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

LEA Name
Escondido Union High School District

CDS Code:
37681060000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

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

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.)

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.
EUHSD’s LCAP continues to focus actions and services around the following five Goals:

Goal 1 – Academic Achievement: Escondido Union High School District will ensure equitable practices for all students in order to improve academic achievement by holding high expectations and so that every student graduates from our district college and career ready.

Goal 2 – Effective Instruction and Leadership: EUHSD will provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Additionally, we will develop the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

Goal 3 - Support to Students: EUHSD will be responsible for systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate college and career ready.

Goal 4 – Engaged Parents: EUHSD will continue to promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

Goal 5 – Safe and Respectful Environments: EUHSD will cultivate respectful, collaborative, safe and secure environments that support teaching and learning.

The strategy for LCAP development centers around identifying Actions for each Goal that are funded from base, Supplemental/Concentration (S/C) and ESSA funds. Each Goal consists of an Action funded out of one of those resource categories. Actions/Services funded with Federal dollars were chosen by ensuring they serve as supplemental supports to the implementation of each Goal. The decision-making around those services occurred over a series of stakeholder meetings such as LCAP Parent Advisory Committee (PAC), School Site Council, DELAC and district/site leadership meetings. All decisions were informed by root cause analysis of district-wide achievement metrics and local measures such as surveys, learning walks and other qualitative data.

The following base district-wide programs identified in the LCAP that are relevant to the actions/services funded with federal resources focus on: standards-aligned courses designed to prepare students to graduate college and career ready, core standards-aligned instructional materials to support implementation of course revisions, English Learner (EL) programs, data analysis, hiring high quality teachers and support staff to implement Goals 1-5, engaging district staff in professional learning to ensure systematic implementation of actions and services in Goals 1-5, Professional Learning Communities (PLC), instructional coaching, Advanced Placement programs, parent engagement plans, attendance initiatives, programs that focus on prevention and diversion from drug/alcohol, bullying/fighting, Restorative Practices and Positive Behavioral Intervention & Supports (PBIS). These base state funded programs are relevant to the actions/services funded with federal resources in that they focus on students meeting the core academic achievement targets for college and career readiness. The programs also support the social-emotional and well-being of students in order to be and feel successful in school.

EUHSD’s context and achievement data provides meaningful rationale and evidence for the use of ESSA funds. EUHSD’s current enrollment exceeds 7118 students. The unduplicated student population is 77% of the district's enrollment. 68.8% of students access the Free and Reduced Lunch Program, 18% are English Learners and 0.4% are Foster Youth. Additionally, student demographic data shows our student population is 75.8% Hispanic, 16.6% White, 2.7%, Asian, 1.9% Black, and 2% Filipino. Our Special Education students represent 15.38% of our total student population.

The California School Dashboard provides districts with an accountability model that highlights areas to celebrate and grow. EUHSD does not have any Dashboard indicators in the overall “red” performance category. The following indicators are in the overall "orange" performance category: Graduation Rate, College/Career Indicator and Academic Performance in Math.

Graduation Rate- “Orange”
In 2018-19, EUHSD graduated 84.5% of students. The graduation rate increased by .1% from the previous year. Student groups that performed in the "red" category were ELs and Homeless.

College & Career Indicator (CCI)- “Orange”
In 2018-19, 41.1% of graduates were "prepared" for the College & Career Readiness Indicator. The rate declined from the previous year by 2.2%. Student groups that performed in the "red" category were SWD and EL.

Academic Performance in Math- “Orange”
In Spring 2019, 60.27% (Follow up) eleventh graders who took the SBA Math scored below standard. The rate declined by 5.1% from the previous year. Student groups that performed in the "red" category were ELs, Hispanic, SED, and SED.

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.
The 2021-22 Local Control Accountability Plan (LCAP) is strategically designed so base, Supplemental/Concentration (S/C) and targeted actions & services are complements and work in tandem to provide a comprehensive scope of services to reach district and state targets. The first Action for each Goal outlines base services relevant to the context for each Goal. The second Action for each Goal outlines actions and services funded out of Local Control Funding Formula (LCFF) Supplemental/Concentration (S/C) funds that serve to increase and improve services for unduplicated student groups for each Goal. The third Action for each Goal outlines actions and services funded out of Every Student Succeeds Act (ESSA) funds to supplement the services in the first two Actions. Every Goal is made up of three Actions. The LCAP is designed in this manner so our educational community can understand the intent behind the various funding sources. The COE has used our LCAP’s strategy as an exemplar and it has allowed EUHSD’s resources and the manner in how they are used to remain transparent. If applicable, all ESSA Federal resources of Title I-IV are reflected in Action 3 for each Goal. Additional targeted funds are also included in Action 3 such as Carl D. Perkins and Comprehensive Support & Improvement funds.

All school site allocations of ESSA funds are also reflected in the LCAP. Action 3 for each Goal captures all ESSA dollars EUHSD receives. To that end, each site’s School Plan for Student Achievement is tightly aligned to the LCAP with similar Goals, Expected Annual Measurable Outcomes and Actions and Services already reflected in the LCAP.

Throughout the district’s stakeholder engagement process for plan development, Federal funds and decisions around those actions are incorporated with LCAP supplemental/concentration funds. Since the LCAP is strategically designed so base, S/C and Federal funds are transparently included, stakeholders provide feedback and ask questions on the full scope of services EUHSD offers for the educational community. The Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) discuss all services and both base and restricted revenues are shared and discussed.

One example of how a Title-funded action/service supplements an LCFF-funded action/service is our instructional coaching program. Title I funded literacy coaches increases the support provided by the literacy content specialist in order to improve teaching and learning.

