer flexibility in certain cases, and provide extra assistance in scheduling appointments, could help families who face challenges with timing.

ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE

1. Continue to use Live Messenger to communicate with families of missing blood lead results, heights and weights, and physicals.	Child Development Specialists, Nurses, Coordinator	September 2024
2. Follow-up with medical providers with a higher rate of missing blood lead results on physical exams.	Nurses	September 2024 and Spring 2025
3. Send missing reminder letters to classrooms and families.	Nurses, Child Development Specialists	Ongoing
4. Update Health Accountability Calendar	Child Development Specialists, Nurses, Coordinator	Ongoing

Family and Community Engagement

AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/2024-7/31/2025	

Goal #3	To support relationship-based family engagement that is culturally responsive, reflective and goal-oriented that helps build partnerships with families and provide increased opportunities for community building and participation within the program.
OBJECTIVE 1	Parents and families observe and participate in the everyday learning of their children at home and in their school.
Measurable Outcomes (Upon completion of Objective)	1. Build family involvement; at least 50% of classrooms will have 1 or more volunteer. 2. Increase at home In-Kind parent involvement by 25%
Year 1 Expected Outcomes	1. 50% of families will complete 10 hours per month of involvement by June 1, 2025 2. 25% of classrooms will have 1 or more volunteers.
Data, Tools, or Methods for Tracking Progress	1. Volunteer tracking form 2. Child Plus In-Kind Reports
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	1. As of February 2025 we have 22% of parents/families actively engaged in the In-Kind process. This is a vast improvement from the previous year. In 23-24 only 10% of parents/families turned in In-Kind hours
	2. As of Februray 2025, 12% of classrooms have 1 or more volunteers
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	We continue to promote volunteer opportunities to families. Reminders are sent to teaching staff about the importance of parental involvement. In-Kind participatin is expected to rise by the end of the year.
Expected Challenges/How you might address them	Parent work schedules; Solution: Offer varied schedules for parent participation in the classroom.
Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Current In-Kind reporting forms can be confusing for families. Exploring alternate ways (possible online options) for parents/families to record hours.

ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Update Staff Handbook with In-Kind and Volunteer policies.	Content Coordinator, Management Team	August 2024
2. Promote Volunteer opportunities at enrollment. Provide flyer with QR code with every enrollment packet.	Content Coordinator, Enrollment Team	April 2024
3. Provide ongoing assistance for teaching staff. In-Kind hours will be discussed at monthly Professional Learning training.	Content Coordinator	Ongoing
4. Teachers will actively recruit volunteers at monthly parent meetings.	Teaching Staff	Ongoing
OBJECTIVE 2	Parents and families are offered opportunities that support their parenting, careers, and life goals.	
Measurable Outcomes (Upon completion of Objective)	1. Family Partnership Goals created by at least 35% of families. 2. Increase quarterly parent workshop attendance to average of 15 participants per session.	
Year 1 Expected Outcomes	1. Increase FPA Goals setting by 15% (goal cards, SMART goal-setting, resources for growth) 2. Hiram Johnson Family Education Center open to the public one day per week, staffed by School Community Liaison and Parent Advisor 3. Offer 2 Family Fun Days ~~and 2 Day with Dad events to support family bonding~~	
Data, Tools, or Methods for Tracking Progress	1. Child Plus reports 2. Family Partnership Agreements	
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	1. 359 Families (51%) have engaged in the goal setting process for the current year.	
	2. Hiram Johnson is open every Wednesday for Parent Cafe's. Staff have partnered with local agencies to promote community resources to families.	
	3. One Family Fun day was offered in December (Polar Express Night)	
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	An additional Fun Day is scheduled for late spring.	
Expected Challenges/How you might address them	Training needed by teaching staff on creating smart goals. Solution: Overview of importance of goal to be provided by School Community Liaison. Teachers will also be provided a list of sample goal to help families in goal-setting.	

Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Attendance of Family Workshop continues to be low (average of 7 per session). Parents have been surveyed to determine the best time/day to host workshops.	
ACTIONS/STRATEGIES FOR OBJECTIVE 2	**PERSON(S) RESPONSIBLE**	**TIMELINE**
1. Review the FPA process in detail at Preschool Orientation.	Content Coordinator, School Community Liaison	August 2024
2. Provide sample SMART goals to teaching staff as a conversation starter with parents/guardians.	School Community Liaison	October 2024
3. Promote Hiram Johnson school site as an accessible Family Education Center (mirror a "hub")	Family Engagement Team	January 2025
OBJECTIVE 3	Increase opportunities for fathers to engage in the program	
Measurable Outcomes (Upon completion of Objective)	1. Develop weekly Father Cafes 2. Host a minimum of 2 Dad's Day events	
Year 1 Expected Outcomes	1. Grow Father Cafes with an average weekly attendance of 5 participants. 2. Engage 10 families at each Dad's Day event.	
Data, Tools, or Methods for Tracking Progress	1. Sign-in Sheets 2. ChildPlus Reports	
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	1. Father Cafe's are scheduled to begin monthly in April and run through June.	
	2. Dad's Days events are scheduled for April and June	
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	see above	
Expected Challenges/How you might address them	Participation might be impacted by male parent/guardian's work schedule; Solution: Identify an appropriate time to fit different schedule needs.	

Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Family Engagement staff took on multiple new projects this year limiting their time. A slow roll out of Father's events was planned to ensure events could be planned with intention. A rotating schedule is already in place for the upcoming school year.

ACTIONS/STRATEGIES FOR	PERSON(S) RESPONSIBLE	TIMELINE
1. Purchase and review curriculum to guide Father Cafe meetings	Content Coordinator, School Community Liaison	June 2024
2. Identitfy Fall and Spring dates for Dad's Day events	Content Coordinator, School Community Liaison, Parent Advisor	July-August 2024

OBJECTIVE 4	~~Provide optimum opportunities for families and the community to participate together in workshops or events, to increase family bonding and build a strong school-based community.~~ Provide a learning environment where children and families feel comfortable.
Measurable Outcomes (Upon completion of Objective)	~~1. Increased opportunities (school events, parent training) for families and parents to be engaged in their child's school~~ 2. Families express a sense of belonging in the school that their children attend.
Year 1 Expected Outcomes	1. 100% of teachers creating a caring, equitable classroom environment for engaged learners. 2. 100% of teachers establishing reciprocal relationships with families and children. 3. 20% increase in parent and family events hosted by school site.
Data, Tools, or Methods for Tracking Progress	1. Enrollment & Attendance Monthly Reports 2. ~~Classroom observations by Coordinators/Management~~ 3. Parent surveys 4. ~~Sign-in sheets~~
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	Classroom Parent Meetings have been well attended with an average of 12 parents per session.
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	CLASS Observations will conclude in March. Managment will look at Positive Climate scores to access overall classroom climate.

Expected Challenges/How you might address them	Expected Challenges: 1. A lack of time, trust, and awareness 2. ~~Resistance to change~~ 3. ~~Historic low engagement~~ 4. Communciation barriers Solutions: 1. Create parent and family support groups, 2. ~~Expand volunteer opportunities.~~ 3. ~~Host family workshops. and~~ 4. ~~Get information out in the community.~~
Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	

ACTIONS/STRATEGIES FOR	PERSON(S) RESPONSIBLE	TIMELINE
1. Send regular communications home to families.	Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison	September 2024/Ongoing
2. Use multiple modes of communication (verbal reminders, live messaging, announcements).	Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison	September 2024/Ongoing
3. Approach the relationship with parents with respect and interest in their family's successful experience in the program.	Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison	September 2024/Ongoing
4. Listen/Understand each family's expectations and views about their involvement.	Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison	September 2024/Ongoing
5. Invite families to school events regularly.	Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison	September 2024/Ongoing
6. Classroom visits from local professionals within the	Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison	September 2024/Ongoing

GOALS & OBJECTIVES	Enrollment
AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/2024-7/31/2025	

Goal #4	To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models and utilizing effective recruitment strategies.
OBJECTIVE 1	Monitor weekly enrollment and develop a plan to achieve 97% or higher of funded enrollment by end of each month.
Measurable Outcomes (Upon completion of Objective)	1. The Recruitment Redesign/ Leadership Team is informed of how many children are enrolled, how many have a pending start date, and the number of enrollment slots available for each site. 2. The leadership and enrollment teams will problem-solve enrollment openings, and work with staff on targeted recruitment to fill available enrollment slots. 3. 100% of sites that are under 97% enrolled will develop and submit a full enrollment plan and submit to leadership on challenges and successes
Year 1 Expected Outcomes	1. SCUSD HS/EHS will achieve a program enrollment of 97% or higher each month. 2. The ELC Department will engage all stakeholders in the district to market the program and enroll qualified families, particularly in automatically eligible categories of foster children and families experiencing homelessness. 3. Recruitment activities are responsive to the findings of the Community Needs Assessment.
Data, Tools, or Methods for Tracking Progress	1. Recruitment Plan 2. ChildPlus reports and Enrollment Tracking Reports 3. Full Enrollment Plan
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	EHS: Early Head Start officially opened June 24, 2024 and is currently at 100%. ELC Department worked closely with district stakeholders to help market the program, ensuring alignment with community needs. The program made sure that families who met the selection criteria were enrolled. Advertising efforts were focused on areas with low enrollment, specifically targeting zip codes with fewer applicants to ensure broader community access.
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	Additional items expected for our Head Start Program is to be completed or accomplished to achieve 97% or higher by the end of June 2025 is to 1. Continue target marketing to focus under-enrolled zip codes, using data to pinpoint specific neighborhoods where outreach can be increased. 2. Encourage families to refer others who meet eligibility criteria. 3. Continue to partner with local schools, libraries, community centers, and other organizations to spread the word about the program.

Expected Challenges/How you might address them	Expected Challenges: The enrollment team might not receive the required documents from families to enroll children timely. Solution: Maintain active communication with enrolling families/departments to provide support on how to address barriers to submitting paperwork.
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	HS: Challenges encountered families are not submitting the necessary documents to complete the enrollment process. Families may face a variety of barriers (e.g., lack of time, access to resources, or undertsanding of the process. Our program is addressing these challenges by having active communication with families to keep them informed about documentation needed and upcoming deadlines. To also provide assistance and support to help families who may be facing barriers (e.g., helping them gather the necessary paperwork, offering alternative ways to submit documents, or addressing language/technology gap to make the process easier and more accesible.

ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Monitor/Review current enrollment numbers program-wide and site-specific enrollment.	Coordinators, Recruitment Redesign Team, Child Development Specialists,	April 2024/Ongoing
2. Address specific issues affecting delays in enrollment and anticipated openings.	Coordinators, Recruitment Redesign Team, Child Development Specialists,	April 2024/Ongoing
3. Submit monthly enrollment action plans to SETA and collaborate on solutions.	Coordinators, Recruitment Redesign Team, Child Development Specialists,	April 2024/Ongoing

OBJECTIVE 2	Promote a welcoming school environment to improve the rate of attendance of children, therefore sustaining a high level of enrollment throughout the program year.
Measurable Outcomes (Upon completion of Objective)	At least 60% of HS/EHS classes reporting an attendance rate of 85% or higher as measured by ChildPlus data reports
Year 1 Expected Outcomes	1. 100% of teachers and staff will discuss the importance of student attendance and review information on research-based strategies (AttendanceWorks) for attending preKindergarten. 2. Increase attendance by at least 10% in 100% of classes by mid-year in January 2025.
Data, Tools, or Methods for Tracking Progress	1. Weekly attendance records in ChildPlus to identify decreases in attendance 2. Average daily attendance by site and classroom 3. Individual Attendance Plans for children with chronic absences

Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	1. 100% of teachers and staff discussed the importance of student attendance and implemented research-based strategies for attending prekindergarten such as: 1. Building relationships as teachers fostered a relationship between children and families by making positive connections so the children and families will feel eagered to attend. 2. Engaging with families by having regular communication and keeping families informed about the impact of attendance (e.g. emails, Learning Genie, newsletters, parent meetings, Home Visits/Parent Conferences). Also providing families with resources about the importance of consistent school attendance and how it supports long-term development. 3. Providing transportation support, if transportation was an issue we collaborated with local organizations to provide assistance with bus passes to help families get the children to school.
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	Additional items expected to be completed or accomplished by June 2025, to increase attendance to 85% in 100% of classes, as we did not meet our goal for mid-year January 2025.
Expected Challenges/How you might address them	Expected Challenges: 1. Some families do not view Pre-K as a necessity for daily attendance because it is not compulsory education. 2. Staff need ongoing training refreshers for utilizing database systems such as ChildPlus Solutions: 1. Improve communications between program staff and parents 2. Make school a positive experience for children and families
Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Challenges encountered were families stating that preschool is not mandatory, and needing to improve communciation between staff and families by utilizing the different databases to get effective information out to the families. Our program is addressing these challenges: 1. By educating families about the importance of preschool for their child's development and long-term success, where we can share research that shows how early learning impacts school readiness, social skills, and future academic success. Share real-life testimonials by providing stories from past children and families about the difference that preschool made in their child's development. Also, inform families how preschool prepares children to transition and ensures that they are ready for kindergarten, both academically and socially. 2. Provide staff with training and various communication tools and databases available to them. Ensure that staff is comfortable with using the tools to communicate with families (e.g., automated messaging systems, Learning Genie, parent portals, email). Also, train staff how to communciate with families effectively, including how to send clear, respectful messages, and how to make sure information is consistently shared across different platforms. Staff Training Completion: Track which staff members have completed communication training and assess whether communication has improved. Attendance: Monitor attendance trends to see if there is a change as a result of the efforts to address the "preschool is not mandatory" perception. Family Feedback: Conduct surveys or gather informal feedback from families to assess how well they feel informed and supported.

