

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

LEA name:

EUREKA UNION SCHOOL DISTRICT

CDS code:

3166829

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Those highlighted above indicate applicable programs: Title 1, Title II, Title III and Title IV.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Eureka Union School District has adopted the MTSS (Multi-Tiered Systems of Support) framework for addressing the needs of its sub-groups (ELs, Low Income, Migrant, etc.). This articulated system is also followed in determining programs and services that will supplement and enhance already existing effective actions to address the needs of these subgroups. In the LCAP, specific actions and services are listed under three broad goals (see Goal 1, Goal 2, and Goal 3 under LCAP sections Goals, Actions, and Services). These goals correspond to the MTSS dimensions spanning academic, socio-emotional/behavioral, and climate and culture. Federal funds are used to supplement and intensify services offered to subgroups (ELs, SEDs, and Foster Youth).

Eureka Union School District follows the strategy (Plan, Do, Study, Act Cycle) below:

1. Identify needs using multiple measures for academic achievement and socio-emotional competencies of students representing each subgroup.
2. Review current research (using peer-reviewed journal articles) to determine effective educational practices that support improved academic and socio-emotional outcomes.
3. Determine base actions and services that will improve student outcomes for these student groups. These will be funded through supplemental funds received from LCFF targeted to support outcomes for ELs, Low Income and .
4. Determine actions and services that can be used to heighten or intensify services for the targeted students. These actions and services will be aligned to the LCAP goals, support and enhance programs already funded with LCFF/supplemental funds, but for the purpose of heightening and intensifying the services (not supplanting).

Goal 1: Academic

State funds (LCFF) are utilized to implement a UDL (Universal Design for Learning) initiative across all subject areas and grade levels. Federal funds are used to supplement professional development

efforts to train all General Education, Intervention, and Special Education teachers in best practices, with targeted focus on instructional strategies that are highly effective for English Language Learners and Socio-Economically disadvantaged students. (LCAP Goal 1.2 and 1.3)

Intervention teachers' salaries are funded through LCFF, however the level of service and availability of support is significantly increased for Title I schools, utilizing Title I funds. This enables the intervention teachers to provide more intensive academic support to struggling, at-risk SED and EL students (LCAP Goal 1.4).

Summer School, in the form of 2-week camps, are offered to English Learners using Title III, and for socio-economically disadvantaged students who are struggling using LCFF/Supplemental Funds. Likewise, an expanded summer school program will offer Tier 3 class for those who are most at-risk because of deficits in foundational reading skills.

Title II funds are used for professional development of teachers serving at risk students and Title III funds are additionally used to support PD of intervention teachers who also provide Tier II support for English Learners.

For 2019-2020, FDK will be implemented at 2 of 3 TK/K-3 sites, with 1 site adopting a staggered approach (1st semester extended day K and 2nd semester, FDK).

Goal 2: Behavioral/Socio-Emotional

No federal funds are used to support this goal. LCFF funds and other grant funds for supporting targeted subgroups are utilized for services designed to improve socio-emotional/behavioral outcomes.

Goal 3: Safety/Climate and Culture

No federal funds are used to support this goal.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Eureka Union School District is committed to a transparent process of continuous improvement through comprehensive data analysis, stakeholder engagement strategies, and review of research-based effective practices. The focus for the district is summarized in the three broad LCAP goals that reflect the district's commitment to successful whole child outcomes.

Each of the 7 school sites in the district have SPSAs aligned to district LCAP goals. Title I schools, and schools with highest populations of ELs are provided more intensive supports via federal and LCFF funds. Federal funds, even though quite limited, are used strategically to intensify services and supports for ELs and low-income students. The district has very few foster youth students. These students receive personalized supports via principals and counselors.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All teachers at Eureka USD are highly effective (according to ESSA definitions) and credentialed in the content areas they are teaching. All English Language learners and socio-economically disadvantaged students are taught by credentialed teachers, with more than 5 years of teaching experience.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Eureka Union School District enjoys high parent engagement, as evidenced by participation rates in surveys, meetings, and parent education workshops. EUSD employs various strategies to communicate with parents:

1. School Messenger – This is an application housed within the district's SIS that can send emails to all parents or targeted parent groups.

2. Wednesday eFolders – Each school employs a digital system of weekly communication.
3. EUSD Website – The district constantly and regularly pushes out announcements via its website (www.eurekausd.org)
4. Social Media – the district maintains a Facebook page where announcements are disseminated, and each school has a Facebook page as well.
5. Eureka Schools Foundation and Parent Teacher Associations – Eureka Schools Foundation and PTCs employ a distribution list and communication tree.
6. Home visits - School teams occasionally conduct home visits to engage at-risk students and establish relationships with their families. Counselors, teacher/s and principal often constitute this team.