**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**

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

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<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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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

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<th>ESSA SECTION</th>
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<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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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

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

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<th>ESSA SECTION</th>
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<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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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

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<th>ESSA SECTION(S)</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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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:

Prior to the collection of necessary data to address this provision, Executive Cabinet members, principals and Ed Services team members discussed the provision requirements over a series of meetings and communications. Required data to analyze and report the disproportionate access to effective, experienced, and appropriately assigned teachers by low-income and minority students were identified. Data collection was accomplished by accessing the tools provided by the CDE as well as through local reports: Ineffective and Out-of-Field teacher- This data was collected by accessing EUHSD’s Human Resource department reports and spreadsheets to assess the number of teachers who are mis-assigned, non-credentialed or have not yet demonstrated subject matter competence. Inexperienced teacher- This data was collected by accessing the CDE website, https://dq.cde.ca.gov/dataquest/, and using the “Free or Reduced Price Meals” under the Socio-economic Indicators section. Low-Income student- This data was collected by accessing the CDE website, https://dq.cde.ca.gov/dataquest/, and using the “Students by Ethnic Designation—Number and Percent” section. Minority student- This data was collected by accessing the CDE website, https://dq.cde.ca.gov/dataquest/, and using the “Students by Ethnic Designation—Number and Percent” section. All data outlined above was collected onto the CDE LCAP Federal Addendum Data Collection Tool Template and analyzed. The following findings are based upon a comparison of the necessary data:

1. Low income students are not taught at higher rates than other students by ineffective teachers. EUHSD does not have any teachers defined by the CDE as ineffective.
2. Minority students are not taught at higher rates than other students by ineffective teachers. EUHSD does not have any teachers defined by the CDE as ineffective.
3. Low income students are not taught at higher rates than other students by inexperienced teachers. The schools with the highest rate of low income students had the lowest rate of inexperienced teachers.
4. Minority students are not taught at higher rates than other students by inexperienced teachers. The schools with the highest rate of minority students had the lowest rate of inexperienced teachers.
5. Low income students are not taught at higher rates than other students by out-of-field teachers. EUHSD does not have any teachers defined by the CDE as out-of-field.
6. Minority students are not taught at higher rates than other students by out-of-field teachers. EUHSD does not have any teachers defined by the CDE as out-of-field.

As evidenced by the data above, there are no disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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).

EUHSD has one school, Valley Continuation High School (VHS), identified for Comprehensive Support and Improvement (CSI). District leaders will support the school in involving parents and family members in jointly developing CSI plans through maximizing existing family involvement structures and district-wide communication systems. In response to LCAP stakeholder engagement feedback as well as VHS being identified as a CSI school, EUHSD hired a VHS bilingual parent liaison to serve as a bridge between school and home. Among other duties, a significant responsibility for this position will be to effectively communicate CSI plan progress and recruit parents and family members for plan development. EUHSD leadership provides site support with LCAP parent stakeholder engagement meetings and provides site-specific metrics around Goals 1-5. At these meetings, parents will be presented with the CSI plan with opportunities to analyze data, provide feedback on plan components and jointly develop with the School Leadership Team, data-informed revisions. EUHSD will support the school with parent communication around existing meeting structures such as Annual Title I Meeting, Back to School Night, ELAC, School Site Council, LCAP parent stakeholder engagement and monthly Coffee with the Principal meetings. District communication systems for All-Calls, emails, text and other parent outreach strategies such as Peachjar, will support parent and family members to be notified of important meetings where the CSI plan and components will be addressed and further developed.

EUHSD has one school, Orange Glen High School (OGHS), identified for Additional Targeted Support and Improvement (ATSI). The planning and process of developing the district LCAP serves as a model for how OGHS develops the School Plan for Student Achievement (SPSA), which serves as the ATSI plan. The district Parent Advisory Committee convenes for four meetings throughout the year with the administrators, bilingual parent liaison, other key staff and twenty parent representatives of significant student groups from OGHS, including DELAC committee members. These stakeholders are trained on their role and responsibilities, engage in data analysis of interim and summative metrics, provide input on surveys & review results, discuss budget overviews, prioritize actions and services based on needs assessments and provide important feedback to the overall district plan for increasing student college & career achievement. The OGHS representatives then duplicate the process at the site and engage the parent community in providing feedback for development of the SPSA. The school involves parents and community members in jointly developing the ATSI plan through a variety of strategies that are addressed in the site’s Parent & Family Involvement Plan. The district supports the existing bilingual parent liaison position at OGHS, who plays a critical role in reaching out to parents and community members for their input and feedback to school initiatives, as well as providing parent education and advocacy support. The position allows for a greater two-way communication between school leadership and parents so the school ensures parent feedback is received in a meaningful and timely manner. The feedback from the activities and stakeholder engagement events described above all serve to inform the monthly School Site Council meetings on how to develop the SPSA. The plan is then shared out through the annual Title I meeting, ELAC and other parent outreach meetings.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:
EUHSD has a board adopted Parent and Family Engagement Policy which is developed and updated jointly with our Parent Advisory Committee. EUHSD recognizes that parental involvement contributes greatly to student achievement and a positive school environment. The focus ensures that each school supports the parents by: promoting parenting skills to provide home environments that support academic achievement and character development, providing techniques and strategies to improve academic success, initiating effective two-way communication between home and school, initiating effective and culturally sensitive communication especially with parents of ELs, migrant families & Special Education students, assisting with instructional processes at home and school and promoting parent volunteerism, and attending student performances and involvement in advisory councils. The Parent and Family Engagement Policy is developed, reviewed and revised by the district Parent Advisory Committee (PAC) and DELAC. It is distributed to all parents through the annual registration process and included through mandatory parent communications. Site/district leaders facilitate trainings to understand rigorous state academic standards through workshops and parent education events, state assessments through parent communications, website resources, increasing supports and features around our ParentVUE mobile application to monitor grades, attendance and discipline. Specialized staff plans events around a variety of important topics.