ACTIONS/STRATEGIES FOR	PERSON(S) RESPONSIBLE	TIMELINE
1. Share information with families about the importance of student attendance and evaluate current attendance promotion policy with input from families.	Coordinators, Teachers, Child Development Specialists, Classroom Staff	April 2024/Ongoing

2. Develop new strategies to improve enrollment, attendance, and recruitment by implementing a policy on attendance. Including individual follow-up on children at risk of falling below 90% of attendance.	Coordinators, Recruitment Redesign Team, Child Development Specialists, Classroom Staff	April 2024/Ongoing
3. Monitor and identify patterns to create an improvement plan for individual children, classes, and the programs.	Coordinators, Recruitment Redesign Team, Child Development Specialists, Classroom Staff	April 2024/Ongoing
OBJECTIVE 3	Proactive and open communication with families to involve them in their children's education.	
Measurable Outcomes (Upon completion of Objective)	1. Two-way line of communication is evident in the classroom, such as open-door hours for parents to come and voice their concerns or provide them feedback for them to share their thoughts. 2. Parents make informed decisions about their child's participation and learning as evidenced in Parent-Teacher Conference and/or Home Visits. 3. Staff and parents demonstrate a positrive attitude about collaborating together. 4. Staff and parents addess concerns with a problem-solving approach	
Year 1 Expected Outcomes	1. 100% of parents/guardians participate in parent-teacher conferences/home visits and express satisfaction in the teacher-student relationship 2. 100% improved classroom environment as evidenced in Coordinator observations, CLASS	
Data, Tools, or Methods for Tracking Progress	1. Parent Conferences/Home Visits participation survey 2. Coordinator observations 3. Learning Genie 4. CLASS	
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	Our goal was not met, as only 75% of parents/guardians participated in parent-teacher conference/home visits.	
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	Our program expect to meet the goal of 100% of parent/guardians parent-teacher conferences/home visits by June 2025.	
Expected Challenges/How you might address them	Expected Challenges: 1. Insufficient communication channels and ineffective methods of reaching out to families 2. Language barriers and cultural differences 3. Time limitations Solutions: 1. Communicate regularly and clearly with families, access translation services when necessary. 2. Build trust and rapport with families.	

Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Challenges encountered were families not receiving the communciation sent out through our program's communciation channels. Also, not having translatators readily availble for families, and not having enough time to get the communication out in a timely manner. Our program is addressing these challenges by using strategies to ensure families receive communication, such as, consolidate communication platforms, and use a single platform: If possible to send all communications. This reduces confusion and ensures consistency. However, if we use a multi-channel approach, we will send the same message via multiple channels (e.g., an email, text, Learning Genie, newsletter, and a notice in the child's backpack). Create a "Communication Hub" where parents can check for updates, such as on our website or Learning Genie. Strategies to Address Language Barriers through Multilingual Communication is to translate key documents. Also, make sure essential communication—such as newsletters, permission slips, and important school policies—are translated into the most common languages spoken by the families. Use Translation Tools: like Google Translate to provide quick translations for non-critical communications. Partner with Local Organizations by reaching out to local community groups, nonprofits, or even universities that offer translation services, or can connect our program with volunteer translators. These tools can help bridge the gap in the absence of immediate translators. Pre-Translate Key Phrases: Prepare templates for frequently-used messages in multiple languages (e.g., "Important Attendance Reminder," "Upcoming Parent-Teacher Conference"). This way, or program can send out messages quickly without needing a translator for every communication. Strategies to Improve Timeliness: Streamline Communication Process: Template Communication: Create templates for common messages (like reminders, updates, or announcements). This reduces the time it takes to craft messages and helps ensure consistency in communication. Automated Systems: If possible, our proagram can use an automated system to schedule and send regular updates. Delegate Communication Tasks: If feasible, we can assign a staff member or a team specifically responsible for managing communications, allowing others to focus on their core tasks. Plan Ahead: Develop a communication calendar that outlines when key messages need to go out. Having a calendar help to stay organized and ensure that communications are planned well in advance. Batch Communications: Rather than sending messages as things arise, batch them together and send them at once. For example, send all important information for the week in a single email or message at the beginning of the week. Simplify Messages: Be concise and to the point. Streamlining the messages will not only save time but also ensure that families quickly understand the key points without feeling overwhelmed. Focus on sending essential information that families need to know immediately, and save less time-sensitive updates for later.

ACTIONS/STRATEGIES FOR	PERSON(S) RESPONSIBLE	TIMELINE
1. Provide refresher training in Family engagement practices for home visits.	Coordinators, Child Development Specialists, Teachers	September 2024/Ongoing
2. Evaluate current communication system and improve on how different tools are being used including parent conferences, Learning Genie, etc.	Coordinators, Child Development Specialists, Teachers	September 2024/Ongoing
3. Incorporate ways to monitor and collect feedback from parents/guardians throughout the year to improve communication with program.	Coordinators, Child Development Specialists, Teachers	August 2024/Ongoing

GOALS & OBJECTIVES

AGENCY NAME
Sacramento City Unified School District

DATE
8/1/25 - 7/31/26

Goal #1 -	Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.
OBJECTIVE 1	Implementing an integrated curriculum for both Head Start and Early Head Start, that addresses the essential domains of school readiness implementation with fidelity with an emphasis in language and literacy, English Language Development and strengthening social-emotional pedagogy to improve student outcomes.
	Is this a new Objective for Year 2? YES___NO X If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. Instructional staff(HS and EHS)will demonstrate fidelity to curriculum (e.g., Creative Curriculum, Teaching Pyramid, Kimochis for social- emotional learning). 2. Instructional staff (HS and EHS)will demonstrate an increased knowledge on how to collect student evidence/data. 3. Management will demonstrate knowledge on individual teacher's level of curriculum implementation and level of fidelity. 4. Identified instructional staff will be provided opportunities for instructional support and coaching. 5. Instructional staff (HS and EHS) will demonstrate an increased knowledge on Language and Literacy Development and English Language Development pedagogy practices.
Year 2 Expected Outcomes	1. instructional staff (HS and EHS) will demonstrate fidelity to curriculum by increasing baseline scores to 80%. 2. Instructional staff (HS and EHS) will demonstrate improvement in the collection of student evidence/data. No more than five (5) ratings per evidence enter in Learning Genie. 3. Management will complete the Fidelity Tool and meet with instructional staff to create a plan of action. 4. Number of staff participating in Instructional coaching opportunities. 5. Instructional staff will have opportunities to participate in language development and English Language Development training and coaching.
Data, Tools, or Methods for Tracking Progress	Kimochis) 2. Learning Genie student data/evidence report 3. CLASS 4. DRDP Classroom Data
Expected Challenges/How you might address them	1. Limited staff to conduct ongoing classroom monitoring; Solution: Create a monitoring calendar for the year, include as a standing Agenda for Management to review progress. 2. Professional Learning is uninformed, not meeting all instructional needs of staff. Solution: Take advantage of staff training opportunities provided by SCOE and SETA. Increase participation by providing release time for teachers. 3. Staff particpation in workshops and training. Solution: Design training opportunities within their contracted time.

ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Create a heatmap analysis, using CLASS scores to identify instructional staff/classroom with need.	Data Application Specialist	November 2025
2. Provide Instructional coaching to identified teachers who need assistance.	Coordinators	October 2025

3. Complete the Creative Curriculum Fidelity Tool annually.	Coordinators	Ongoing
4. Coordinate professional learning opportunities.	Coordinators	Ongoing
5. Facilitate discussions about students' social-emotional development and organize group sessions for Teachers to discuss positive behavior interventions.	Clinicians	September 2025
6. Implement Teaching Pyramid Strategies and offer Multi-tiered System of Support.	Teachers	August 2025
OBJECTIVE 2	Strengthening parents/guardians school readiness competencies and family partnerships that are culturally responsive, reflecting the community/families' demographics for both Head Start and Early Head Start.	
	Is this a new Objective for Year 2? YES___NO__X__ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. Parents/guardians will demonstrate knowledge/understanding of social emotional development. 2. Parent/guardians will participate in Home Visits to strengthen their knowledge about their child's development. 3. Parent/guardians will utilize Ready Rosie parent education videos. 4. Parents will receive information in their primary language (for any language population that exceeds 15%)	Ongoing
Year 2 Expected Outcomes	1. Child Development Milestones Workshop Attendance Numbers - 30 parents annually 2. 80% of enrolled families will partake in Home Visits. 3. 50% of enrolled families are viewing Ready Rosie videos annually. 4. Parent education information and resources are available in various languages to reflect student population.	Ongoing and dependig on the the enrollment/attendance dates.
Data, Tools, or Methods for Tracking Progress	1. Parent Survey - Survey Results and workshop attendance report 2. Home Visiting Verification Forms - Completed and signed by the parent and ChildPlus Data. 3. Ready Rosie Data - Monthly Data Review 4. Track and monitor home visits and parent conference information.	Ongoing and dependig on the the enrollment/attendance dates.
Expected Challenges/How you might address them	1. Workshop attendance can be a challenge. Solution: Provide workshops in person and virtual models for families to select. 2. Home Visits can be uncomfortable to some families. Solutions: Inform and communicate with families of the benefits of a home visit and developing close relationship with their teacher and what to expect during a home visit. 3. Not all families are active in Ready Rosie. Solution: Promote Ready Rosie to include the link in all communications to families. 4. Availability of translation services. Solution: Translate materials to languages requested only.	
ACTIONS/STRATEGIES FOR OBJECTIVE 2	**PERSON(S) RESPONSIBLE**	**TIMELINE**
1. Provide enrolled parents information about social emotional milestones and Teaching Pyramid.	Teachers, Coordinator	Ongoing
2. Parents will receive a calendar with dates and information about home visits and parent	Teacher, Coordinator	Ongoing as part of enrollment

3. Parents will receive scheduled invitations with a link to register for Ready Rosie.	Data Technician	Ongoing upon enrollment
4. Provide parent documents available in their home language as possible.	Teachers, Parent Advisor, School Community Liaison, Child Development Specialists	Ongoing
5.		
6.		

OBJECTIVE 3	Description of objective 3.
	Is this a new Objective for Year 2? YES_X_NO__X__ If ys, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.
Year 2 Expected Outcomes	1. 2. 3. 4.
Data, Tools, or Methods for Tracking Progress	1. 2. 3. 4.
Expected Challenges/How you might address them	1. 2. 3. 4.

ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
1.		
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OBJECTIVE 4	Description of objective 4.
	Is this a new Objective for Year 2? YES___NO____ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.
Year 2 Expected Outcomes	1. 2. 3. 4.
Data, Tools, or Methods for Tracking Progress	1. 2. 3. 4.
Expected Challenges/How you might address them	1. 2. 3. 4.

ACTIONS/STRATEGIES FOR OBJECTIVE 4	PERSON(S) RESPONSIBLE	TIMELINE
1.		
2.		
3.		
4.		
5.		
6.		

AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/25 - 7/31/26	

Goal #2 -	Increase the health, safety and wellbeing of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff and community partners.
OBJECTIVE 1	Increase stakeholder awareness of health, safety, and well-being of children birth to age 5 by building authentic partnerships through ongoing communication and collaboration.
	Is this a new Objective for Year 2? YES___NO____ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. Increase the number of community partnerships to ensure stakeholders know about Pre-K programs & offer resources. 2.Increase communication with families regarding children's blood levels, heights, weights, and physical exams. 3. Increase the number of referrals to community-based organizations by sharing information to families via Child Plus and Learning Genie. 4. Increase all ELC staff awareness of community resources. 1. 100% of stakeholders will know about preschool programs and have access to necessary resources. 2. 100% increase of communciation with families regarding children's blood levels, heights, weights, and physical exams. 3. Increase the number of community-based organizations partnerships by 50% 4. 100% of all ELC will be aware of community resources.
Year 2 Expected Outcomes	1. Ensure 100% stakeholders will know about preschool programs and have access to necessary resources as measured by survey. 2. To increase communication by 100% with families regarding children's blood levels, heights, weights, and physical exams. 3. Increase the number of referrals to community-based oganizations by 50% to share with familines via Child Plus and Learning Genie. 4. Create an ongoing, structured approach to sharing, updating, and reinforcing information to remain at 100% of all ELC staff awareness of community resources as measured by survey.
Data, Tools, or Methods for Tracking Progress	1. Child Plus 2. PIR Data 3. Quarterly Reports 4. Accountability Calendar 5. Community/Recruitment Google Spreadsheet
Expected Challenges/How you might address them	1. Expected challenges families having unscheduled doctor appointments for physical exams, delayed or incomplete exam form submissions at enrollment, and missing height and weight information on physical exams forms. Our program will address these challenges by having classroom staff, Child Development Specialists, and Nurses streamline communication to ensure families are clearly informed about the importance of completing forms accurately and on time, with reminders sent well in advance of deadlines. Staff will also give support to families by providing resources like translators or form assistance for families facing language barriers or difficulty with the paperwork.

ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Use live messaging to notify families when their exam forms are incomplete or missing key information with clear instructions on what needs to be updated. Health and Safety Tips: Regularly send short health and safety tips related to the child's age or the time of year (e.g., flu season, sun safety), reinforcing the importance of staying healthy.	Child Development Specialists, Nurses, Health Coordinator, Classroom Staff	September 2025
2. Nurses to follow-up with high rate of missing blood lead results on physical exams	Nurses, Health Coordinator	Fall 2025 and Spring 2026

3. Include all Early Learning Care staff in communication is a crucial step in ensuring that families receive consistent, clear, and unified messages about health and safety, doctor appointments, and other important processes.	All ELC Staff	September 2025
4. Identify regional resource hubs/Create partnerships with community oraganizations	School Community Lisaion, Parent Advisor	Ongoing
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OBJECTIVE 2	Increase the percentage of collected blood lead levels, heights and weights, and up-to-date physical exams for children enrolled in program.
	Is this a new Objective for Year 2? YES___NO____ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. Data collected will show a 50% increase in blood lead results from following year. 2. 50% increased number of collected physicals for children enrolled in the program. 3.To measure 100% of children heights and weights to calculate body mass index.
Year 2 Expected Outcomes	1. To increase the collected blood level for children enrolled in the program by 50%. 2. To increase the percentage of collected heights and weights for children enrolled in the program by 50%. 3. To increase the number of collected up-to-date physical exams for children in our program by 50%.
Data, Tools, or Methods for Tracking Progress	1.Child Plus 2.PIR Data and Quarterly Reports 3. Health Accountability Calendar
Expected Challenges/How you might address them	Expected Challenges: Families not turning their physical exams in a timely manner, not having heights and wrights documented on physical forms given form child's physician at time of enrollment. Our program may address these challenges by continual monitoring of incoming physical forms, and creating a centralized tracking system where we can track when forms are received and which are missing information. Also set-up a real-time notifications by using a digital tool to create flags or color codes for missing forms or incomplete information, so that staff can monitor submissions daily and send timely follow-ups. We can also have a dedicated staff member to track and oversee the collection of physical forms and ensure they are processed promptly, along with monitoring missing height and weight information.

ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
Use live messaging to notify families when their exam forms are incomplete or missing key information with clear instructions on what needs to be updated (e.g., heights/weights, physicals,	Child Development Specialist, Nurses, Health Coordinator	September 2025
2. Follow-up with medical providers with a higher rate of missing blood lead results on physical exams.	Nurses	September 2025 and Spring 2026
3. Send missing reminder letters to classrooms and families.	Nurses, Child Development Specialists	Ongoing

4. Update Health Accountability Calendar	Nurses, Child Development Specialists, Health Coordinator	Ongoing
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OBJECTIVE 3	Description of objective 3.	
	Is this a new Objective for Year 2? YES___NO____ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.	
Year 2 Expected Outcomes	1. 2. 3. 4.	
Data, Tools, or Methods for Tracking Progress	1. 2. 3.	
Expected Challenges/How you might address them	1. 2. 3. 4.	

ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
1.		
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3.		
4.		
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6.		
OBJECTIVE 4	Description of objective 4.	

Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.
Year 2 Expected Outcomes	1. 2. 3.
Data, Tools, or Methods for Tracking Progress	1. 2.
Expected Challenges/How you might address them	1. 2. 3.

ACTIONS/STRATEGIES FOR OBJECTIVE 4	PERSON(S) RESPONSIBLE	TIMELINE
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.

GOALS & OBJECTIVES Year 2 of 5

AGENCY NAME
Sacramento City Unified School District

DATE
8/1/25 - 7/31/26

Goal #3 -	To support relationship-based family engagement that is culturally responsive, reflective and goal-oriented that helps build partnerships with families and provide increased opportunities for community building and participation within the program.
OBJECTIVE 1	**Parents and families in Head Start and Early Head Start will observe and participate in the everyday learning of their children at home and in their school.**
	Is this a new Objective for Year 2? NO X If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. Build family involvement; at least 50% of classrooms will have 1 or more volunteer. 2. Increase at home In-Kind parent involvement - 50% of families actively participate in at home learning activities
Year 2 Expected Outcomes	1. 50% of families will complete 10 hours per month of involvement by June 1, 2026 2. 25% of classrooms will have 1 or more volunteers.
Data, Tools, or Methods for Tracking Progress	1. Volunteer tracking form 2. Child Plus In-Kind Reports
Expected Challenges/How you might address them	1. Working families do not have the daytime hours to volunteer in the classroom. Offer in-kind opportunties 2. 3. 4.

ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Promote Volunteer opportunities at enrollment. Provide flyer with QR code with every enrollment packet.	Content Coordinator, Enrollment Team, Parent Advisor	Ongoing
2. Provide ongoing assistance for teaching staff. In-Kind hours will be discussed at monthly Professional Learning training.	Content Coordinator, CDS	Ongoing

3. Teachers will actively recruit volunteers at monthly parent meetings.	Teaching Staff	Ongoing
4. Explore online/digital methods of collecting In-Kind	Content Coordinator	August 2025
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OBJECTIVE 2	Parents enrolled in Head Start and Early Head Start are offered opportunities that support their parenting, careers, and life goals.
	Is this a new Objective for Year 2? NO If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. Family Partnership Goals created by at least 35% of families. 2. Increase quarterly parent workshop attendance to average of 15 participants per session.
Year 2 Expected Outcomes	1. 25% of families will create a FPA Goal (goal cards, SMART goal-setting, resources for growth) 2. Hiram Johnson Family Education Center open to the public one day per week, staffed by School Community Liaison and Parent Advisor 3. Offer 2 Family Fun Days
Data, Tools, or Methods for Tracking Progress	1. Child Plus reports 2. Family Partnership Agreements
Expected Challenges/How you might address them	1. Identifing best time/day to host workshops - we will consider 2 in person and 2 via Zoom for accessibility 2. 3. 4.

ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
1. Hightlight the importance of setting goals at parent orientating and parent meetings.	School Community Liaison	ongoing
2. Increase promotion of Family Workshop	Family Engagement Team and Teaching Staff	ongoing
3. Promote Hiram Johnson school site as an accessible Family Education Center (mirror a "hub")	Family Engagement Team	January 2026

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OBJECTIVE 3	**Increase opportunities for fathers to engage in the program**		
	Is this a new Objective for Year 2? NO_ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.		
Measurable Outcomes (Upon completion of Objective)	1. Develop weekly Father Cafes 2. Host a minimum of 2 Dad's Day events		
Year 2 Expected Outcomes	1. Grow Father Cafes with an average weekly attendance of 5 participants. 2. Engage 10 families at each Dad's Day event.		
Data, Tools, or Methods for Tracking Progress	1. Sign-in Sheets 2. ChildPlus Reports		
Expected Challenges/How you might address them	1. Work Schedules 2. 3. 4.		

ACTIONS/STRATEGIES FOR OBJECTIVE 3	**PERSON(S) RESPONSIBLE**	**TIMELINE**
1. Advertise and promote sessions	School Community Liaison	ongoing
2. Identitfy Fall and Spring dates for Dad's Day events	Content Coordinator, School Community Liaison, Parent Advisor	August 2025
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OBJECTIVE 4	Provide a learning environment where children and families feel comfortable.
Measurable Outcomes (Upon completion of Objective)	Families express a sense of belonging in the school that their children attend.
Year 2 Expected Outcomes	1. 90% of parents report feeling welcome and comfortable in the classroom 2. Parent meetings are attended by 50% of families 3. 4.
Data, Tools, or Methods for Tracking Progress	1. Parent Surveys 2. Attendance (Child Plus, Sign In Sheets) 3. 50% of classrooms have an active PC represetative 4.
Expected Challenges/How you might address them	1. 2. 3. 4.

ACTIONS/STRATEGIES FOR OBJECTIVE 4	PERSON(S) RESPONSIBLE	TIMELINE
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GOALS & OBJECTIVES Year 2 of 5

AGENCY NAME
Sacramento City Unified School District

DATE
8/1/25 - 7/31/26

Goal #4 -	To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models and utilizing effective recruitment strategies.
OBJECTIVE 1	Monitor weekly enrollment and develop a plan to achieve 97% or higher of funded enrollment by end of each month.
	Is this a new Objective for Year 2? YES___NO____ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. Staff will monitor and track how many children are enrolled, how many children has a pending startdate, and the number of enrollment slots available for each site weekly. 2. On a weekly basis the leadership team will problem-solve enrollment openings, and work with designated staff on targeted recruitment to fill available enrollment slots. 3. 100% of sites that are under 97% enrolled, staff will develop and submit a full enrollment plan on challenges and successes
Year 2 Expected Outcomes	1. SCUSD HS/EHS will achieve a program enrollment of 97% or higher each month. 2. The ELC Department will engage all stakeholders in the district to market the ELC program and enroll qualified families, particularly in automatically eligible selection criteria of foster children and families experiencing homelessness. 3. Recruitment activities are responsive to the findings of the Community Needs Assessment by a) Surveys to gather quantitative data on the needs, challenges, and priorities. b) Interviews and Focus Groups to gather qualitative data and personal insights. c) Existing Data: Analyze secondary data from sources like local government agencies, hospitals, schools, or social service providers to understand trends and issues. d) Observations: Directly observe the community's environment and infrastructure to gain insight into needs that might not be immediately apparent from survey data.
Data, Tools, or Methods for Tracking Progress	1. Community/Recruitment Spreadsheet 2. ChildPlus Reports and Enrollment Tracking Reports 3. Full Enrollment Plan/Segmentation (Break down enrollment data by categories like demographics, geographic areas, or types of applicants).

