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

School Year
2025-26

Date of Board Approval

LEA Name
Eureka City Schools

CDS Code:
12-75515

Link to the LCAP:
(optional)
https://www.eurekacityschools.org/educational-services/lcap

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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 City Schools (ECS) uses federal funds to support attaining the six LCAP goals. The goals are as follows: 1. All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff. 2. Every student will have access to high-quality instructional materials that are aligned with the adopted curriculum while attending school in safe, clean, and well-maintained facilities. 3. Improve student attendance with a focus on chronic absenteeism and graduation rates for all students. 4. Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected. 5. We will improve student outcomes using local data to inform decision-making and drive targeted interventions. 6. Allow for equity and access at Zoe Barnum Continuation High School through use of Equity Multiplier funding. To determine what actions and services will be provided using federal funds, ECS analyzes student performance data (including state and local measures applicable to the six LCAP goals) to identify where disparities or inequities exist. The District then applies what we know about research-based and evidence-based practices to correct these disparities or inequities. This is a dynamic continuous improvement process, revisited at least annually, whereby changes are made to actions and services based on the "story" revealed by the data.

Determining the funding source for supporting the District's LCAP goals is based on the following criteria: What is allowable by law/statute? What provides the most flexibility in supporting both LCAP goals? What is the sustainability of the funding source? By referencing these three criteria in the decision-making process, ECS ensures that federal funds are applied appropriately in the larger context of supporting the LCAP goals and not as "stand-alone" means of funneling support to short-term individual initiatives or projects.

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.

ECS is aggressive in pursuing all possible funding sources (ongoing federal funds, state, and local funds, and federal grants) to support students as long as they align with our priorities of the six LCAP goals and the priorities of the District's strategic plan (which are themselves, aligned). ECS may apply multiple funding sources to a particular action or service to ensure maximum impact for improving student outcomes. In other words, the alignment is in leveraging available funding for a specific goal. For example, we determined that one of the most powerful drivers in improving student literacy is through deep implementation of an evidence-based and common-core aligned ELA curriculum. Therefore, the District leveraged multiple funding sources (including LCFF base and supplemental/concentration funds, Title I and III funds, and MTSS grant funds) to ensure this deep implementation occurred. By using multiple funding sources as a "package," the District was able to 1. purchase the instructional materials (LCFF base funds), 2. provide professional development on instructional strategies for ELA (Title I funds), 3. provide ongoing coaching support for classroom teachers (MTSS state grant), 4. provide intervention support for struggling students (Sup. and Con. funds,Title I funds and Title III funds).

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ECS's poverty criteria is based on the number of children eligible for a free or reduced lunch through direct certification or completion of enrollment forms.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annually, the District reviews its teacher assignments to ensure that teachers are not misassigned or do not meet the minimum criteria for appropriate certification. The District also develops a teacher experience table for each school site to determine if disparities exist regarding the number of inexperienced teachers at any school site. Since ECS has schoolwide programs, low-income and minority students are heterogeneously distributed throughout the classes offered at the elementary and middle schools. At the high school level, the District analyzes the placement of students in math classes to ensure that there is not an inequity with regard to low-income or minority students being placed in lower-level classes. The District has historically struggled to fill math teachers at the secondary level and special education teachers at all levels. Under BP 4111 and 4112 the District actively recruits and selects teachers for these "hard to fill" positions, sometimes offering signing bonuses that are paid over two years. Once employed, ECS employs several "onboarding" strategies that include the following: New teacher orientation, support through Teacher Induction Program in partnership with Riverside County Office of Educationa and the Humboldt County Office of Education, Teacher Academies facilitated by the District's instructional coaches, and six days (for 2025-2026) of required professional development for each teacher.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition

Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

Each school site is provided with an allocation of funds specifically for parent and family engagement. These funds are used to host after school events to bring the parents into the classroom and see the and participate in the learning environment of their students.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate 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, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Eureka City Schools (ECS) views parents and guardians as partners in the education of District students and seeks to lower barriers to their meaningful participation. This philosophy is applied at the individual school site levels as well as a the District. Furthermore, ECS actively seeks collaboration and cooperation with community partners to enhance student learning and college and career readiness. In August of 2020, the District updated Administrative Regulations AR 6020, the Parent Involvement Policy. Additionally, each School Site Council has developed their own Parent-School Compact. The Parent Involvement Policy is on the District and School Site websites and is included in the handbook that is distributed annually to all students and staff.