EUHSD restructured the LCAP advisory committee and held LCAP Stakeholder Advisory meetings which comprised of students, parents, classified, certificated, labor partners, ELAC representatives, and management staff (including site principals, assistant principals and district leadership). EUHSD's Director of Special Education is a member of the LCAP Stakeholder Advisory Committee and provided ongoing updates to our SELPA on LCAP progress and priorities at which time an opportunity to provide input and feedback is provided.

EUHSD will continue to provide assistance to the parents, guardians, and families of our students through ongoing parent informational meetings and ongoing learning. The following are some of our parent engagement events planned for the incoming school year: Academic/School Success, Career Readiness, College Readiness, and Personal/Social-Emotional Supports. EUHSD will continue to make every effort to engage our families in our decision making process. Parents are and will continue to be included in the review of instructional materials for ELD I, II, and III. Parents and stakeholders feedback will be solicited to identify if their students are finding more academic success, as we navigate the pandemic. District administration and support staff will use the feedback to provide additional support where appropriate. School sites conducted regular, virtual, or in-person opportunities for parents to engage with site admin, provide feedback, share their thinking, and learn about the ongoing programs each school has to offer. Parents will also have the opportunity to learn how to navigate Canvas and ParentVue so they can continue to monitor their students grades, attendance, and communicate with their teachers. We are expected to continue to offer our Parents a series of sessions through Truecare Virtual Health. The series include topics such as movement for change, healthy minds, opioid awareness, and substance abuse disorder. Incoming 8th grade families will be invited to an 8th grade family night where families will be introduced to site leadership, counseling, and the Bilingual Parent Liaison. Each school will host a Financial Aid Night to support parents of seniors transitioning to college. LCAP stakeholder meetings, Ongoing messaging to EUHSD families will continue throughout the next school year via Blackboard (robo call, email, text), Remind, school and district websites, School Marquee, Social Media (Instagram, Facebook, Twitter), and personal calls.

EUHSD will continue to work with our teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents. We will continue to work on ways to communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. This year we transitioned from an LCAP parent advisory to an LCAP Stakeholder Advisory committee which comprised of students, parents, classified, certificated, labor partners, ELAC representative, and management staff (including site principals, assistant principals and district leadership). This shift was made to engage all stakeholders in collaborative conversations around student performance, data, and next steps. EUHSD will continue to use these meetings and the activities used within them as a model and training for how principals, teachers, specialized instructional support personnel and other school leaders will collaborate with parents for a meaningful and respectful partnership around programmatic decision-making. These stakeholders are trained on their role/responsibilities, engage in data analysis of interim and summative metrics, build understanding around LCFF/LCAP & the CA Dashboard, learn state/federal updates, engage in “data chats” around math/literacy strands, provide input on surveys & review results, discuss budget overviews, prioritize actions/services based on needs assessments and provide important feedback to the overall plan for increasing college & career achievement. Components for progress monitoring will also be discussed. The site representatives can then duplicate the process at the site and engage the parent community in providing feedback for development of the SPSA and other school initiatives. This process for engaging stakeholders and supporting site administrators is expected to be ongoing.

EUHSD provides bilingual parent liaisons who serve as a bridge between school and home. Their responsibilities include educating school staff with welcoming and respectful communication, strategies to engage and build on parent contributions to school, provide parent workshops/programs and be an approachable resource for all stakeholders. They
receive specialized parent engagement training by attending SDCOE trainings, Equity Institutes, etc. One example of their work is the implementation of a pilot Parent Institute centering on educating parents on student advocacy. Parent centers will reopen, based on health and safety guideline, in an effort to create a safe space for all to attend workshops, access online resources/platforms to support student progress, and deepen community roots at the school.

A focus area, moving into next year, is to build upon existing foundations so all staff recognize, connect with and promote students’ culture, language and personal goals as an invaluable part of teaching and learning. EUHSD will continue to engage underrepresented families by building coherence between the many support programs and develop the MTSS currently at work. There are two full time district translators/interpreters to appropriately inform parents & family members who have limited English proficiency of all required and relevant communications. EUHSD also partners with third party translation/interpretation services to provide information in languages parents can understand. EUHSD provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations for meaningful engagement. Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. District website is ADA compliant. Parents and family of migratory children are provided with opportunities for informed participation as sites meet before students are away from school for an extended period of time and once they return after an extended absence so parents can help their child overcome educational disruption.

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.
EUHSD provides for supplemental services and programs to support the base programs, based on site needs assessment, and as outlined in the LCAP and described in the Strategy section above. All district Title I services supporting SWP schools are aligned to the five LCAP Goals.

In Goal 1 Academic Achievement, Title I funding will be used to support closing the achievement gap between students meeting the challenging academic standards and those who persistently demonstrate not meeting standards. Common assessment and data analysis tools will be used to provide school and district staff disaggregated data by student group for intervention and support as well as streamlining the processing and reporting of student results. Supplementary to base curriculum, digital resources such as Canvas Learning Management System provides students with 24/7 available digital classroom resources to access classroom teachers and peers as well as exposure and practice for 21st century digital learning.

In Goal 2 Effective Instruction and Leadership, Title I funding will be used to provide high quality professional learning to build the capacity of teachers and administration that collaborates productively to impact instruction and learning. The focus here is in building leadership capacity necessary to advance successful implementation of district goals and initiatives. Title I funding supports digital classroom observation and feedback tools for administrators, AVID Summer Institutes and Professional Learning Communities (PLC) Leads for each site.

In Goal 3 Support for Students, Title I funding will be used to support a portion of the Advanced Placement test fees for students eligible for fee waivers.