Expected Challenges/How you might address them	1. Challenges: Families may not fully understand the required documents or deadlines for submission. 2. Challenges: Some families may not have easy access to the internet, scanners, or printers to submit documents electronically. 3. Challenges: Families may face difficulties obtaining or gathering the required documentation (e.g., birth certificates, proof of residency, immunization records). 4. Challenges: The enrollment process may be too complex or require too many steps, causing delays in document submission. 5. Challenges: Without consistent follow-up, families may forget or fail to submit the necessary documents on time. How we may address these challenges are by a) Giving clear instructions by providing a clear and detailed list of required documents in multiple formats (e.g., emails, printed handouts, websites, text messages). b) Set up automated reminders via email, text, or app notifications well in advance of deadlines and offer follow-up reminders closer to the due date. c) Ensure that communications are available in the primary languages spoken by families to ensure they fully understand the requirements d) Allow families to submit documents in person at local enrollment centers or community hubs, or offer assistance in scanning and submitting documents. e) Ensure your online portal or email systems are mobile-friendly, as many families might only have access to smartphones. f) Work with community organizations or local libraries to provide families with access to computers, printers, or scanning services g) Communicate the document requirements early to give families time to gather them. h) Provide assistance to families by offering guidance on where to obtain documents (e.g., local government offices, clinics) or if certain documents can be substituted for others i) Streamline the enrollment process as much as possible. If possible, reduce the number of required documents or eliminate unnecessary steps j) Provide a single online portal where families can submit all required documents and track the status of their submission in real-time k) Ensure that the enrollment forms are simple, clear, and easy to complete, with instructions included for each field.

ACTIONS/STRATEGIES FOR OBJECTIVE 1		TIMELINE
Monitor/Review current enrollment numbers on a weekly basis program-wide and site-specific enrollment.	Coordinators, Parent Advisor, School Community Liasion Child Development Specialists,	April 2025/ongoing
2. Address specific issues affecting delays in enrollment and anticipated openings.	Coordinators, Parent Advisor, School Community Liasion Child Development Specialists,	April 2025/ongoing
3. Submit monthly enrollment action plans to SETA and collaborate on solutions.	Coordinators, Parent Advisor, School Community Liasion Child Development Specialists,	April 2025/ongoing
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OBJECTIVE 2	To promote and create a safe inclusive welcoming school environment to improve student attendance and sustain high enrollment rates throughout the program year.	
	Is this a new Objective for Year 2? YES___NO____ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	

Measurable Outcomes (Upon completion of Objective)	At least 75% of HS/EHS classes reporting an attendance rate of 85% or higher as measured by ChildPlus data reports.
Year 2 Expected Outcomes	1. 100% of teachers and staff will discuss the importance of student attendance and review information on research-basedstrategies (AttendanceWorks) for attending preKindergarten. 2. Increase attendance by at least 30% in 100% of classes by mid-November 2025.
Data, Tools, or Methods for Tracking Progress	1. Weekly attendance records in ChildPlus to identify decreases in attendance 2. Average daily attendance by site and classroom 3. Individual Attendance Plans for children with chronic absences 4. Parent Communication/Absence Reasons
Expected Challenges/How you might address them	1. Challenges: Preschool-age children are more prone to illnesses such as colds, flu, or stomach bugs. 2. Challenges: Many families, especially those with working parents, might struggle with conflicting schedules, transportation issues, or other obligations that make it difficult to ensure regular preschool attendance. 3. Challenges: Some families may have younger children at home who are not yet old enough for preschool, and may have difficulty attending regularly because they need to care for those children. 4. Challenges: Some preschoolers may struggle with separation anxiety, social challenges, or other emotional/behavioral concerns that can cause them to avoid school. We may address these challenges by a) Educate parents on the importance of vaccinations, good hygiene (e.g., frequent handwashing), and staying home when sick to avoid spreading illnesses b)Keep track of seasonal patterns (e.g., flu season) and prepare strategies such as sending flu prevention tips or additional health resources to families c) If health issues are frequent, connect families with available health services, or offer recommendations for local clinics d)If transportation is an issue, consider offering a school bus service, partnering with local transit providers e) Maintain open communication with families about school schedules, and offer them early notice of any schedule changes, so they can plan accordingly f)Collaborate with local childcare providers to create seamless transitions for parents who have children at multiple care centers g) Offer emotional and behavioral support for students who are having difficulty adjusting to preschool h) Create a gradual transition plan for children with significant anxiety i)Use positive reinforcement strategies to encourage children to come to school and participate in activities j) Work closely with parents to understand the root cause of any emotional challenges.

ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
1. Share information with families about the importance of student attendance and evaluate current attendance promotion policy with input from families.	Coordinators, Parent Advisor, School Community Liasion, Child Development Specialists, Classroom Staff	April 2025/Ongoing
2. Develop new strategies to improve enrollment, attendance, and recruitment by implementing a policy on attendance. Including individual follow-up on children at risk of falling below 90% of attendance.	Coordinators, Parent Advisor, School Community Liasion, Child Development Specialists, Classroom Staff	April 2025/Ongoing
3. Monitor and identify patterns to create an improvement plan for individual children,classes, and the programs.	Coordinators, Parent Advisor, School Community Liasion, Child Development Specialists, Classroom Staff	April 2025/Ongoing
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OBJECTIVE 3	Building essential strong relationships with families and proactive open communication so families can stay engaged and informed about their children's progress
	Is this a new Objective for Year 2? YES___NO____ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. Creating a two-way line of communication between educators and families to foster a positive and collaborative relationship that benefits the child's education and development, such as open-door hours, and establishing avenues for ongoing feedback to ensure parents feel welcome, heard, and involved. 2. Parent-Teacher Conferences and Home Visits are crucial strategies for fostering strong partnerships between families and educators to empower 100% parents to make informed decisions about their child's participation and learning by giving them a clearer understanding of their child's development during Parent Conferences/Home Visits. 3. Staff and parents demonstrate a positive attitude about collaborating together by a)Parent surveys to gather parent feedback on their experiences with staff, communication, and collaboration b)Staff surveys, teachers and staff can also provide feedback on their experiences with parents and the level of collaboration they feel is taking place c)Focus Groups: Conduct parent and staff focus groups or meetings to discuss specific aspects of collaboration and identify areas of improvement. 4. Staff and parents addess concerns with a problem-solving approach by a) Creating a Safe Environment: Both staff and parents should feel comfortable expressing their concerns and needs b)Active Listening: When concerns arise, both staff and parents should actively listen to each other c) Clarify the Issue: Both parties should ensure they understand the problem fully before jumping to solutions d) Focus on the Child's Needs: The problem should always center on the child's needs, growth, and well-being. Both staff and parents should be aligned in their goal of supporting the child.
Year 2 Expected Outcomes	1. 50% Increased Parent Engagement and active participation to attend parent-teacher conferences/home visits. 2. Enhanced Emotional Support by 50% increased positive Teacher-Child Relationships. 3. 100% increased instruction support as evidenced in Coordinator/Reviewer observations, CLASS 4. 100% improved classroom organization as evidenced in Coordinator/Reviewer observation, CLASS
Data, Tools, or Methods for Tracking Progress	1. Parent Conferences/Home Visits participation survey 2. Coordinator observations, CLASS 3. Learning Genie
Expected Challenges/How you might address them	1. Lack of engagement or response 2. Language and Cultural Barriers 3. Different expectations and communication styles 4. Misinformation or misunderstanding We may address these challenges by a)Using personalized communication b)Provide translations and culturally relevant content, and if possible, work with bilingual staff or interpreters to bridge the communication gap c) Offer multiple communication options and establish clear expectations from the start. Encourage feedback to understand preferences and adjust accordingly d)Use clear, simple language and confirm understanding. Provide opportunities for families to ask questions or request clarifications.

ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE

1. Having cultural sensitivity by understanding family dynamics, and recognizing that each family has its own unique culture and values. Show respect for these differences and adapt your communication accordingly during enrollment.	Coordinators, Child Development Specialists, Nurses	September 2025/Ongoing
2. Celebrate milestones together through positive reinforcement: Regularly share the child's successes with families during Parent Conferences/Home Visits. Whether it's academic achievement, personal growth, or positive behavior.	Coordinators, Child Development Specialists, Classroom Staff	September 2025/Ongoing
3. Ensure that families feel comfortable sharing their thoughts and concerns by fostering a non-judgmental, inclusive atmosphere through tools such as Learning Genie or through Parent Conferences/Home Visits	Coordinators, Child Development Specialists, Classroom Staff	September 2025/Ongoing

OBJECTIVE 4	Description of objective 4.
	Is this a new Objective for Year 2? YES___NO____ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.
Year 2 Expected Outcomes	1. 2. 3. 4.
Data, Tools, or Methods for Tracking Progress	1. 2. 3. 4.

Expected Challenges/How you might address them	1. 2. 3. 4.	
ACTIONS/STRATEGIES FOR OBJECTIVE 4	**PERSON(S) RESPONSIBLE**	**TIMELINE**
1.		1.
2.		
3.		
4.		
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TRAINING AND TECHNICAL ASSISTANCE PLAN
2025-2026
09CH012795-02

NOTE: COMPLETE SEPARATELY FOR HS AND EHS

PHILOSOPHY

The Sacramento City Unified School District's (SCUSD) Head Start program philosophy is based on the premise that all families share certain basic needs and that the Head Start population, in particular, can reap even greater benefits from a comprehensive service delivery system that ensures that families' needs are met. The mission of SCUSD is to improve the lives of socially-economically disadvantaged families and their children by providing comprehensive child development services and supports that are family focused and meet the needs of the "whole child". Services provided to participating families broadly include education, health, nutrition, and mental health and social service referrals. SCUSD Head Start goals are accomplished by engaging families in the fiduciary and programmatic decision-making process and by supporting the growth of families as well as staff through the development of advocacy skills, enhanced self-esteem and empowerment. The overarching goals of the program are to assist families in their pursuit of upward mobility, to develop families' sense of agency and purpose and to assist them in their efforts to make informed decisions that will positively impact their lives and well-being. Another important component of the goals at SCUSD is to provide students with a relevant, rigorous and well-rounded education through the implementation of consistent educational goals. This process promotes overall development and school success, leading to positive outcomes for career and college ready students.

SCUSD continually strives to recruit, train, and retain the highest quality staff. Ongoing training and technical assistance ensures that all staff are knowledgeable about the Head Start philosophy, goals and objectives, mission, values and the Head Start Performance Standards.

PLANNING PROCESS

SCUSD employs a strategic planning process in order to identify and accomplish the training and professional development needs of Head Start staff and parents. This process results in a Training and Technical Assistance (T&TA) Plan that delineates professional learning needs of staff through analysis of PIR, Self-Assessment, Community Assessment, SETA monitoring, Classroom Assessment Scoring System (CLASS) results, Desired Results Developmental Profile (DRDP) data, and child outcomes as well as analysis of embedded program and operational reporting systems such as ERSEA reports and progress in achieving established county-wide and locally established goals. Furthermore, sub-committees that comprise of staff, parents, and content coordinators update written program area plans and modify or develop policies and procedures for key management systems, which also results in the need to provide subsequent training for staff. Ultimately, upon the approval of the SCUSD's governing boards (Board of Education, PC/PAC), funds are allocated to address the prioritized professional learning needs (see attached budget) of staff in order to ensure that both staff and parents receive the necessary training and professional development to move the program forward. The attached T&TA Plan has been collaboratively devised and is the direct result of data and information derived from all of the sources aforementioned.

APPROACH TO TRAINING, TECHNICAL ASSISTANCE AND PROGRAM IMPROVEMENT

Adjustments to the Training and Technical Assistance Plan (T/TA) proposed for FY 2024-2025 reflect the combined needs identified and prioritized by program staff. The plan also reflects the need to provide professional learning and training that are related to the locally and agency-wide established goals for the 2024-25 Plan of Action, which were driven by a careful analysis of PIR, program self-assessment and ongoing monitoring, DRDP assessment, Classroom Assessment and Scoring System (CLASS), community assessment, SETA monitoring, Early Childhood Environmental Rating Scale (ECERS) and ERSEA results and reports. Furthermore, a systematic approach was taken to ensure that the current budget is aligned with the 2024-2025 Plan of Action.

Summary:

1.)   SCUSD embarked on an agency-wide self-assessment. Self-Assessment teams were established and met in November, December and January 2024;

2.)   In January, the management team met to analyze and discuss the following data sources: Self-Assessment teams' summaries, DRDP agency level assessment results, SETA's Monitoring reports, PIR reports and the countywide Community Needs Assessment. The aggregated data was used to develop the final Self-Assessment Plan of Action for 2024-2025. The final Plan of Action will be shared with the SCUSD Policy Committee in March 2024 and the SCUSD School Board in March 2024. Items requiring follow-up will be addressed during the SCUSD Leadership Team meetings where progress will be assessed on a monthly basis.