When important events are scheduled, multiple avenues of communication are utilized. For under-represented subgroups (e.g. English Language learners, low income families), a phone call usually follows an electronic and/or mailed invite.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has zero students in this category.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

School counselors play a significant role in supporting positive academic and socio-emotional outcomes for homeless children. Through regular check ins, counselors determine current needs of

these children, and can provide resources in a timely manner. The Director of Student Services oversees the distribution of resources for students and support is provided in many areas, as needed: transportation, school supplies, food, access to laundry facilities, toiletries, etc. Principals are included in the process of supporting homeless students.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our district participates in the Teacher Induction Program (TIP) for supporting new teachers and mentors via SCOE's (Sacramento County Office of Education) program. Under TIP, mentors undergo coaching training, as well as training on the CSTPs (California Standards of Teaching Practices) to support the growth of teachers. New teachers receive professional development in the areas new teachers typically struggle with: professional development and addressing the needs of all students. Title II is used to supplement these endeavors: the district provides additional days of sub support so new teachers (with their mentors) can observe accomplished teachers in action. Depending on new teacher's content expertise, we provide additional support by encouraging new teachers to attend subject-specific workshops within and outside the district.

For the last two years, Eureka USD had implemented a new, more robust system of identifying high-quality mentors. Our selection process includes classroom observations and interviews. We also provide our mentors additional workshops, using Title II funding, so they can keep up on content knowledge to be able to support our new teachers.

Eureka Union School Districts subscribes to Adult Learning Theory principles, and hence, offer a multitude of adult learning opportunities from conference style workshops, afternoon training, state and local conferences, to book studies. At the start of each year, academic performance using state assessment results are reviewed and analyzed, and specific areas of weakness targeted (e.g.

Speaking and Listening in ELA and all dimensions in Mathematics, along with achievement gaps). A professional development plan is developed to address these areas.

For 2019-2020, the district has 3 “no student” days in the academic year where teachers will engage in professional learning for the whole day. Each day will be devoted to an MTSS Domain:

-September 13, 2019 – Socio-Emotional/Behavioral

-November 1, 2019 - Academic

-January 7, 2020 – Socio-Emotional/Behavioral and Academic

Teachers will attend general sessions and also have the opportunity to choose sessions that fit their learning plan needs and honor their desire for learning autonomy. Sessions are often differentiated to serve certain grade level spans, e.g. a session on engineering lessons as part of NGSS is offered for K-2. Title II funds will be used to address sessions on Cultural Proficiency, to supplement district efforts towards its UDL (Universal Design for Learning) initiative. The district will be on its third year of UDL implementation.

EUSD also offer various afternoon workshops throughout the year on a variety of topics (e.g. using technology to improve classroom engagement). These afternoon workshops are available to teachers and other instructional staff, including principals. Along with these Thursday afternoon workshops, summer institutes are also offered for teachers. Using Eureka School Foundation funds, teacher teams (GenEd and SpEd collaboration are highly encouraged) are provided support for summer planning and collaboration.

Title II funding is used to supplement the learning opportunities mentioned above by providing teacher leaders specialized opportunities to attend regional and state conferences in Math and Science, as well as those that target differentiated instruction for ELs and SED students. This is part of the district’s initiative to build capacity from within. Teachers who attend state and regional conferences are provided opportunities to be PD facilitators during PD days and summer institutes, to build instructional leadership capacities. For 2019-20, principals are encouraged to attend equity-focused workshops using Title II funding, as well as conferences on improving Mathematics instruction so they can attend with their site teacher team (teachers’ attendance will be funded through LCFF).

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not have schools that are participating in CSI (Comprehensive Support and Improvement) and TSI (Targeted Support and Improvement).

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No schools are under CSI.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Full time Intervention teachers are assigned at the two sites (K-3 and 4-6) with the highest EL student population. These intervention teachers receive professional development on how to support EL students' learning in all academic areas, as well as acquire English Language Arts skills through push-in and pull-out supports. Title III (approximately \$18,000) funds are used to:

1. Provide intervention teachers professional development through attendance in regional and local conferences and workshops, supplementing what is offered through state LCFF funds.
2. Provide Gen Ed teachers, with classroom clusters of ELs at all sites, professional development through attendance in regional and local conferences and workshops (e.g. WestEd's QTEL Institute for site and district administration)
3. Purchase resources (professional books) to support teachers who teach EL students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers' and counselors' capacity to address the needs of immigrant students are intensified through professional development opportunities. Further, immigrant Title III funding (approximately \$6,000) is used to support additional hours of planning and collaboration time across sites, among counselors, administrators, and teachers throughout the year. Additional parent/home visits are supported by these funds.

