

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

LEA name:

East Side Union High School District

CDS code:

43 69427 0000000

Link to the LCAP:

(optional)

Esubsd.org

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I Part A, Title II Part A, Title III Part A, Title IV Part A

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.

East Side Union High School District's LCAP is grounded in building equitable communities through the implementation of Multi-Tiered System of Support (MTSS). Our data and the input collected from our educational partners continues to demonstrate a need to focus on the whole child through instruction, academic support and intervention including counseling, and behavioral support specifically focused on social-emotional and mental health wellbeing. To this end, our goals are not only aligned to the expected CA Dashboard data indicators but also in alignment with the measures that will provide evidence of successful MTSS implementation.

Our goals are as follows:

Goal 1: College and Career Readiness - Improve and increase the percentage of students deemed college and career ready by providing high-quality instruction, diverse learning opportunities, and comprehensive academic and social-emotional guidance and support through a Multi-Tiered System of Support (MTSS).

Goal 2: Graduation Rate - Provide the physical, emotional, social and academic support to ensure students are making appropriate yearly progress towards high school graduation.

Goal 3: Achievement of English Language Learners - Provide programs, support, and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners.

Goal 4: Safe, Restorative, and Positive School Climate - Establish and sustain safe, healthy school climates through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions.

Goal 5: Attendance and Chronic Absenteeism - Engage with and connect students and families to appropriate staff, support, and programmatic learning options to increase student attendance in school.

Goal 6: Student Achievement at Foothill High School - Increase academic outcomes and college/career readiness for all students with a focus on English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and Hispanic/Latino students by increasing each of the following indicators: Math, Graduation rate and CCI by June 2027.

Goal 7: Student Achievement at Apollo High School - Increase academic outcomes in ELA and Math for all students with a focus on Socioeconomically Disadvantaged students and Hispanic/Latino students as measured by the CAASPP in ELA and Math by June 2027.

Goal 8: Student Achievement at Calero High School - Increase academic outcomes and college/career readiness for all students with a focus on English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students by increasing each of the following indicators: ELA, Math, and Suspension rate by June 2027.

Goal 9: Student Achievement at Pegasus High School- Increase academic outcomes and college/career readiness for all students with a focus on English Learners including Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students by increasing each of the following indicators: Graduation rate for English Learners and CCI for English Learners including Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino by June 2027.

Goal 10: Student Achievement at Phoenix High School - Improve student achievement and equitable student outcomes for Hispanic and Socioeconomically Disadvantaged students by decreasing suspension rates, reducing disproportionality in discipline outcomes compared to all students, and increasing access to consistent instructional time, engagement, and supportive interventions, as measured by California School Dashboard indicators by June 2027.

It is important to note that Goals 6, 7, 8, 9, and 10 are required goals based on the eligibility of the schools for the Equity Multiplier funding.

Our intent is to leverage the LCAP so that we can use it as a roadmap to address the disparate outcomes we see across our system. In particular, the outcomes connected to graduation and college and career readiness rates. Historically, as a district, we have lacked a systemwide Tier 1 instructional focus, thus one of our key priorities will be to identify evidence-based instructional strategies and interventions that will become the focus for ongoing professional development. Specifically, we plan to execute our Theory of Action: “If we adopt and implement evidence-based instructional practices to fidelity in all classrooms, then we will see increased student achievement.”

Through the LCAP we seek to utilize the allocated resources, including federal funds, towards goals and actions that will maximize whole child supports for all students with an intentional focus on our English Learners, Foster Youth, and Low-Income students. Our LCAP, will demonstrate how we respond to the following essential questions:

- What do we believe about our students, staff, and community?
- How do our actions demonstrate what we believe?

The district uses a continuous improvement process that draws on data from the CA School Dashboard, local early warning indicators, and educational partner feedback. Federal funds are directed to evidence-based interventions and capacity-building activities that extend the impact of LCAP services in areas of demonstrated need. For example, federal funding helps provide staff training on inclusive practices and culturally responsive instruction—key levers for equitable access and improved outcomes.

This integrative approach ensures that federal resources are not used to supplant local efforts, but rather to elevate, expand, and sustain programs critical to improving learning conditions and outcomes for the district’s highest-need students.

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.

Our district's LCAP serves as a roadmap for addressing the needs of our students, and in particular, the needs of our English Learners, Low-income students, Homeless Youth, Students with Disabilities, and Foster Youth. This focused attention to these student groups within the LCAP is in direct alignment with the intent of the use of federal funds. The overarching purpose of federal funds is to "ensure all students have a fair, equal, and significant opportunity to obtain a high-quality education" to be college and career ready. This alignment is clearly evidenced in the LCAP through our goals, actions, and expenditures that were informed by a review of metrics and input collected by our various educational partners.