3.)   Staff set yearly goals for their personal development and, in conjunction with coordinators, add additional goals based on employee observation results and performance reviews.

4.)   Head Start content coordinators worked collaboratively to create a comprehensive T/TA plan that aligns with the SCUSD goals and objectives and the 2024-2025 Program Plan of Action.

TRAINING DELIVERY

SCUSD offers a variety of venues, formal and informal forums to ensure that the professional and personal growth needs of current employees and parents are met. Training is provided utilizing the following methods:

● <u>Pre-Service Staff Orientation</u>: A 2-day back to school pre-service is provided for all staff in which key topics are reviewed and are aligned with the HS Performance Standards, the revised California Preschool Learning Foundations, and other mandated content relevant topics.

● <u>Monthly Professional Learning</u>: Teachers and Instructional Aides attend professional learning each month. Topics include early childhood education, curriculum, assessment, health/nutrition, safety/supervision, social services, case management, and children of different abilities. SCUSD has changed the structure of these trainings to allow for smaller groups of participation.

- Coaching: Instructional staff is offered instructional support and coaching through various modalities. These models allow for one-to-one, peer to peer, small group coaching, and self-reflection strategies.

- Delegate Kick-off: Each October, SCUSD, other delegates and grantee support staff come together to plan for the upcoming year, meet the members of the Delegate Support Team, and receive information regarding the latest developments in Head Start.

- Content Meetings: The Grantee (SETA) conducts Quarterly Meetings/Trainings for coordinators in all service areas. Topics are chosen by consensus of the coordinators from both the grantee and delegate programs.

- Parent Education: Parent education topics are presented during monthly class meetings. Topics range from promoting early literacy and transitioning to kindergarten to positive safety and health practices. SCUSD has implemented Ready Rosie as the research-based parenting curriculum.

- Conferences: Parents have the opportunity to attend workshops and conferences including the California Head Start Association Conference.

TRAINING MONITORING AND EVALUATION

- Training for staff and parents include an opportunity for individual input via a Professional Learning Evaluation form. These forms are collected and reviewed to ensure that the content of the training meets the needs of the participants.

- Individual sign-in-out sheets are tracked to verify that participants participate in training and that the mandated number of training hours has been provided.

- Each year, staff members are asked to set personal and professional goals using Individual Professional Development Plans (IPDP) in collaboration with their supervisors.

- Teaching staff are surveyed to identify possible topics for professional learning.

- District "Brown Bag" training opportunities are also provided for central support staff to enhance their development in relation to their personal goals and objectives.

Leadership Team meetings occur with attention to specific content and topics aligned to the district with a certain portion of the meeting to update the Plan of Action and progress on goals. This process allows for careful tracking and monitoring of reports, child and family outcomes, and adherence to timetables. The process promotes continuous improvement science cycles of inquiry, increases staff accountability, and program efficacy.

At the SCUSD executive level, the Assistant Superintendent of Early Learning and Care serves as the Head Start Director and attends SETA's Delegate Directors Meetings, which regularly addresses the monitoring, tracking, and attainment of the grantee/delegate agencies' goals. Additionally, attends monthly district leadership meetings as a member of the SCUSD Academic Office Leadership Team, which is responsible for the teaching, learning, curriculum, instruction, assessment, and response to intervention as part of SCUSD's mission and vision.

TRAINING AND TECHNICAL ASSISTANCE PLAN

2025-2026

[<u>NOTES LEGEND</u>: M=Mandated; GNO= Goals and Objectives; PIP= Program Improvement Plan

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
1. Improve Management Systems and compliance with Head Start performance standards							
A. ERSEA-Strengthen enrollment process and procedures							
Support and training for Enrollment/Registration Staff	Child Development Specialists Coordinator	Data Technician Coordinator Consultant	Staff will be fully trained in current Head Start Enrollment, Recruitment, Selection, Eligibility and Attendance (ERSEA) procedures. Training will include topics in record keeping, public relations, customer services skills, Team building strategies and database support. Recruitment strategies will be shared with enrollment staff to build capacity and knowledge of program options.	Ongoing	$1,000	$0	GNO, SA

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Registration and Health staff training	Child Development Specialists Nurses Clerk	SETA Content Data Technician	Nurses and Enrollment Staff will receive Child Plus training specific to Health and Nutrition tracking and systems. Staff will be able to pull reports and monitor health data effectively and complete follow ups when mandated.	September 2025	$0	$0	Child Plus and how to utilized available reports
B. Human Resources – Increase opportunities for professional development and personal growth for all staff							
Pre-Service and Professional Learning	Teaching Staff	Teaching Staff	Staff will gain a greater sense of proficiency in their job responsibilities, i.e. planning and completing lessons, completing health & safety training through Pre-Service and an on-line portal to provide flexibility and meet the needs of staff learning styles.	August 2025	$3,500	$975	PA, M

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Leadership Training	Coordinators	Consultants Conferences	Leadership will learn Continuous Improvement Cycle of, Inquiry, Growth Mindset and strength based coaching to support all programs and staff.	2025-26	$1,500	$450	GNO, PA
New Employee Orientation	New Staff	Coordinators	New staff will understand agency and district policies and procedures, Head Start and state licensing requirements.	Ongoing as new staff are hired	$0	$0	PA
Volunteer Training	Volunteers	Coordinators Instructional Staff Parent Advisor	Volunteers will receive training on Head Start philosophy, program goals and policies and procedures.	Ongoing	$0	$0	PA & Self-Assessment
C. Ongoing monitoring- Enhance ongoing monitoring and record keeping systems							
CLASS and CLASS Environment Independent Assessors	Teachers Coordinators	Consultant	Independent CLASS and CLASS Environment assessors will administer these assessments to targeted classrooms.	Fall of 2025	$4,361	$950	Self-Assessment

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Head Start Preschool CLASS Assessors Training and recertification	Coordinators	Consultant Vendor	Staff will be trained and re-certified to use the CLASS instrument to assess preschool classroom teacher/child interaction.		$1,200	$950	
D. Program Governance – Strengthen Program Governance							
Policy Committee Training / Conferences	Parent Council Members Parents	Various agencies	Parents will have the opportunity to engage in the education of their children. They will have opportunities to network with other parents and will learn how to advocate for their children	Fall 2025 and ongoing	$1,500	$513	M
Improve Family and Community Partnership Meetings	Teaching Staff	Coordinators	Staff will improve their documentation skills and obtain a clearer understanding of the Family Partnership Agreements process and how to provide follow-up to families.	September 2025 and ongoing	$0	$0	GNO, Self-Assessment

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Staff Conferences	Coordinators Support Staff	California Head Start Association Early Edge, SELPA, CDE, SCOE, Region 9, NAECY, and Zero to Five	Staff will attend various conferences and trainings to keep current and up to date on policy and trends in the field.	2025-26	$5360	$1,939.72	GNO
E. Program Planning – Enhance Program Planning							
Annual	Coordinators Central Staff	Various providers	Annual program planning	2025-2026	$0	$0	
2. Increase safety practices and trainings							
A. Health & Safe Environments							
Health Training	Staff & Parents	Nurse & Classroom Staff	Parent and Staff will demonstrate increased knowledge of health-related issues. SIDS and Safe Sleep Training will be provided for EHS staff.	Fall 2025	$0	$0	

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Safety Curriculum Training	All	Classroom Staff Coordinators School Community Liaison	Staff will implement Safety Curriculum to support classroom management and teach pedestrian & walking safety, emergency preparedness, and outdoor & summer safety.	Fall 2025 and ongoing	$0	$0	
Safety and Supervision Training and Parent's Rights	All	Coordinators	Staff will follow all Safety and Supervision procedures including SUPER-vision to ensure children are properly supervised.		$0	$0	
B. Nutrition							
Promote Healthy Snacks	Staff & Parents	Nurses	Sprouts and Harvest of the Month flyers are sent out monthly.	Monthly	$0	$0	
C. Mental Health							
Social Emotional Education-curriculum	Teaching Staff	Consultant	All instructional and support staff will learn effective social emotional instructional strategies and use the revised		$3,000	$1,350	GNO

| Training or Technical Assistance Strategy | Participants | T & TA Provider | Content/Expected Outcome | Timeline | Estimated Cost T/TA Budget Source | | Notes |
					HS - 5212	EHS - 5216	
			Preschool Learning Foundations to improve the classroom social emotional environment. Staff will be trained on current research in brain development and appropriate teacher/child interactions that foster nurturing relationships with their students. In addition, teachers will gain social emotional learning strategies to help children cope with trauma and reduce challenging behaviors in the classroom setting.				
Staff Wellness and Self Care	All Staff	SEL Department	All staff will be trained on mindfulness strategies using evidence-based curriculum to reduce employee burnout, absenteeism and improve social emotional learning practices that foster nurturing relationships with their students and co-workers. Classroom	August 2025 – May 2026	$0	$0	GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
			staff will be given resources and materials to support their own self-care strategies that can be modeled in the classroom for the students as well.				
Social Emotional Education and Staff Wellness	Classroom Staff	Clinicians	All staff will be trained social emotional strategies and mindfulness strategies using evidence-based curriculum to reduce employee burnout, absenteeism and improve social emotional learning practices that foster nurturing relationships with their students and co-workers. Classroom staff will be given resources and materials to support their own self-care strategies that can be modeled in the classroom for the students as well.	August 2025 ongoing	$0	$0	M, GNO, and SA
D. Disabilities							

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Classroom Behavior Management	Teachers Coordinators	Consultant	Staff will be trained and have an in-depth knowledge on how to plan and work with children of all abilities.	Winter 2025	$2,000	$0	GNO
E. Education							
Creative Curriculum fidelity and coaching	All Classroom staff	Consultant	Classroom staff will gain a deeper knowledge of the Creative Curriculum implementation and fidelity including the use of My Teaching Strategies that will assist teachers with developing stronger lesson plans and instruction.	Fall of 2025 and Ongoing	$6,000	$1,000	GNO, SA, and PIP

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
CLASS Training for Teachers and Instructional Aides	Teachers, Instructional Aides, Coordinators	Teach Stone and/or SCOE	Classroom staff will gain a deeper understanding of CLASS domains and how to integrate activities in their lessons to improve classroom climate and improve regard for student perspective.	Winter of 2025	$0	$0	SA, PIP
Parent Education – Ready Rosie	Parents	Coordinator and Classroom Teachers	Parents will gain an understanding of child development, language acquisition, and program curriculum. Parents will engage with their children in problem solving challenging behaviors.	Fall 2025 and ongoing	$0	$0	

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Learning Genie	All Classroom staff, Data Technician and Coordinators	Learning Genie	Parents and teachers will have greater access and information on student outcomes. Data Technician will have the ability to monitor teacher progress, push out updates and support I-pad usage.		$1239	$0	
F. Family Services & Community Partnerships							
Local Travel							
Indirect – 4.49%					**$ 1,340.68**	**$ 322.28**	
TOTAL					**$31,200**	**$7,500**	

Sacramento City Unified School District
Early Head Start Center-based 12 months

SCHOOL CALENDAR 2025-2026

2025

ONLY CROSS OUT DAYS WHEN CLASSES ARE NOT IN SESSION

August 1, 2025 – July 31, 2026
236 Days, 8 Hours
1888 Total hours

August (21)

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September (21)

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October (23)

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November (14)

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December (15)

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2026

January (19)

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February (18)

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March (22)

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April (20)

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May (20)

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JULY (22)

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NOTES

Sacramento City Unified School District
Early Head Start Center-based 10 months

SCHOOL CALENDAR 2025-2026

2025

ONLY CROSS OUT DAYS WHEN CLASSES ARE NOT IN SESSION

Aug 27, 2025 – June 11, 2026
181 Days, 8 Hours
1448 Total hours

August (3)

Su	Mo	Tu	We	Th	Fr	Sa
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September (21)

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October (23)

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2026

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February (18)

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March (20)

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April (19)

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June (9)

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JULY (0)

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NOTES

Sacramento City Unified School District
Head Start Full Day 12 months

SCHOOL CALENDAR 2025-2026

2025

ONLY CROSS OUT DAYS WHEN CLASSES ARE NOT IN SESSION

August 1, 2025 – July 31, 2026
236 Days, 7 Hours
1652 Total hours

August (21)