Parent and family engagement may be viewed from the following vantage points:
1. At the District level
2. At School Site Level (District consists of 1 preschool, 4 elementary schools, 2 middle schools, 1 comprehensive high school, and 1 continuation high school)

1. District Level: In August of 2020, the District updated Administrative Regulations AR 6020, the Parent Involvement Policy, and in 2016-2017 the District received an onsite visit for Federal Compliance Monitoring of the following programs: Adult Education (AE), Before and After School (BASP), Compensatory Education (CE), Career Technical Education (CTE), English Learner (EL), and Homeless Education (HE). Parental Involvement policies and procedures were brought into compliance where there were findings. The District provides information regarding programs and services through its website. Furthermore, the District has an active social media presence on Facebook. It annually publishes a "Community Update" publication that is provided to households, businesses, and community groups in the greater Eureka area. Through a "School Messenger" program, parents/guardians receive automatic phone calls and email messages regarding important District notifications and alerts. Community School Liasons, in partnership with

school staff, host site-level listening sessions for input. Other District-wide groups where parents/guardians are active and involved include DELAC, Indian Education Parent Advisory Committee, and stakeholder meetings during the development of the LCAP (all parents are encouraged to complete an online survey provided in both Spanish and English). Parents are also invited to be part of interview panels for the hiring of key District staff. The community has an opportunity to learn about and engage with matters concerning the District during Board meetings. When there are topics of interest necessitating a "deeper dive" the District holds special study sessions in which the public has an opportunity to ask questions. The District has an adult education program funded through a consortium with a local community college. It provides an opportunity for adult learners to learn new skills that may lead to industry certification. Since 2015-2016, the District has retained the services of a director of public affairs who works to promote the District and respond to community concerns. ADA compliance is an essential priority for the District, and accommodations are made for adults with disabilities regarding access to school and District facilities, as well as access to District programs and services.

2. Schools Site Level:
Schools receiving Title I funds have a school site council made up of an equal number of parents/guardians and staff. These councils develop the School Plan for Student Achievement. At each school site, volunteers are encouraged in the classrooms and for study trips. Information about school events is provided via newsletters and through each school's website. ECS has implemented a consistent MTSS team format, where any staff member can refer a student of concern. Student Study Team (SST) meetings with parents/guardians are conducted throughout the school year to discuss the specific needs of students. When necessary, interpreters are provided for conferences and meetings. ELACs are established at each of our sites as required by law, and PTAs are strong forces at our schools. At the high school levels, there are several booster organizations where parents and guardians, as well as community members, can be involved. Feedback is solicited annually from parents whose children participate in the Extended Learning Opportunity after-school program. Parents and guardians participate in empathy interviews at the elementary level, and parent-teacher conferences are offered twice a year at the elementary schools and annually at the middle schools. Parents of students who are truant are invited to attend SARB meetings, and complaints regarding bullying can be provided through a confidential web portal. Parents/guardians can access student grades through a secure online portal provided through our student information system.

ECS's strategy for effectively implementing the parent and family engagement responsibilities described in the previous section is to lower barriers and ensure that we are meeting the goals of our LCAP. This means that, as needed, documents and meetings are conducted in a language parents understand (using translators/interpreters as needed). The District runs a family resource center that offers many supports to students and families in need.

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.

N/A the District does not participate in schoolwide programs, targeted support programs or programs for neglected or delinquent children.