In Goal 4 Parent Engagement, Title I funding will be used to support effective two-way communication with parents through Blackboard. It provides supplementary communication tools to notify parents of important information relating to school and district activities.

In Goal 5 Safe and Secure Environments, Title I funding will be used to support SEL, MTSS, PBIS, and Restorative Practices district wide.

The programs funded out of Title I and outlined above, enhances and supplements the Goals, Actions and Services being implemented and planned for in the LCAP.

TAS "N/A"

Neglected or delinquent "N/A"

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

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:
EUHSD provides for a wide range of supports for homeless students to have equal access to the scope of services provided to all students. A district homeless social worker serves as the Homeless Liaison to coordinate services with district staff and outside agencies to ensure that homeless students are provided with stability, inclusive educational experiences and are provided with academic interventions to graduate college & career ready. Together with the Director of Pupil Services, counselors, social workers, registrars, assistant principals, SDCOE, and community agencies, the district provides McKinney-Vento Homeless youth and families with meaningful wrap-around supports. These include supporting students with school enrollment, transportation, school supplies such as backpacks and clothing resources, academic support, tutoring, graduation exemption/credit recovery information, referrals for housing, health insurance, CalFRESH (food stamps), and counseling.

Community resources and referrals related to housing insecurity and homelessness are provided including services for employment, veteran services, legal aid, homeless court, tax services, laundry, meals, food distribution, case management, hygiene items, therapy, life skills workshops and 24/7 crisis services.

EUHSD uses the mandated Homeless Set-Aside to provide monthly city bus passes for every homeless student to ensure that they have a method of transportation to attend school on a daily basis. These bus passes are coordinated through the district with close monitoring from homeless liaison and attendance and counseling staff.

Enrollment
Homeless students and families are provided with the necessary enrollment forms (Residency Verification Form and Affidavit of Transitional Housing) so there is minimal delay in enrolling in school. The district is Informed of McKinney-Vento students through matriculation information from the feeder districts.

Attendance
Attendance is monitored by the district liaison, counselors and attendance TOSAs. As highlighted above, each homeless student is provided with monthly bus passes to remove transportation barriers for daily school attendance.

Success of Homeless Children and Youth
The Homeless Liaison supports the success of homeless youth by identifying homeless students through the district Student Information System (SIS) based on enrollment forms. Systems are in place for students to be identified at the district level and communication occurs to inform the schools sites of homeless students on their campuses. The Homeless Liaison is responsible for educating school staff on laws and needs of this special population. Homeless Liaison then initiates outreach to individual students and families regarding school-related services and support. Student and families are provided school bus passes, clothing gift cards, hygiene bags, backpacks and holiday gifts to students as available. Referrals are made to outside resources such as CalFRESH, MediCal, counseling agencies, local teen drop-in center and regional shelters. Collaboration is essential with academic counselors, site social workers, parent liaisons, and special education team (if applicable) to support academic success. Homeless Liaison refers interested students to individual tutoring program through SDCOE and CSUSM specifically tailored for foster and homeless youth. Students and families are informed of the graduation exemption through AB 1806 if homeless youth is credit deficient and moved schools after their 2nd year of high school.

EUHSD follows Administrative Regulation 6173 for Education of Homeless Children which outlines all of the services described above as well as all advocacy and representative supports for discipline, parent supports for meaningful involvement in the child’s education and ensuring students are provided with opportunities and access to programs that will help meet academic standards.

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

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

N/A.

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

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
THIS ESSA PROVISION IS ADDRESSED BELOW:
EUHSD facilitates effective transitions from feeder schools in the following ways:
Aligned with the K-14 San Diego and Imperial Regional Counties Consortia Middle School Career Development Continuum, “Jump Aboard” allows for students from middle schools to tour EUHSD high schools. Its primary purpose is to introduce incoming students to the exciting and interesting options available through CTE and other programs while familiarizing them with the EUHSD campuses. In "normal years" students are invited to take tours of all 4 high schools. The students, at each school, provide demonstration and hands on opportunities for middle school students to learn about the high school CTE pathways that have been developed in alignment with Palomar College’s Guided Pathways. Due to the COVID-19 pandemic, this year the district created a video which, highlighted the various CTE programs at each school. The video was distributed to our feeder middle schools, placed on our site and district website, and uploaded on our social media. The district will decide how to move forward with this event at the start of the 2021-22 school year, as public safety guidelines continue to shift.

Parent Liaisons meet quarterly with feeder district, Escondido Union School District (EUSD) family coordinators and family support staff. In addition, parent liaison representative of all schools have presented on high schools and high school readiness to each feeder school.
AVID coordinators and school administrators from high school and middle school meet twice a year on articulation, recruitment and transition supports.

At Risk-Social workers, administrators meet once a year to alignment supports for at risk students transitioning from middle school to high school.
EUHSD and feeder lead district administrators, school administration, and content specialists meet twice a year on articulation for students transitioning from middle school to high school.

EUHSD facilitates effective transitions for to post-secondary institutions in the following ways:
- Ten students per comprehensive high school and fifteen students at Del Lago Academy have tuition and book fee waivers for con-current enrollment in after school courses at California State University, San Marcos (CSUSM).
- EUHSD’s Guaranteed College Admissions Program, MAP Your Future, Reach Your Destination, is a simple acronym to help keep school success as a goal for all students. It emphasizes these important messages:
  M: Maintain a rigorous course of study (completing UC/CSU ‘a-g’ admission criteria with a 3.0 GPA)
  A: Attend school daily (maintaining a minimum of 98% attendance rate over 4 years)
  P: Participate in school and/or community activities (minimum total of 100 hours)
Students who complete all four years of high school on an EUHSD campus, and achieve certain benchmarks (including those listed above), will be eligible for guaranteed college admission to CSUSM. They will also be eligible to receive tuition assistance. Additional activities include a fieldtrip for 10th grade students, presentations to admitted 12th grade students.