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October (23)

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November (14)

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December (15)

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2026

January (19)

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February (18)

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March (22)

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April (20)

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May (20)

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June (21)

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JULY (22)

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NOTES

Sacramento City Unified School District
Head Start Wrap

SCHOOL CALENDAR 2025-2026

2025

ONLY CROSS OUT DAYS WHEN CLASSES ARE NOT IN SESSION

Aug 27, 2025 – June 11, 2026
181 Days, M-Th 6.5 Hours, F nad HV/Parent Conf 3.75 hours
1041.75 Total hours

132 days at 6.5 hrs &
49 days at 3.75 hrs

August (3)

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September (21)

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October (23)

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November (14)

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December (15)

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2026

January (19)

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February (18)

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~~8~~	~~9~~	10	11	12	13	~~14~~
~~15~~	~~16~~	17	18	19	20	~~21~~
~~22~~	23	24	25	26	27	~~28~~

March (20)

Su	Mo	Tu	We	Th	Fr	Sa
~~1~~	2	3	4	5	6	~~7~~
~~8~~	9	10	11	12	13	~~14~~
~~15~~	16	17	18	19	20	~~21~~
~~22~~	23	24	25	26	27	~~28~~
~~29~~	~~30~~	~~31~~				

April (19)

Su	Mo	Tu	We	Th	Fr	Sa
			~~1~~	~~2~~	~~3~~	~~4~~
~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	10	~~11~~
~~12~~	13	14	15	16	17	~~18~~
~~19~~	20	21	22	23	24	~~25~~
~~26~~	27	28	29	30		

May (20)

Su	Mo	Tu	We	Th	Fr	Sa
					1	~~2~~
~~3~~	4	5	6	7	8	~~9~~
~~10~~	11	12	13	14	15	~~16~~
~~17~~	18	19	20	21	22	~~23~~
~~24~~	~~25~~	26	27	28	29	~~30~~
~~31~~						

June (9)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	~~6~~
~~7~~	8	9	10	11	~~12~~	~~13~~
~~14~~	~~15~~	~~16~~	~~17~~	~~18~~	~~19~~	~~20~~
~~21~~	~~22~~	~~23~~	~~24~~	~~25~~	~~26~~	~~27~~
~~28~~	~~29~~	~~30~~				

JULY (0)

Su	Mo	Tu	We	Th	Fr	Sa
			~~1~~	~~2~~	~~3~~	~~4~~
~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	~~11~~
~~12~~	~~13~~	~~14~~	~~15~~	~~16~~	~~17~~	~~18~~
~~19~~	~~20~~	~~21~~	~~22~~	~~23~~	~~24~~	~~25~~
~~26~~	~~27~~	~~28~~	~~29~~	~~30~~	~~31~~	

NOTES

Sacramento City Unified School District

Qty	Title	Hrly Rate	Hrs/Wk	Wks/Yr	Annual	%	HS - Basic	HS - T/TA	EHS - Basic	EHS - T/TA	NFS - HS	NFS - EHS	HSES Class
	Program Operations												
1	Clinician Social Worker	$94.39	40	41.2	155,555	40%	62,222						6
1	Clinician Social Worker	$92.48	40	41.2	152,407	55%	76,204		15,241				6
1	Children Center Nurse	$36.13	40	46.8	67,635	40%	27,054						6
1	School Nurse	$51.80	40	39	80,808	70%	24,242		32,323				6
22	CD Teachers - Pre-k (20 HS/ 4 ST)	$61.92	40	38.4	2,092,401	45%	941,580				1,150,821		2
7	CD Teachers - Pre-k (16 HS/ 8 ST)	$71.51	40	38.4	768,876	40%	307,550				461,326		2
2	CD Teachers - Pre-k Full Day (HS/ST 12 months)	$82.88	40	46.8	310,303	45%	139,636				170,667		2
22	Instructional Aide Pre-k (20 HS/4ST - 7 hours)	$28.81	35	40	887,348	45%	399,307				488,041		5
7	Instructional Aide Pre-k (16 HS/ 8 ST - 7 hours)	$28.06	35	40	274,988	40%	109,995				164,993		5
2	Instructional Aide Pre-k Full Day (HS/ST 12 months - 7 hours)	$29.74	35	52	108,254	45%	48,714				59,540		5
18	Child Care Attendants - Pre-k (20 HS/ 4 ST - 6 hours)	$24.02	30	40	518,832	45%	233,474						9
6	Child Care Attendants Pre-k (16 HS/ 8 ST - 3.5 hours)	$23.91	17.5	40	100,422	0%	-						9
6	Child Care Attendants - Pre-k Full Day (20 HS/ 4 ST - 7 hours)	$24.22	35	40	203,448	45%	91,552						9
1	Child Care Attendants - Pre-k Full Day (16 HS / 8 ST -7 hours)	$24.60	35	40	34,440	40%	13,776						9
1	CD Teachers - EHS (10 months)	$59.24	40	40	94,784	50%			47,392			23,696	2
2	CD Teachers - EHS (12 months)	$64.00	40	46.8	239,616	50%			119,808			59,904	2
1	Instructional Aide EHS Full Day (EHS/ST 10 months - 8 hours)	$24.71	40	40	39,536	50%			19,768				5
2	Instructional Aide EHS Full Day (EHS/ST 12 months - 8 hours)	$27.68	40	52	115,149	50%			57,575				5
1	Child Care Attendants - EHS Full Day (HS/ST 10 months - 8 hours)	$22.52	40	40	36,032	50%			18,016				9
					0								
104	**Subtotal**				**$6,280,834**		**$2,475,307**	**$0**	**$310,122**	**$0**	**$2,495,387**	**$83,600**	
	Parent/ Family Support												
1	Parent Advisor	$32.96	40	44.8	59,064	45%	26,579						11
1	School Community Liasion	$30.00	40	40	48,000	45%	21,600						11
					0								
2	**Subtotal**				**$107,064**		**$48,179**	**$0**	**$0**	**$0**	**$0**	**$0**	
	Administration/Facilities/Maintenance												
1	Assistant Superintendent	$99.04	40	47.8	$189,364	2.5%	$4,734						12
1	Coordinator	$76.31	40	46.2	$141,021	50%	$70,511						14
1	Coordinator	$76.31	40	46.2	141,021	50%	$70,511						14
1	Coordinator	$79.37	40	46.2	146,676	50%	$73,338						14
1	Coordinator	$68.88	40	46.2	127,290	50%			63,645			31,823	14
1	Data Technician	$37.14	40	52	77,251	55%	34,763		7,725				18
1	Program Technician	$32.08	40	52	66,726	50%	26,690		6,673				17
7	Specialist	$30.58	40	52	445,245	50%	222,623						16
1	Specialist	$30.76	40	52	63,981	40%	25,592						16
1	Specialist	$29.77	40	52	61,922	55%	27,865		6,192				16
4	Custodians	$25.41	40	52	211,411	50%	$105,706						19
					0								
20	**Subtotal**				**$1,671,908**		**$662,332**	**$0**	**$84,235**	**$0**	**$0**	**$31,823**	
126	**Grand Total**				**$ 8,059,806**		**$ 3,185,818**	**$ -**	**$ 394,357**	**$ -**	**$ 2,495,387**	**$ 115,423**	

Schedule A. HS Personnel

Agency: Sacramento City Unified School District   FY: 2025-26   Program: Head Start

HSES Line Item (class)		Number of Persons Employed	Cost for Program Operations	Cost for Training & TA	Non-Federal Share	Admin Allocation %
Child Health and Development						
1	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Includes program managers, supervisors, and content experts in child development, health, mental health nutrition, and disabilities services. Include home-based and family child care supervisors.					
2	Teachers/Infant Toddler Teachers	30.35	1,388,767	-	1,782,813	0%
	Include all teachers, infant and toddler.					
3	Family Child Care Personnel	0.00	-	-	-	0%
	Includes family child care staff if they are agency employees. If providers are not agency employees, enter costs under item (f)(6) or (h)(7).					
4	Home Visitors	0.00	-	-	-	0%
5	Teacher Aides & Other Education Personnel	26.46	558,016	-	712,574	0%
6	Health/Mental Health Services Personnel	3.20	189,722	-	-	0%
	Includes nurses, health service aides, speech therapists, mental health staff and other health services personnel.					
7	Disabilities Services Personnel	0.00	-	-	-	0%
8	Nutrition Services Personnel	0.00	-	-	-	0%
	Includes nutritionists, cooks, and other food services staff.					
9	Other Child Services Personnel	21.20	325,026	-	-	0%
	Include any personnel that provide services to children that cannot be reported in any other category.					
Family and Community Partnerships						
10	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Include program managers, coordinators, supervisors, and content experts in parent involvement, social services, volunteer coordination, or other family and community partnership activities.					
11	Other Family & Community Partnerships Personnel	2.00	48,179	-	-	0%
	Include social workers, family service workers, social services aides, parent involvement aides, and other family and partnerships staff.					
Program Design and Management						
12	Executive Director/Other Supervisor of HS Director	1.00	4,734	-	-	100%
13	Head Start / Early Head Start Director	0.00	-	-	-	100%
14	Managers	3.08	214,359	-	-	100%
15	Staff Development	0.00	-	-	-	100%
16	Clerical Personnel	8.80	276,080	-	-	100%
17	Fiscal Personnel	0.80	26,690	-	-	100%
18	Other Administrative Personnel	0.82	34,763	-	-	100%
Other						
19	Maintenance Personnel	4.00	105,706	-	-	5%
20	Transportation Personnel	0.00	-	-	-	0%
21	Other Personnel	0.00	-	-	-	0%
	TOTAL PERSONNEL	101.71	3,172,042	-	2,495,387	

Agency: Sacramento City Unified School District   FY: 2025-26   Program: Early Head Start

HSES Line Item (class)		Number of Persons Employed	Cost for Program Operations	Cost for Training & TA	Non-Federal Share	Admin Allocation %
Child Health and Development						
1	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Includes program managers, supervisors, and content experts in child development, health, mental health nutrition, and disabilities services. Include home-based and family child care supervisors.					
2	Teachers/Infant Toddler Teachers	3.65	167,200	-	83,600	0%
	Include all teachers, infant and toddler.					
3	Family Child Care Personnel	0.00	-	-	-	0%
	Includes family child care staff if they are agency employees. If providers are not agency employees, enter costs under item (f)(6) or (h)(7).					
4	Home Visitors	0.00	-	-	-	0%
5	Teacher Aides & Other Education Personnel	3.67	77,343	-	-	0%
6	Health/Mental Health Services Personnel	0.80	47,564	-	-	0%
	Includes nurses, health service aides, speech therapists, mental health staff and other health services personnel.					
7	Disabilities Services Personnel	0.00	-	-	-	0%
8	Nutrition Services Personnel	0.00	-	-	-	0%
	Includes nutritionists, cooks, and other food services staff.					
9	Other Child Services Personnel	1.18	18,016	-	-	0%
	Include any personnel that provide services to children that cannot be reported in any other category.					
Family and Community Partnership						
10	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Include program managers, coordinators, supervisors, and content experts in parent involvement, social services, volunteer coordination, or other family and community partnership activities.					
11	Other Family & Community Partnerships Personnel	0.00	-	-	-	0%
	Include social workers, family service workers, social services aides, parent involvement aides, and other family and partnerships staff.					
Program Design and Management						
12	Executive Director/Other Supervisor of HS Director	0.00	-	-	-	100%
13	Head Start/Early Head Start Director	0.00	-	-	-	100%
14	Managers	0.92	63,645	-	31,823	100%
15	Staff Development	0.00	-	-	-	100%
16	Clerical Personnel	0.20	6,192	-	-	100%
17	Fiscal Personnel	0.20	6,673	-	-	100%
18	Other Administrative Personnel	0.18	7,725	-	-	100%
Other						
19	Maintenance Personnel	0.00	-	-	-	5%
20	Transportation Personnel	0.00	-	-	-	0%
21	Other Personnel	0.00	-	-	-	0%
	TOTAL PERSONNEL	10.79	394,357	-	115,423	