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:

All programs within the District are guided by both the strategic plan and the LCAP. A Multi-Tiered System of Supports (MTTS) model forms the foundation of this approach. With an unduplicated rate of 75%% District-wide, and each elementary and secondary school having rates above 60%, the District operates schoolwide programs at each site except Eureka High School, where Title I funds are not allocated. Students are identified for programs and services based on objective criteria such as formative and summative assessments and referrals from school staff made through a process such as the SST process. Programs and services are funded either through District Title I dollars or Site Title

I dollars. At the elementary sites, CARE Specialists are partially funded through Title I funds. These individuals are teachers on special assignment who provide academic and behavioral supports to students and coaching for teachers within an MTSS model. The District provides intervention teachers at the elementary and middle grades, and intervention materials for math and ELA are provided to students within the intervention programs. Professional development is required of all teachers for 6 days each school year. Topics for 2022-23 included Visible Learning, teacher clarity, co-teaching, and inclusive practices. Currently, the district is transforming to competency-based learning and operationalizing our Portrait of a Graduate. 2025-26 is year one of a four-year implementation plan. MTSS supports, PBIS, and Getting Reading Right for elementary teachers and CARE. Intervention materials for math and ELA are provided to students within the intervention programs. AVID strategies are used District-wide to support all students, but are primarily directed towards students who have experienced opportunity gaps. At the secondary level, the District operates a continuation high school to address the needs of credit-deficient students.

Title I, Part A neglected or delinquent reservation does not exist for ECS - N/A

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:

The homeless student rate for the district in 2022-23 was 7.5% and school site varies from 4.1% at Eureka High School to 18.6% at our continuation school. ECS operates a family resource center staffed with a director who serves as the District Homeless and Foster Youth Coordinator. Other staff at the center include District staff at the resource center, including a Family Services Advocate and an AmeriCorps/AFACTR - Family Support Aide when available. Services include Parent Support Programs, e.,g. Nurturing ParentinPrograms am, Parenting SupporGroupsup, Holiday Events, and providing school supplies. This individual is a licensed social worker. The resource center in 2023-2024 served over 300 District students. Service referrals come from school sites, SARB, community-based organizations, and DHHS programs. Service requests include attendance concerns, transportation assistance, grief counseling, mental health referrals, employment assistance, and housing. Material supplies provided to families through the center include hygiene, clothes/shoes, laundry vouchers, glasses, backpacks/school supplies, and food. To ensure wrap-around services are provided to homeless families, the resource center partners with several local organizations, including the Betty Kwan Chinn Day Center, Eureka City Parks and Rec/CAPE, Alcohol & Drug Care Services, Serenity Inn, Redwood Community Action Agency and the Youth Service Bureau. Additionally, the District has a Department Health and Human Services Partnership Agreement for CalWORKs/Welfare To Work, TANF (Temporary Aid to Needy Families), CalFresh, Housing Search and Support, and Child Welfare Services.

At the elementary school sites, homeless students are supported by CARE specialists and at the secondary level by counselors. All certificated staff (as well as some classified staff) from TK through grade 12 receive ongoing professional development in trauma-informed practices that are primarily directed towards students in our most high-risk populations.

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.

Not Applicable

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:

As a Unified District, Eureka City Schools provides a continuum of educational services to students from preschool to 12th grade and beyond (adult ed. is also offered). The ECS preschool program is a demonstration site for the state with exemplary practices for preparing our youngest learners with the foundational skills and competencies to be successful as they "transition up." The preschool-TK transitional activities include a hosted TK-K night where parents are provided assistance (and a translator or interpreter as needed) in filling out registration paperwork for TK. The Director of the preschool program regularly checks in with families regarding their future enrollment in the District, and preschool staff communicate with District TK teachers about individual student needs. For students with disabilities, transition meetings are planned well in advance of the new school year to ensure appropriate services will be in place. Students of families in need are often referred to the Marshall Family Resource Center for support as needed.

Elementary and middle school students at the six Community School locations are given a Universal Screening to determine what individual needs should be considered. Six years ago, the District moved away from departmentalized classrooms at the 6th grade, opting instead for a self-contained core block whereby students had more opportunity to form bonds and friendships with peers and staff. For students entering 9th grade, Eureka High School hosts a "step-up day" where 10th-12th-grade ambassadors assist incoming freshmen on what to expect. Additionally, exiting 8th-grade students are given a mathematics placement test, along with consideration of multiple measures, to ensure that they are in the correct class. In the 9th grade, students are required to take either Freshman Seminar or AVID 9. In these classes, students develop their five and 10-year plans. The District provides vocational training opportunities through our comprehensive CTE offerings, with some classes being dual-enrolled with College of the Redwoods. Career counseling is offered at both Eureka High School and Zoe Barnum Continuation School.