- EUHSD is a partner district in CSUSM’s The Alliance. The Alliance works with ten local school districts to create a comprehensive, comprehensible pathway to college access and success for all K-16 learners in the CSUSM footprint. Students in partner K-12 school districts who meet minimum requirements are guaranteed admission to CSUSM.
- High school students may enroll concurrently at Palomar College (afterschool, summer). College/Career Techs help students complete the college applications and other necessary paperwork. Counselors help students identify college courses to take and complete the Special Admission Application.
- EUHSD is in their second year Dual Enrollment pilot at two of our high schools, co-taught with Palomar professors and EUHSD teachers. The following are the pathway(s) at two of EUHSD campuses:
  - Chicano Studies: United States History from a Chicano Perspective I and II (CS 101, CS 102).
  - Econ/Gov: Political Science 102; Economics 100
  - Counseling: Managing Stress and Well-Being (COUN 148) and College Success (COUN 110).

In dual enrollment students can earn both college credits and graduation credits. There is an application process and rubrics created to ensure admission to the program is fair and meets the spirit expressed by AB288. Both sites will be home to two-year pathways, comprised of classes that help students meet general education requirements, gain industry certification or meet other high school or college requirements.

- EUHSD launched their “Middle College@OG” in Fall 2020. The vision for this initiative is for students to graduate with at least one year of college completed (30 units). The school within a school model would opened with 100 students in 9th grade and will continue to grow one grade level per year for a total enrollment of 400 students.
Additional transition services include district supported AVID and CTE fieldtrip to colleges and online programs such as Naviance.

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:

NA
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:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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:

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:

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:

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:

Parent and Family Involvement
ESSA SECTION 1423(8)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.
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.

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.

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.
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:

EUHSD continues to make leadership capacity a priority as it is necessary to advance and ensure successful implementation of district goals and initiatives. Professional Learning (PL) is guided by a vision, mission and set of values & beliefs grounded in the Standards for Professional Learning from Learning Forward. The district will accomplish this mission through a comprehensive PL program designed to build leadership skills and knowledge and to provide support for all EUHSD educators as well as parents and community members.

The district system for PL is comprised of designing, developing, monitoring and evaluating PL plans with the following components for the purpose of improving student learning and teacher practice: Identified goals must result in increased student achievement; There must be measurable outcomes for improving student achievement, teacher practice, leadership capacity and organizational supports; The plan must include success indicators in achieving identified targets; Implementation must include a theory of change model. Based on outcomes, the logic model for implementation includes inputs, actions, initial/intermediate outcomes and desired results; Monitoring & evaluation consists of staff crafting questions (at the outset) that will evaluate effectiveness of implementation.

Specifically, EUHSD evaluates its systems of professional growth through a PL Evaluation Tool that is completed after each PL event. The evaluation items specifically asks to what extent the intended knowledge and skills from the PL can be applied to personal contexts. Participants also respond with what future PL support might be helpful to attain the practices necessary to meet the learning outcomes of our students. The PL data analytics are collected and represented on a PL Dashboard. The data is analyzed and then shapes how site and district leaders respond with next steps.

EUHSD teachers new to the profession are provided with the district’s Reflective Induction for Secondary Educators (RISE) program. It is a two year program in which participating teachers receive professional support and mentoring to promote teacher reflection and growth. Participating teachers develop a personal plan for growth as related to the California Standards for the Teaching Profession. At the end of two years, RISE participants are eligible to apply for the clear credential. All teachers are organized into PLC teams, which allow staff to engage in PL at the site level to meet and collaborate in grade-level and department meetings. In addition, teachers are provided opportunities to learn outside the school at the district, county, state, and national level through workshops and conferences. The following actions take place primarily at the school-site level with support from district, site, and teacher leadership and are at the heart of what drives our educators’ PL: The use of data to determine student and educator learning needs, Identification of shared goals for student and educator learning, PL to extend educators’ knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments, Selection and implementation of appropriate evidence-based strategies and routines to achieve student and educator learning goals, Application of the learning with coaching support, Use of evidence to monitor and refine implementation.

EUHSD principals meet as a PLC team with the purpose of developing their capacity to engage staff in leading the improvement of student learning priorities. The intent is to deepen knowledge as a lead learner and prepare for School Leadership Team learning. Professional learning topics were provided to site and district leaders during monthly Administrator Instructional Leadership Workshops (AILW). Together with Ed Services, the principals plan the AILW agendas and topics of learning based on the five domains of the ILF.

Other school and district leaders across multiple sites and divisions such as assistant principals, academic deans, social workers, classified management, program specialists, Human Resources, finance, etc. meet monthly for Leadership Team meetings where updates around shared goals are discussed, achievement metrics are analyzed, and leadership skills are developed. These shared systems promote teacher professional growth and improvement by allowing staff to reflect on student achievement results, determines interventions to meet standards, promotes job-embedded PL and creates opportunities for instructional coaching.
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:

EUHSD’s process to determine how Title II, Part A funds are used is based on student achievement data and staff feedback relating to instructional support. Annual LCAP interim metric analysis meetings allow for site and district leaders to monitor and evaluate the base instructional program and all the supplemental services implemented for support. In addition, the annual LCAP Survey and professional learning surveys collected after each event also informs supports for professional growth and learning.

As actions and services funded by base, S/C and targeted resources are all included in the LCAP, feedback on how Title II funded services are implemented is included in the district’s stakeholder engagement process.