Sch A Wksht

Class	Total FTE	HS FTE	HS T/TA	EHS FTE	EHS T/TA	HS Amt	HS T/TA Amt	EHS Amt	EHS T/TA Amt	Total Amt	HS In-kind	EHS In-kind
1	-	-	-	-	-	-	-	-	-	-	-	-
2	34.00	30.35	-	3.65	-	1,388,767.20	-	167,200	-	1,555,967	1,782,813	83,600
3	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-
5	30.13	26.46	-	3.67	-	558,016.10	-	77,343	-	635,359	712,574	-
6	4.00	3.20	-	0.80	-	189,721.90	-	47,564	-	237,286	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-
9	22.38	21.20	-	1.18	-	325,026.00	-	18,016	-	343,042	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-
11	2.00	2.00	-	-	-	48,178.80	-	-	-	48,179	-	-
12	1.00	1.00	-	-	-	4,734.10	-	-	-	4,734	-	-
13	-	-	-	-	-	-	-	-	-	-	-	-
14	4.00	3.08	-	0.92	-	214,359.00	-	63,645	-	278,004	-	31,823
15	-	-	-	-	-	-	-	-	-	-	-	-
16	9.00	8.80	-	0.20	-	276,079.80	-	6,192	-	282,272	-	-
17	1.00	0.80	-	0.20	-	26,690.40	-	6,673	-	33,363	-	-
18	1.00	0.82	-	0.18	-	34,762.95	-	7,725	-	42,488	-	-
19	4.00	4.00	-	-	-	105,705.50	-	-	-	105,706	-	-
20	-	-	-	-	-	-	-	-	-	-	-	-
21	-	-	-	-	-	-	-	-	-	-	-	-
	112.50	#####	-	10.79	-	3,172,041.75	-	394,357.30	-	3,566,399.05	2,495,386.70	115,422.50

90% 10%

112.50

Agency Sacramento City Unified School District   2025-26

HSES Line Item	%	Description	Head Start Basic	Head Start T&TA	Early Head Start Basic	Early Head Start T&TA	Head Start NFS	Early Head Start NFS
1	6.20%	Social Security	112,918	-	13,147	-	13,174	2,874
	0.05%	Unemployment Insurance	1,593	-	197	-	.	58
	1.50%	Worker's Comp Insurance	47,787	-	5,915	-	37,431	1,731
	1.45%	State Disability	46,194	-	5,718	-	36,183	1,674
Total Line 1			$ 208,493	$ -	$ 24,978	$ -	$ 86,788	$ 6,336
2	100.00%	Health/Dental/Vision/OPEB	1,575,500	-	147,375	-	593,010	42,587
		Life	-	-	-	-	-	-
Total Line 2			$ 1,575,500	$ -	$ 147,375	$ -	$ 593,010	$ 42,587
3	100.00%	Retirement	756,783	-	61,554	-	357,191	15,279
Total Line 3			$ 756,783	$ -	$ 61,554	$ -	$ 357,191	$ 15,279
4		Other Fringe	-	-	-	-	-	-
Total Line 4			$ -	$ -	$ -	$ -	$ -	$ -
		Total Fringe	$ 2,540,776	$ -	$ 233,907	$ -	$ 1,036,990	$ 64,202

Admin Allocation

HS	EHS
9.91%	22.77%

*The default Admin Allocation percentages for Fringe Benefits are calculated based on the data entered in the Personnel section of the Line Item Budget.

Schedule C - Out-Of-State Travel

Agency Sacramento City Unified School Dist   FY   2025-26   Program _____

# Staff/Parent	Description	Basic	T & TA	Admin %
	HEAD START TOTAL	$ -	$ 8,059	
1	Region 9 Head Start Association		2,687	
1	National Head Start Association		2,686	
1	Head Start California		2,686	
	EARLY HEAD START TOTAL	$ 6,000	$ -	
1	Zero To Three	3,000		
1	National Head Start Association	3,000		
	Total Travel	$ 6,000	$ 8,059	

Schedule D - Equipment

Agency Sacramento City Unified School   FY 2025-26   Program 0

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head Start	Admin %
		Basic	T&TA	Basic	T&TA	NFS	NFS	
1	**Office Equipment**							
Total Line 1		$ -	$ -	$ -	$ -	$ -	$ -	
2	**Classroom/Outdoor/Home-based**							
Total Line 2		$ -	$ -	$ -	$ -	$ -	$ -	
3	**Vehicle Purchase**							
Total Line 3		$ -	$ -	$ -	$ -	0	0	
4	**Other Equipment**							
Total Line 4		$ -	$ -	$ -	$ -	0	0	
	Total Equipment	$ -	$ -	$ -	$ -	$ -	$ -	

Any tangible, non-expendable, personal property charged directly to an award that has a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

Schedule E - Supplies

Agency   Sacramento City Unified School   FY 2025-26   Program 0

HSES Line Item	Description	Head Start Basic	Head Start T&TA	Early Head Start Basic	Early Head Start T&TA	Head Start NFS	Early Head Start NFS	Admin %
1	**Office Supplies**	12,000						
Total Line 1		$ 12,000	$ -	$ -	$ -	$ -	$ -	
2	**Child and Family Services Supplies**	-						
Total Line 2		$ -	$ -	$ -	$ -	$ -	$ -	
3	**Food Services Supplies**	12,000						
Total Line 3		$ 12,000	$ -	$ -	$ -	0	0	
4	**Other Supplies**	12,000		11,006				
Total Line 4		$ 12,000	$ -	$ 11,006	$ -	0	0	
	Total Supplies	$ 36,000	$ -	$ 11,006	$ -	$ -	$ -	

Agency Sacramento City Unified School D   FY 2025-26   Program 0

HSES Line Item	Description	Head Start Basic	Head Start T&TA	Early Head Start Basic	Early Head Start T&TA	Head Start NFS	Early Head Start NFS	Adm%
1	**Depreciation /Use Allowance**							
Total Line 1		$ -	$ -	$ -	$ -	$ -	$ -	
2	**Rent**							
Total Line 2		$ -	$ -	$ -	$ -	$ -	$ -	
3	**Mortgage**							
Total Line 3		$ -	$ -	$ -	$ -	$ -	$ -	
4	**Utilities, Telephone**							
Total Line 4		$ -	$ -	$ -	$ -	$ -	$ -	
5	**Building and Child Liability Insurance**							
Total Line 5		$ -	$ -	$ -	$ -	$ -	$ -	
6	**Building Maint. / Repair & Other Occp.**							
Total Line 6		$ -	$ -	$ -	$ -	$ -	$ -	
7	**Incidental Alterations/Renovations**							
Total Line 7		$ -	$ -	$ -	$ -	$ -	$ -	
8	**Local Travel**							
Total Line 8		$ -	$ -	$ -	$ -	$ -	$ -	
9	**Nutrition Services**	10,000						
Total Line 9		$ 10,000	$ -	$ -	$ -	$ -	$ -	
10	**Child Services Consultants**							
Total Line 10		$ -	$ -	$ -	$ -	$ -	$ -	
11	**Volunteers**							
Total Line 11		$ -	$ -	$ -	$ -	$ -	$ -	
12	**Substitutes (if not paid benefits)**	102,604		45,445				
Total Line 12		$ 102,604	$ -	$ 45,445	$ -	$ -	$ -	
13	**Parent Services**							
Total Line 13		$ -	$ -	$ -	$ -	$ -	$ -	
14	**Accounting and Legal Services**							
Total Line 14		$ -	$ -	$ -	$ -	$ -	$ -	
15	**Publications/Advertising/Printing**							
Total Line 15		$ -	$ -	$ -	$ -	$ -	$ -	
16	**Training or Staff Development**							
	Support and Training for ERSEA		1,000					
	Instructional Coach Training - Leadership		1,500		450			
	Instructional Coach Training - Coordinator							
	CLASS and CLASS Enviroment Independent Assessors		4,361		950			
	HS CLASS Assessors Training and recertifcation		1,200		950			
	Policy Committee Training / Conferences		1,500		513			
	Social Emotional Education-curriculum		3,000		1,350			
	Compassionate Dialogue and Equity Training							
	Classroom Behavior Management		2,000					
	Creative Curriculum fidelity and coaching		6,000		1,000			
	Parent Education- Ready Rosie							
	Child Plus							
	Learning Genie		1,239					
	Parent Conferences Workshop							

Staff Conferences (Region 9, NHSA, Zero to Three, Child Plus, CHSA, Early Edge, SELPA, and SCOE)					1,965			
Total Line 16	$	-	$	21,800	$	-	$	7,178	$	-	$	-
17 Other	18,893			10,000				
Total Line 17	$	18,893	$	-	$	10,000	$	-	$	-	$	-
Total Other	$ 131,497	$ 21,800	$ 55,445	$ 7,178	$	-	$	-

Schedule X - Admin

Agency Sacramento City Unified School District   FY 2025-26   Program

	Head Start			Early Head Start		
	Basic	**TA**	**NFS**	**Basic**	**TA**	**NFS**
Personnel	561,912	-	-	84,235	-	31,823
Fringe Benefits	251,912	-	102,815	53251.69468	-	14,616
Travel	-	-	-	-	-	
Equipment	-	-	-	-	-	-
Supplies	-	-	-	-	-	-
Contractual	-	-	-	-	-	-
Construction None	-	-	-	-	-	-
Other	-	-	-	-	-	-
Indirect Charges 100%	264,645	1,341	-	31,462	322	-
TOTAL	$ 1,078,468	$ 1,341	$ 102,815	$ 168,949	$ 322	$ 46,439

Total Admin Cost $ 1,182,624   Total Admin Cost $ 215,710

Head Start Admin %   12.16%   Early Head Start Admin %   23.46%

Personnel $394,357

Early Head Start funds, along with state CCTR funding, will support salary and benefit expenses

for EHS staff in the 2025-2026 fiscal year. CCTR funding will support 50% of salaries and

benefits for three EHS Instructional Aides and one EHS Child Care Attendant. In addition,

CCTR will support 50% of salaries and benefits for one EHS Coordinator and three Child

Development Infant/Toddler teachers' and EHS will support the remaining 50%. Partial funding

from Early Head Start will also provide additional support in funding one social worker and one

school nurse will offer assistance and support to students and their families. Clerical staff will

include one specialist, one data technician, and one program technician responsible for

budgeting, purchasing, student registration and attendance, data collection and licensing. There

will be two Infant-Toddler program option available for the year of 2025-26. Option one: 12

month full day program which operates one infant class and one toddler class from August 01,

2025 – July 31, 2026 (236 days) that runs 8 hours per day, Monday – Friday. Option two: 10

month full day program which operates one toddler class from August 27, 2026 – June 11, 2026

(181 days) that runs 8 hours per day, Monday – Friday.

Fringe Benefits $233,907

 The overall costs of health insurance will increase for all positions in the 2025-2026 school year.

The estimated average health and welfare expense for SCTA members will have an estimated

increase of 12% and SEIU members will have an estimated increase of 11%. All 2025-2026

fixed charges will increase and the amounts are based on current Social Security, Medicare, Unemployment Insurance and Workers' Compensation and Retirement percentages.

Supplies **$11,006**

Supplies include all instructional and non-instructional items for three infant and toddler classes. Appropriate classroom supplies will be purchased with Early Head Start funds to ensure that teachers and children have the materials and supplies needed to maintain the age-level curriculum. Supplies include but are not limited to the following:

Child Services Supplies - All toys must support infants and toddlers developmental growth in all areas: physical (gross motor skills and fine motor skills), language development, cognitive abilities, and social-emotional development including infants and toddlers with hearing, language, visual and mental impairments. These toys can include crayons, paint, paper, blocks, puzzles, sorting tubs, games, rattles, vehicle sets, dolls, balls, cause-and-effect toys, push and pull, dress-up and outdoor wheel toys, and other manipulatives objects.

Health and Safety Supplies - These funds will also be used to purchase cots, cribs, sheets, changing tables, diapers, and wipes. Supplies must also be age-appropriate to meet the needs of infants and toddlers with disabilities and prioritizing safety features that are developmentally appropriate for this age group. Medical and health supplies typically consist of toothbrushes, toothpaste, surgical masks, gloves, and general first aid supplies. Locking, and medical boxes are provided to secure medications, and zip-lock bags, batteries, gloves, tongue depressors, and eye charts are provided.

Operational Supplies - Materials and supplies are provided to the parents and staff for use in meetings, training, and workshops. These materials can include flyers, local community information, forms, folders, and/or binders.