The following summarizes how the plan for using these funds to supplement already existing state-funded actions and services:

1. Parent engagement efforts that are targeted towards connecting with families of immigrant children. Two will be planned for the academic year. (\$1,000)
2. Counselor check ins: Additional support for immigrant children will be offered via supplemented counselor check ins and home visits. Teacher, counselor, and admin team meetings will be supported via these funds as well as long as they are targeted towards improving services for immigrant students. (\$2,500)
3. Teacher PD and classroom resources: Teachers directly serving immigrant children will be provided additional PD and classroom resources (e.g. picture dictionaries, flash cards, computer apps, e.g. Flocabulary) to help support the academic needs of these children (\$2,500)

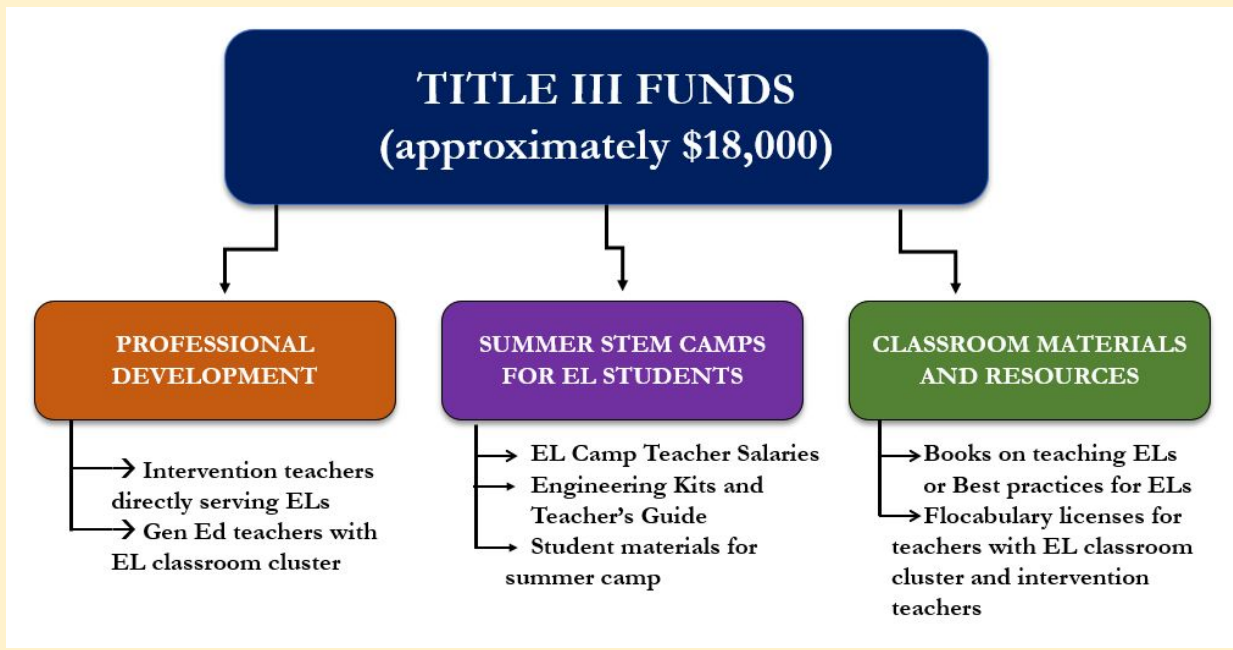
Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To summarize, ELs at Eureka Union School District receive more intensive educational program supports through LCFF/state supplemental funds, and targeted use of Title III funds. As discussed above, ELs are provided more intensive support via Title III through intervention teachers providing targeted push in/pull out services for ELs, professional development for intervention teachers and classroom teachers who instruct EL classroom clusters, EL STEM camp in the summer, and resources for ELs and EL teachers. The salaries of intervention teachers are funded through state or LCFF funds (see LCAP Goal 1). The figure below summarizes these supports:



English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funding, approximately \$18,000, is spent to supplement PD for teachers of English Learners intensify parent engagement, offer summer camps for these students, and purchase materials and resources for these efforts.

1. Professional development opportunities for teachers on effective language acquisition instructional practices (summer GLAD/WestEd opportunities). These teachers, in turn, provide district-wide PDs for their peers.
2. Summer STEM Camp for English Learners and Immigrant Students - two summer camps are offered to prevent summer brain drain and they are science-based so that language is learned within context. Title III dollars are used to pay for teacher salaries and to purchase the curriculum from Engineering is Elementary. This curriculum is literacy-based and is ideal for promoting the acquisition of reading, writing, and speaking and listening skills.
3. Instructional resources for English Learners – The district has four intervention teachers who are also paid via state supplemental funds to serve our EL students. These teachers are provided

instructional materials to address the state's ELD (English Language Development) standards. These resources are augmented by using Title III funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Eureka Union School District is proud to offer all its K-6 students the opportunity to learn a second language, Spanish, during the day. The goal of this Spanish Enrichment Program is for students to develop an appreciation for Spanish culture and language and increase readiness for second language acquisition in the secondary grades. Title IV (\$10,000) is used to:

1. purchase materials for Spanish Enrichment (SE),
2. provide SE instructors professional development, and
3. provide SE instructors time to plan and collaborate to deliver high-quality instruction

EUSD believes in whole child education. The learning of a second language and culture widens student perspectives and develops better empathy (Dault, 2017; Zhu, 2011).