EUHSD’s Comprehensive Support & Improvement (CSI) school, Valley Continuation High School (VHS) will be prioritized to receive the services funded out of Title II. Title II funds provides for a district level content specialist to support core curriculum and teacher capacity to improve teaching and learning. The professional learning provided through this position directly addresses the instructional needs of the school as determined by the school’s needs assessment.

School needs are prioritized through the achievement gaps reported through the CA School Dashboard Indicators. CAASPP achievement data is also used to determine how Title II services are prioritized, especially since the California Science Test (CAST) is now included in the Academic Indicator.

As described in the Strategy and Alignment section of this Addendum, Title II services is directly tied to the Actions funded out of LCFF base resources. Goal 2 centers around building staff capacity to improve instruction and student outcomes:

Goal 2 Effective Instruction and Leadership: EUHSD will provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Additionally, we will develop the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

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:
Professional Learning is guided by the EUHSD mission and vision and grounded in the Standards for Professional Learning from Learning Forward. EUHSD seeks to accomplish our mission of all students being college, career and life ready through a comprehensive professional learning program designed to develop skills and capacity of all EUHSD educators that results in improved instructional practice and equitable outcomes for all students. To ensure educator effectiveness and improved results for all students, EUHSD leadership prioritizes professional learning, coordinates site and district wide job-embedded opportunities, and monitors for impact.

The planning process for professional learning at the district level to advance goals for literacy, English learners, mathematics, science, and instructional coaching begins with a theory of change. The theory of change outlines sequential actions needed to achieve our identified goals.

The design of professional learning planning begins with a logic model that includes the following components:
- Goals that result in increased student achievement;
- Objectives are identified as measurable changes in the knowledge, aspirations, skills, attitudes, and behaviors for students, teachers, administrators;
- Organizational inputs and actions to achieve outcomes;
- Initial and intermediate outcomes driven by expected changes;
- Measurement tools and success indicators in achieving targets
- Timeline for monitoring and evaluation

Logic Model & Monitoring/Evaluation
Our planning process ensures all Actions/Activities align with expected changes which then lead to the intended results.

EUHSD monitors and evaluates district-wide professional learning based on Thomas Guskey's five stages or levels of effectiveness. Evaluation begins with a survey tool completed by participants after each event. Our standard survey includes the following questions to help determine participants' reactions, participants' learning, organizational support, and input on future needs:
- To what extent were the communicated agenda and objectives met?
- To what extent did the overall design of the professional learning allow time, space and opportunity to learn from and with others?
- To what extent did you acquire the intended knowledge and skills from the professional learning?
- To what extent can you apply the intended knowledge and skills from the professional learning to your context?
- To what extent was there appropriate support for your attendance at this professional learning event?
- What future professional learning support might be helpful for you to attain the knowledge, skills, and practices necessary to meet the learning outcomes of our students?

The professional learning data analytics are represented on a professional learning dashboard. This information is analyzed and shapes how site and district leaders respond with next steps.

In addition to district-wide efforts and events, EUHSD offers a variety of professional learning opportunities to support educators. EUHSD teachers new to the profession participate in the district's Reflective Induction for Secondary Educators (RISE) program. RISE is a 2-year program in which participating teachers receive professional support and mentoring to promote teacher reflection and growth. Participating teachers develop a personal plan for growth as related to the California Standards for the Teaching Profession.

Teachers learn outside the school at the county and state level through attendance at workshops and conferences. At the site level, the professional learning community (PLC) process is utilized as a vehicle for job-embedded professional learning. PLCs are a structure whereby educators engage as grade-level and department teams in collaboration. Supported by site and district leadership, teachers engage in continuous improvement through ongoing cycles of inquiry. Data is used to determine student and educator learning needs, shared goals are identified for learning, strategies to achieve learning goals are selected and implemented, and evidence is collected and used to refine instruction. Content specialists and instructional coaches of literacy, English learners, mathematics, and science are available to support the process as well.

Likewise, principals are organized into a PLC team for the purpose of developing their capacity to engage staff in leading the improvement of learning priorities through evidence-based inquiry cycles. The intent is to collaboratively deepen knowledge as lead learner and prepare for School Leadership Team learning. Site administrators and district leadership also engage in professional learning influence and shape the professional learning topics provided to site and district leaders during monthly Administrator Instructional Leadership Workshops. The Assistant Superintendent of Educational Services, in partnership with the Educational Services team and site principals, plans the leadership agendas and topics.
Other school and district leaders across multiple sites and divisions such as assistant principals, social workers, classified management, program specialists, human resources, and finance meet monthly for Leadership Team meetings. During these meetings, updates around shared goals are discussed, LCAP metrics are analyzed, and leadership skills are developed.

The system of job-embedded professional learning at the site and district level promotes growth of all staff members through regular reflection of student achievement results, discussion and determination of learning needs, and the prioritization of resource allocation to ensure our efforts impact all students.
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:

Effective Professional Learning must have a lasting impact, and EUHSD holds a strong belief in the power of research-based, job-embedded professional learning to ensure professional learning affects impactful change in the classroom. EUHSD’s professional development will be focused on job-embedded experiences so that the ability of teachers, principals, and other school leaders to implement standards-based instruction and provide targeted instructional strategies for English Learners is enhanced.

Lesson Study and one-on-one instructional coaching will be the vehicles for teachers of English Learners (ELs), Bilingual Instructional Assistants (BIAs), EL and Literacy Teachers on Special Assignment, and administrators to work collaboratively to put designated and integrated ELI into practice.

Through Lesson Study, teachers will plan lessons together that include language objectives, strategies for teaching ELs, and the strategic use of BIAs. Teachers will implement the shared lessons while colleagues observe, provide feedback, and adjust their own lesson plans based on their shared learning. After each Lesson Study, staff will follow up regularly with classroom visits using a shared observation tool that includes indicators specific to English Language Development and implementation of ELD Standards to see the degree to which language objectives and strategies for teaching ELs continue to be implemented.