Office Supplies and Non-Instructional Supplies - These are considered to be any supplies needed and utilized by staff in the classroom, central office, and at the off-site registration center, such as pens, pencils, paper, calculators, scissors, staplers, notepads, ink cartridges and rulers.

Other Supplies – Custodial supplies include toilet paper, toilet seat covers, hand towels, hand soap, laundry soap, gloves, carpet cleaner, vacuum bags, wipes and disinfectant for toys, disinfectant cleaner for surfaces and trash can liners. Door and floor mats, buckets, brooms, mops, and all custodial items necessary to provide a clean, safe, and healthy environment.

Other **$55,445**

Substitutes - Funding is allocated to cover the cost of classroom substitutes for the positions of teacher, instructional aide, and childcare attendant.

Parent Services - Items such as bus passes are purchased for parents that do not drive so they can engage in meaningful program activities. Parents may also submit childcare expenses for reimbursement while attending Head Start meetings.

Mileage - Staff are reimbursed for the use of their personal vehicle while performing home visits, travel between sites and to attend meetings. Parents who attend Policy Committee meetings as well as all other meetings that pertain to the Head Start program are reimbursed for mileage at the current reimbursement rate as set by the Internal Revenue Service.

Operational Supplies – Equipment rental, which covers a percentage of the expense, for SCUSD's rented copiers at the central office, the registration center and school sites whenever teachers use the equipment.

Others - Licensing fees and permits are paid annually per site and calculated by the number of children at each site, other fees are also paid for Fire Department alarm permits and building safety inspections.

Training and Technical Assistance $7,500

The Training and Technical Assistance budget has been dedicated to parent and staff training with appropriations for the costs of consultants, in state and out of state conferences (Zero to Three, NHSA, Region 9, NAEYC, etc……), local workshops and training. Instructional staff will be provided with monthly staff development and faculty training meetings.

Funding in the amount of $7,178 has been allocated for consultants as well as training in the *areas of Human Resources – Effective Leadership Training Ongoing. Monitoring- CLASS & CLASS Independent Assessors. Ongoing Monitoring – CLASS & CLASS Independent Assessors, Preschool CLASS Assessors Training and recertification. Program Governance – Parent/ Staff Conferences. Mental Health – Social Emotional Education curriculum, Compassionate Dialogue and Equity Training. Education – Creative Curriculum Fidelity & Coaching.*

This amount includes the Indirect Charge $322.28.

Cost Allocation Methodology

Early Head Start is supported by State CCTR funding in the area of salaries and benefits for classroom and support staff and contributes toward the cost of three Child Development teachers, three Instructional Aides, one Child Care Attendant, one Specialist, one Data Information Technician, one Program Technician, one Clinician, and one Coordinator.

Non-Federal Share $184,919

The 25% Non-Federal share will be met through state CCTR funding, being 25% of 3 EHS Teachers and 1 EHS Coordinator annual salary.

Financial Management System

Sacramento City Unified School District uses the Frontline Education Escape Online Financial Management System to track and monitor all ongoing expenses for the Early Head Start Program. This system aligns with the whole district and is the primary financial accounting system used. Monthly reports are processed to ensure the accuracy of the information. Early Head Start reports are submitted to the Parent Policy Committee and staff for review. These reports are used by SETA as a tool to reimburse Sacramento City Unified School District for the incurred expenses.

In-Direct Charges $31,462

The District's current 2025-2026 in-direct cost rate of 4.49% is charged to all grant-funded

programs, including the Early Head Start Basic ($31,462.09) and the Early Head Start Training

and Technical Assistance ($322.28) grants.

Sacramento City Unified School District
Head Start Program
Budget Narrative
2025-2026

<u>Personnel</u> $ 3,185,818

The Early Learning and Care Assistant Superintendent will oversee the Child Development

Department and in ensuring teaching and program staff must be qualified for their respective

positions and provide quality instruction to the children as well as ensure that the environment is

safe, clean, healthy and in compliance with the Head Start standards and requirements. The

Coordinators (4), Nurses (2), Clinician Social Workers (2), Parent Advisor (1), and School

Community Liaison (1) will offer assistance and support to students and their families, as well as

oversee and support all of the other programs being offered including the Infant Toddler class

program. Clerical and office staff is responsible for a variety of duties including but not limited

to: budgeting, purchasing, student registration and attendance, safety, site maintenance, custodial

duties, security, data collection and licensing.

For the fiscal year 2025-2026, all instructional staff who teach in the Head Start/State CSPP

Wrap and 12 month full- day program are split funded at 45% Head Start and 55% CSPP. The

support staff including Instructional Aides and Child Care Attendants will also be split funded to

reflect the same 45/55 allocation. All other personnel in the Head Start program are funded with

a blend of state and federal funds.

There will be two Preschool program options available for the year of 2025-26. Option one:

twenty-nine locally designed center-based wrap option classes run 10 months per year from

August 27, 2025- June 11, 2026 (181 days) for 6.5 hours per day, Monday – Thursday and 3

hours and 45 minutes on Friday. Option two: two locally designed full-day option classes operate

as 12-month programs from August 01, 2025 – June 31, 2026 (236 days) that run 7 hours per day, Monday – Friday.

Fringe Benefits $ 2,540,776

The overall costs of health insurance will increase for all positions in the 2025-2026 school year. The estimated average health and welfare expense for SCTA members will have an estimated increase of 12% and SEIU members will have an estimated increase of 11%. All 2025-2026 fixed charges will increase and the amounts are based on current Social Security, Medicare, Unemployment Insurance, and Workers' Compensation and Retirement contribution percentages.

Supplies $ 36,000

Supplies include all instructional and non-instructional items for 31 classes, as well as, both the central and registration offices located at the main district office. Consumable and classroom supplies purchases are to ensure that classrooms are well equipped and that all children have age-appropriate curriculum and materials available to them. Supplies include but are not limited to the following:

Office Supplies and Non-Instructional Supplies - These are considered to be any supplies needed and utilized by staff in the classroom, central office, and at the registration center, such as pens, pencils, paper, calculators, scissors, staplers, notepads, ink cartridges, and rulers.

Child Services Supplies - This includes various crayons, tempera paint, construction paper, moon sand, pattern blocks, tubs of animals, sight word games, ethnic puppets and dolls, puzzles, curriculum flashcards, yoga activity cards, geometric boards, word magnets, science kits, and action games. Supplies must also be age-appropriate to meet the needs of children with disabilities. All toys must support children with hearing, language, visual and mental impairments.

Family Services Supplies – Five dollars per student is allocated to all classrooms for the parent activity fund. An activity is selected and voted for by the parents, participation in the activity allows for group participation of the parents.

Materials and supplies are provided to the parents for use in meetings, training and workshops. These materials can include flyers, local community information, forms, folders and/or binders.

Other Supplies – Custodial supplies including toilet paper, toilet seat covers, and hand towels, hand soap, laundry soap, gloves, carpet cleaner, vacuum bags, floor stripper and wax, disinfectant cleaner for surfaces and trash can liners. Door and floor mats, buckets, brooms, mops, and all custodial items necessary to provide a clean, safe, and healthy environment. Banners, posters, and postcards in multiple languages, will be placed in neighborhood stores, school site offices, small businesses, and other locations as part of the student recruitment process. Postcards providing program information in multiple languages are also mailed to homes in the targeted area zip codes.

Medical and health supplies typically consist of toothbrushes, toothpaste, surgical masks, and general first aid supplies. Disaster preparedness kits are provided to each class and refreshed as needed. Medical boxes are provided to secure medications and zip-lock bags, batteries, gloves, tongue depressors, and eye charts are provided.

Food Services Supplies - This includes refreshments such as coffee, tea, and water, and snacks to be provided during Policy Committee Meetings and any parent engagement events.

Other $ 131,497

Building and Maintenance Repair - Funds are expended for the maintenance and upkeep of the classrooms and centers, with a specific focus on health and safety. Some common repairs are bathroom plumbing, flooring, downed fences, unsafe trees and vegetation and other playground hazards, playground equipment repair, border replacement and fiber fill. Charges are based on the

district maintenance employee salary and benefits as well as the cost of the materials used for the repair. Large work order requests are presented to outside community contractors for bid.

Nutrition Services and Federal Free and Reduced Meal Program (CACFP) - CACFP is operated by the SCUSD Nutrition Services Department and provides breakfast, lunch, and snacks for the children. Meals are required to be eaten family-style at the centers and the adult meals are paid for by the Head Start budget.

Substitutes - Funding is allocated to cover the cost of classroom substitutes for the position of teacher, instructional aide, and childcare attendant.

Parent Services - Items such as bus passes are purchased for parents that do not drive so they can be engaged in meaningful program activities. Parents may also submit childcare expenses for reimbursement while attending Head Start meetings.

Mileage - Staff are reimbursed for the use of their personal vehicle while performing home visits, travel between sites and to attend meetings. Parents who attend Policy Committee meetings as well as all other meetings that pertain to the Head Start program are reimbursed for mileage at the current reimbursement rate as set by the Internal Revenue Service.

Other Items- Licensing fees and permits are paid annually per site and calculated by the number of children at each site, other fees are also paid for Fire Department alarm permits and building safety inspections.

Equipment rental, which covers a percentage of the expense, for SCUSD's rented copiers at the central office, the registration center and school sites whenever teachers use the equipment.

Training and Technical Assistance $31,200

The Training and Technical Assistance budget has been dedicated to parent and staff training with appropriations for the cost of consultants, in state and out of state conferences (Region 9,

Head Start California, NHSA, NAEYC, etc…..) local workshops and training. Instructional staff will be provided with monthly staff development and faculty training meetings.

Funds in the amount of $29,859 has been allocated to the areas of *ERSEA*- support & training for Enrollment/Registration staff. *Human Resources* – Effective Leadership Training Ongoing. M*onitoring*- CLASS & CLASS Independent Assessors. *Ongoing Monitoring* – CLASS & CLASS Independent Assessors, Preschool CLASS Assessors Training and recertification. *Program Governance* – Parent Conferences/Workshops & Staff Conferences. *Mental Health* – Social Emotional Education curriculum, Compassionate Dialogue and Equity Training. *Disabilities* - Classroom Behavior Management. *Education* – Creative Curriculum Fidelity & Coaching, Instructional Coaching Training, Parent Education for Ready noise, Learning Genie. Funds in the amount of $215 have been allocated for local travels. This amount includes the $1,340.68 Indirect Charges at 4.49%.

Cost Allocation Methodology

SCUSD provides a variety of program options, which are supported by Federal and State funds. Collaboration with the State allows for the wrap and 12 month program to be funded 45% Head Start and 55% State CSPP and 10 month full day program to be funded at 40% Head Start and 60% State CSPP. The cost allocation methodology for classroom operation, service needs and the classroom staff of teachers, instructional aides and child care attendants, is determined by the number of participating students and services provided that are specific to the Head Start Standards.

Head Start and State CSPP revenue also funds SCUSD management and program support staff. The cost methodology used for these positions is based on duties performed and tracked by

Personnel Activity Reports (PARs). All expenses are determined to be reasonable and allocable and are proportional to the benefit of the funding source.

Non-Federal Share $1,547,484

Salary paid by State CSPP funding, being 55% of the teachers and instructional aides in the Wrap and 12 Month Full Day program and 60% of the teachers and instructional aides in the Wrap with 8 state slots program annual compensation will provide the required non-federal share. Salaries at 55% will provide an estimated amount of $1,321,487 and 60% an estimated amount of $461,326.

Financial Management System

Sacramento City Unified School District uses the Frontline Education Escape Online Financial Management System to track and monitor all on-going expenses for the Head Start Program. This system aligns with the district and is the primary financial accounting system used. Monthly reports are processed to ensure the accuracy of the information. Head Start reports are submitted to the Parent Policy Committee and staff for review. These reports are used by SETA as a tool to reimburse Sacramento City Unified School District for the incurred expenses.

In-Direct Charges $264,645

The district's current in-direct cost rate of 4.49% is charged to all grant funded programs. Head Start Basic ($202,808) and the Head Start Training and Technical Assistance ($985) grants.

The United States Department of Education (ED) has approved a delegation agreement with the California Department of Education (CDE) that authorizes the CDE to establish indirect cost rates for California's local educational agencies (LEA's).