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:

ECS screens all 4th-grade students with the CogAt assessment to determine GATE eligibility. Successful students from the screening and then provided a "full battery" of assessments through CogAT. The final determination for GATE eligibility is made by looking at CAASPP and ELPAC summative scores as well as the results from the CogAT. The list is shared with district psychologists for students scoring below the 25%. Scores are shared via parent notification letters. GATE students are eligible to attend the GATE Academy at Humboldt State University. GATE students also completed a virtual field trip with the Getty Museum and completed Ed-puzzle and stop gap animation projects with the help of CARE specialists and our Ed Tech TOSA.

The District has a full-time certificated librarian and "library techs" at each of our elementary (part-time) and middle schools (full-time). The librarian ensures that students have the multi-media supports they need to be successful in their classes, she also teaches keyboarding to elementary students to prepare them for accessing curriculum-embedded online tools as well as online assessments (CAASPP Interims and Summative Assessments, Accelerated Reader, etc.).

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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 - Eureka City Schools does not participate in programs funded by Title I, Part D.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

ECS has a comprehensive system of professional growth and support for staff. It may be summarized as follows:
1. Initial onboarding. Each new teacher is required to attend a "new employee orientation" at the District. They also attend a half-day introduction focused on school climate and engagement, and a half-day focused on curriculum. Each of the three days also includes a half day on site preparing their classroom. Furthermore, teachers who are new to the profession are quickly enrolled in the Humboldt Induction Program (HIP) in partnership with Riverside County Office of Education, where they are matched with a mentor teacher for two years. The District pays for the costs associated with going through the program and provides stipends to mentors. New principals or assistant principals are paired with an administrative coach through ACSA's 2-year induction process, with the coaching fee for both years being paid for by the District. The coach is assigned from the Humboldt County Office of Education and is not an employee of the District. Principals also attend a two-day "Principals Academy" and a one-day "Leadership Retreat" before the school year begins.
2. Ongoing support: Teachers are required to work 186 days, with 6 days being non-instructional for professional growth through a comprehensive District-led professional development program. The District has a cadre of instructional coaches who co-plan and co-facilitate the PD days along with outside consultants. Additionally, they support teachers throughout the school year with one-on-one and group coaching sessions. Principals and other individuals in leadership positions meet twice monthly for professional development. Every Monday during the instructional year is a minimum day, with students being released one hour early. This time is used for collaboration and ongoing professional development (alternating between admin-leg activities for 60 minutes and teacher-led activities for 60 minutes). This helps to ensure that new strategies are implemented deeply and that teachers frequently analyze student outcome data.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ECS uses Title II funding for professional development with a focus on literacy and the goal of all students reading at grade level by the 3rd grade. Math is also a focus to ensure students are ready to enter algebra 1 in the 9th grade.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

ECS is eligible for Differentiated Assistance via the Humboldt County Office of Education (HCOE). The partnership between HCOE and ECS is focused on continuous improvement. County and District staff have partnered to analyze student outcome data to determine root causes of under-performance and have co-attended professional workshops and conferences (such as the Carnegie Foundation's Leadership Conference in San Diego. ECS regularly consults with HCOE support providers and other professional organizations to continually improve the activities described in this section. For example, this year, the District secured six days of professional development from Corwin on Visible Learning with a focus on Teacher Clarity, equitable grading, and implementation of PLCs. District-wide data on chronic absenteeism and suspension rates are shared at the leadership, executive, or principal meetings. Leaders have an opportunity to dialogue and share successes and challenges in addressing the need for continuous improvement in these areas. ECS is working on a four-year rollout of personalized competency-based learning and working with Transcent, Marzano Resources, Lindsay Leads, and Scaling Student Success.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ECS will provide effective professional development as follows:

1. Visible Learning training with a focus on Teacher Clarity, PLC+, and Feedback. Personalized competency-based learning completed in phases with a 4-year plan.
2. Provide training and follow-up coaching around Integrated ELD strategies for all classrooms and all students.
3. Build capacity in our teaching staff in ELD teaching methodology by partnering with Systematic ELD.
4. Use research-based best practices for reading comprehension and lesson design. Teachers and classified support staff attend Getting Reading Right and LTRS training based on the Science of Reading.
5. Provide training and follow-up coaching on the use of effective feedback in relation to John Hattie's research. (Monday collaboration)
6. Continue to purchase and expand culturally responsive novels.
7. Train elementary teachers on mCLASS universal screener to give the beginning, middle, and end of the year.
8. Calibrate standards-based assessments for report cards TK-5
9. Attend workshops, institutes, and conferences to build capacity in Title III

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced instructional opportunities for immigrant youth and children within ECS shall be accomplished as follows:
1. Purchase of Spanish biology texts at the high school level to supplement core biology classes- providing access to core in native language for content literacy
2. Purchase of Rosetta Stone
3. Purchase of Spanish Novels to supplement core English classes - providing access to core novel in native language for content literacy

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EL students K-12, who are Beginning or Early Intermediate, receive Designated ELD daily during a protected time. Students are assessed on their progress toward meeting ELD standards. EL students K-8 who are Intermediate-Advanced received Designated and Integrated ELD, in which the language skills are taught through content. 9th-12th-grade students who are Intermediate to Advanced receive Designated and Integrated ELD in grade-level Loop English Classes that are also college prep, A-G approved. Students are assessed on the CCSS. Grade-level standards are taught and evaluated. The District will do the following:
1. Train all teachers on Teacher Clarity strategies.
2. Provide .2 FTE EL District coordinator at both the elementary and secondary levels
3. RFEP process and monitoring system use multiple measures
4. Completed the district EL Master Plan is board approved and shared on our website
5. Continue "Loop" classes for grades 9-12 for integrated EL support
6. Ellevation has been implemented to monitor EL students and track the flow of paperwork digitally, rather than rely on our old "red folder" paper-based system

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:

(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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ECS will ensure that English Learners are assisted as follows in achieving English proficiency based on ELPAC and meeting State Academic Standards:

1. Provide supplemental materials for EL students (systematic ELD)
2. Ensure all new students are assessed in English and their primary language.
3. Meet with EL parents and inform them of the EL program approach.
4. Provide a comprehensive ELD program - both designated and integrated ELD.
5. Provide EL students access to classes leading to graduation.
6. Monitor growth in ELD based on ELPAC, CAASPP, and district assessments as part of the school site accountability plan.
7. Ensure all EL students take state-mandated CAASPP and local literacy and writing assessments as appropriate.
8. Use standards-based reporting systems to measure student growth using multiple assessments: TK-5
9. Develop individual Catch Up plans for each LTEL and monitor, and adjust support and interventions as needed.
10. Provide opportunities for EL students to participate in the after-school intervention and homework support.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will be hosting events throughout the year that will focus on safe and healthy students and providing educational activities. This includes Comprehensive School Safety Plans that are reviewed by Site Councils and approved by the School Board by March 1st of each year.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

West Ed's Comprehensive Assessment of Leadership for Learning (CALL) survey spring 2023 and 2024, along with California Healthy Kids Survey data from each spring. Thought Exchange surveys of parents. community members, staff and students on improvements for the LCAP.

What activities will be included within the support for a well-rounded education?

N/A as Well-Rounded Education Opportunities are being provided through other funding sources.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

We be utilizing Thought Exchange in order to identify any ongoing or new areas of need for our students. We may then utilize Title IV funds to address these needs as necessary.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

West Ed's Comprehensive Assessment of Leadership for Learning (CALL) survey and Though Exchange Surveys

What activities will be included within the support for safety and health of students?

School sites work with Community School Staff and Student Services to address needs at each campus. The district also has a District Safety and Security Coordinator that works with all sites.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

We will complete Thought Exchange surveys annually to identify any additional safety needs. Title IV funds may then be allocated to address those needs.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Thought Exchange surveys and feedback from staff to the tech department.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

N/A as all technology needs for the District are being provided through other funding sources

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

We are going to annually complete thought Exchange survey to identify any technological needs that our students may have. Input is also gathered at Site Council meetings at each site. If there is a specific needs that is identified, we may utilize the funds to address these needs.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

January through March 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022