One-on-one coaching will be provided on a voluntary basis by Teachers on Special Assignment (TOSAs). Each site is assigned an EL TOSA and a Literacy TOSA to work collaboratively with teachers, BIAs, and site administrators in classrooms on how to bring designated and integrated ELI to life. EUHSD utilizes the Cognitive Coaching model, in which teachers are guided through a coaching cycle that includes planning a lesson with the TOSA, implementing the lesson and receiving feedback, and a reflection session.

These Professional Learning experiences will have an overarching focus on equity and will include delving into the ELI/ELD Framework and research, collaborating on the crafting of lesson plans that lead with an ELD standards, implementation of the lesson with real students, receiving of feedback from colleagues, and reflection and planning for next instructional steps. The goal of this work will be to increase students’ English language proficiency and subject matter knowledge, while at the same time enhancing the knowledge and skills of our teachers. It is through this work that we strive to provide equitable access and outcomes for our English Learners.

In addition to teacher professional learning, our BIAs will have monthly meetings at each site to discuss student progress and strategies to address student needs with our EL TOSA and/or the Assistant Principal overseeing ELIs.

Some staff members (teachers, administrators, district management, and classified staff) also attend CABE and some county sponsored trainings. These staff members will share the information they have learned with their colleagues at staff meetings. To ensure that our Professional Learning is effective, EUHSD uses a progress monitoring tool for each part of our EL Program. Each part of our program has established outcomes and measures of success to determine its effectiveness. Some of our measures include ELPAC scores, Reclassification rates, classroom grade distribution, student progress on the ELD Standards Proficiency Level Descriptors, portfolio assessment, and observation data as gathered via classroom visits. In addition to monitoring our program, we use an evaluation tool for our professional learning where participants can rate their learning experience and offer insights as to how we can better meet their needs to increase their efficacy as educators.

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:
EUHSD continues to support our immigrant children through ongoing professional learning for our EL teachers as well as our Bilingual Instructional Assistants. Funds are set aside for additional materials and supplies that students may need to access the core curriculum.

EUHSD is a member of a consortium through SDCOE that serves our immigrant population. Through this consortium, students have access through a referral process to academic and social welfare services, as needed. EUHSD is planning on opening Wellness centers at each of the comprehensive high schools (Orange Glen, Escondido, San Pasqual) with a goal of integrating immigrant services into those centers to ensure all eligible students have access.

**Title III Programs and Activities**

**ESSA SECTIONS 3116(b)(1)**

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
EUHSD’s English Learner (EL) program is designed to ensure that students obtain meaningful access to an evidence-based, standards-aligned & relevant curriculum, while simultaneously developing proficiency in English. Designated ELD (dELD) instruction, as outlined in the state framework, is provided to all ELs through a core English course, including ELD 1-3. ELs receive dELD in both language development programs offered. The Structured English Immersion (SEI) program is designed for students who score at less than reasonable fluency and are relatively new to US schools. In SEI, nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English at beginning levels. The integrated ELD (iELD) program is designed for students who score at reasonable fluency in English and receive dELD through core ELA course. A focus is to support students’ increased formal academic English skills while also building literacy skills necessary for success in academic and career settings. Students in both programs are taught ELD standards as the focus which builds into and from other core content standards by authorized teachers using district-adopted textbooks and supplementary materials. Students receive instruction needed to be reclassified as fluent English proficient. Integrated ELD (iELD) instruction is provided to all ELs through core and elective courses and in both SEI and iELD language development programs. iELD is implemented throughout the day where content standards are the focus and ELD standards drive the scaffolds and supports for English language acquisition.

To supplement the base instructional program ELs receive, student supports include the following:
1. ELD Support Classes are added to ELD 1-3 to provide additional opportunities for students to engage deeply with the ELD standards and accelerate English language learning.
2. Bilingual Instructional Assistants are provided for all SEI classrooms and some ELD classes so ELs are provided with supplemental classroom supports to access the curriculum. (Title III funded)
3. Supplemental instructional materials are provided for extra practice with reading and writing across the curriculum. (Title III funded)
4. Reduced class size in ELD and cluster classes allows more attention to be paid to individual students’ needs. (A cluster class is a core content class that is taught with a specific focus on developing academic language alongside core content knowledge)
5. Collaborative teaching model in core math classes with one content expert and one language and literacy expert pair teaching the course.
6. EL Cluster content classes for history/social science and science are designed so a small teachable cohort of newcomer students are grouped within a heterogeneous regular ed content course. Teachers are provided with specialized training on how to differentiate instruction to meet the content and linguistic supports needed.
7. Specialized program for Students with Interrupted Formal Education (SIFE) exists at each comprehensive high school. Students with educational gaps are enrolled in math literacy elective and a Language & Culture elective. These two electives provide recent arrivals the foundational academic skills and tools to navigate US schools and systems. Both courses are developed around the ELD standards.
8. A district content specialist and EL TOSA at every school engage in supplemental EL instruction, curriculum & assessment activities, monitoring and intervention supports, PLC protocols, etc.
9. Summer Language Academy offered during summer school provides year round English language development support as enrichment program.
10. Grade Guardian is used to provide site and district staff a calibrated system to monitor student goals, grades, test results, interventions and targeted instructional strategies to increase achievement and attain reclassification goals.

At EUHSD, EL Professional Development is intentionally co-designed with the Language and Literacy content specialist to ensure that relevant, equitable practices to support English development and proficiency are elevated and prioritized as essential instructional elements. EUHSD meaningfully consults with stakeholders regarding Title III programs and funding through ELAC, SSC, DELAC consultation and feedback regarding Consolidated Application and LCAP, stakeholder engagement meetings (management, bargaining units, parents, students) and other LCAP development activities. All stakeholder groups are provided with interpretation, translation & accommodation services so EUHSD can fully provide for meaningful and informed participation of parents and community members.

Educator effectiveness and improved results for all students requires prioritization of learning for leadership and monitoring/coordinating our resources for educator learning. PL plans ensure actions are aligned with the expected changes for improving student achievement, teacher practice, leadership capacity and organizational supports. EUHSD evaluates its systems of academic improvement through the implementation of a Progress Monitoring Tool that is used to communicate to all stakeholders the monitoring plan of EL programs. The tool follows a logic model that identifies goals, objectives, data, and timelines that measure whether the program is helping students and staff meet intended goals. Through the teaching and learning system that is tied to achievement out

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)
Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

EUHSD prioritizes support for ELs to meet achievement goals and English acquisition targets. Embedded within the LCAP Goals, Actions and Services are EL performance metrics that are measured summatively through state testing results as well as through formative interim metrics such as course-alike common formative assessments, grade data, etc. All state and locally determined metrics are presented to highlight EL performance, and data analysis protocols are implemented through stakeholder engagement activities so achievement gaps are noted and systems of support are identified. State test data is disaggregated by newcomers, ELs at-risk of becoming LTELs & LTELs with years enrolled in US schools as a key consideration. EL progress is measured by reasonable growth targets with an emphasis on closing the achievement gap.

EUHSD is proud of the stakeholder engagement activities that occurs across district and all sites beginning in the fall and throughout the year. A diverse range of participants, representing significant and targeted populations, engage in meaningful data analysis, learn about state and federal accountability systems, provide feedback on proposed Goals, Actions & Services and help prioritize programs. Stakeholder meetings involve principals, district and site management, bargaining units, students representing LCFF unduplicated groups, Special Education populations and parents of target populations. DELAC members play a key role in providing meaningful feedback on EL programs and funding through the consultation on the Consolidated Application for Federal programs, LCAP Parent Advisory Committee as well as through DELAC specific activities. All presentations, activities and resources are presented in a language parents can understand so full and informed participation is possible.

Professional learning communities are regularly reviewing student formative assessments and adjusting instruction to meet student needs. Teachers who are struggling in this area are provided with professional learning and instructional coaching to support their classroom instruction aligned with the ELD standards. We have teacher support for tier 1 interventions for students that are not making academic progress. For students who are struggling in more than one area, we do more intensive progress monitoring with specific staff tasked with following up with students.
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:
The needs assessment to determine program objectives are made up of multiple components. The extensive FPM review process along with stagnant Physical Fitness Test (PFT) results highlighted the need for additional support in PE programs to promote well-rounded education. Stakeholder meetings with PE teachers and administrators also revealed the lack of training, equipment, curricular revisions and alignment to the state PE Framework. Two student board members facilitate Student Forums with participants representing LCAP unduplicated, Special Education and student leaders across various extra-curricular programs. Themes focus around students identifying social-emotional-mental health issues and pressures around drug use as the biggest distraction from school and the desire for real-world skills such as financial literacy. These actions served as needs assessments to prioritize student physical and mental health and underscored the learning that the correlation between physical health and learning is essential to academic success, graduation and development of healthy, resilient and productive citizens. Palomar Health provides family/children counseling around mental health needs. The initial scope of services lasts for eight weeks but can be extended. San Diego food bank partnership also provides high need students with access to a monthly food pantry to provide nourishing & healthy food for the family. CARE program provides social-emotional/physical community services. Escondido Police Department provides the Diversion Program which provides alternative to expulsion and arrest. Sprint wireless phone carrier provides free hot spots for students to access wireless internet to complete school work. GEAR Up grant has been approved to increase academic performance and preparation for post-secondary education. EUHSD aims to improve academic achievement by increasing access to activities, hands-on learning and supports that promote a well-rounded education for students. Intended outcomes include enhancing the district VAPA, PE and science curriculum by supporting teachers to develop transfer goals, enduring understandings and essential questions. Intended outcomes also include strengthening instruction so students are equipped with tools to increase participation in STEM programs, and increase state PFT results. These activities will supplement and coordinate with the district-wide base Curriculum Alignment tasks for all content areas that have occurred and all intended outcomes will be aligned to state curriculum & instruction frameworks. The goal is to integrate systems of student and family supports and provide school-based mental health services, mentoring, and school counseling services. Intended outcomes include improving student social, mental, emotional well-being by calibrating student support experiences. School-based Wellness Centers will provide students with tools to acquire lifelong knowledge and skills through comprehensive mental and behavioral health services, social-emotional learning, violence and bullying prevention, counseling and integration of other wrap-around supports. These services will enhance and complement the current comprehensive student support actions and services. EUHSD aims to support the effective use of technology by incorporating personalized learning into content curriculum by instructional strategies such as blended learning and other 21st century digital literacy platforms. The district will use a portion of funds to support its technology vision providing safe, reliable and equitable access to digital tools that support teaching and learning at high levels. Our intended outcomes for students and staff include using technology to become computational thinkers, global collaborators, creative communicators, and contributors to society as responsible digital citizens. Staff receive extensive PL to support these outcomes. Evaluation of the program includes program monitoring of student grades each 9-weeks district-wide and attendance of staff at professional learning. EUHSD will evaluate the intended objectives and measurable outcomes of the program by the implementation of a Progress Monitoring Tool that communicates to all stakeholders the monitoring plan. It is a logic model that identifies goals, objectives, qualitative/quantitative data and timelines that measure whether the program is helping students or staff meet intended goals. The programs outlined above are tied to achievement outcomes, which ensures continuous improvement is possible.