Our process to gather information and seek feedback from educational partners regarding the LCAP was comprehensive and thorough. During the months of January, February, March, and April we held multiple forums with our various educational partners in the three main languages spoken at ESUHSD, English, Vietnamese, and Spanish. The purpose of the forums was to provide information on the requirements of the LCAP process, share current progress on goals and expenditures, and share our most up to date key performance measures as well as allow for our partners to provide input and pose questions. In addition, ESUHSD surveyed our educational partners (parents, teachers, and staff) in three languages. We surveyed them with two purposes in mind: 1) gather input and feedback on how to address the needs of our students and 2) gather input and feedback on their level of satisfaction with our current efforts.

We also met with our DAC/DELAC advisory committee, LCAP advisory committee, and administrators from each of our school sites to gather feedback and input.

Each of the sessions included information specific to the LCAP and the addendum, a review of metrics, and participants were provided an opportunity to provide input by addressing the following prompt:

Given current staffing and budget realities, what supports matter most for our students and how do we prioritize and deliver them well?

This level of engagement with our educational partners allows for greater alignment between LCAP funds and federal 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 (<i>as applicable</i>)

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

In ESUHSD Title I students are identified based on free and reduced lunch status. All of our eleven comprehensive schools are school wide Title I schools. All five of our small but necessary schools (SBNs) are Title I schools. As a district we are 69% socioeconomically disadvantaged.

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:

Our current data shows that 81% of our teachers hold a clear credential. This is below both the State and County averages. To ensure our low-income students and minority students are being taught by fully credentialed teachers we will do the following:

1. Data Analysis and Identification:

-Teacher Quality Data Collection: Collect and analyze data on teacher effectiveness, experience, and qualifications. This includes evaluating teacher performance through classroom observations, student performance metrics, and teacher evaluations.

-Student Demographics: Assess the distribution of low-income and minority students across the district.

-Gap Analysis: Conduct a thorough gap analysis to identify schools and classrooms where low-income and minority students are more likely to be taught by ineffective, inexperienced, or out-of-field teachers.

2. Strategic Recruitment and Hiring:

-Targeted Recruitment: Implement targeted recruitment strategies to attract highly effective and experienced teachers to schools with higher populations of low-income and minority students.

-Grow-Your-Own Programs: Develop "grow-your-own" programs that encourage and support community members, including paraeducators and other staff, in becoming certified teachers.

3. Professional Development and Support:

-Comprehensive Professional Development: Provide ongoing, high-quality professional development opportunities focused on effective instructional strategies, cultural competency, and classroom management.

-Mentorship Programs: Establish mentorship programs that pair inexperienced teachers with experienced and effective mentors to provide guidance and support.

-Collaborative Learning Communities: Create professional learning communities where teachers can collaborate, share best practices, and receive feedback.

4. Monitoring and Evaluation:

-Regular Monitoring: Implement a system for regular monitoring of teacher assignments to ensure that low-income and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers.

-Evaluation of Programs: Continuously evaluate the effectiveness of recruitment, hiring, and professional development programs to ensure they are meeting the needs of the schools and students.

-Feedback Mechanisms: Establish feedback mechanisms for teachers and students to provide input on the effectiveness of teaching and support programs.

By implementing these measures, we aim to ensure that all students, regardless of income or minority status, have equitable access to effective, experienced, and properly credentialed teachers, thereby improving educational outcomes for all students.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We recognize the importance of family engagement to increasing and improving student outcomes. Within our LCAP, we have identified action items to target family engagement including:

- Improving communication and engagement with parents/guardians by providing a Family Engagement Coordinator to support our families with accessing information and improve opportunities for engagement in decision-making committees with a focus on outreach to our parents/guardians of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students.
- Focusing on family engagement by funding Community Resource Technicians to support the school sites' efforts to maintain parents informed of their children's academic progress, and attendance as well as any school events and resources available to them and their families. They will target outreach efforts and support to Low-Income students, Foster Youth, Students with Disabilities, and English Learners and their families. Their efforts will include, but are not limited to:
 - ensuring all parents/guardians activate their accounts in the district's student information system so they can access their students' grades, assignments, and attendance.
 - informing families of school and district informational meetings
 - facilitating conversations between non-English speaking parents and school staff, including teachers.
 - referring families to school and community-based resources that support the students' and families' needs.
 - facilitate and organize workshops in English, Spanish and Vietnamese around topics of interest to parents/guardians of Low-income student, English Learners, and Foster Youth
- Providing Translation and Interpretation Services to support the primary language needs of our non-English speaking parents/guardians of English Learners by:
 - recognizing the language skills of bilingual certificated personnel by providing them a bilingual stipend to ensure they communicate with parents and families in their primary language
 - providing interpretation services in Spanish and Vietnamese at all district meetings and events
 - provide written translations in Spanish and Vietnamese of all district brochures, flyers, letters and notices
- Developing and implementing parent and family engagement programs, including workshops on how to support their children's learning and language development at home.
 - Work with Community Resource Technicians to plan and implement workshops for our parents/guardians
 - Contract services to provide workshops
 - Gather and incorporate feedback from EL students, parents, and educators to refine and

improve programs and services.

- Improve the functioning of the English Learner Advisory Councils (ELAC) at each of our high schools to ensure compliance as well as authentic input and feedback from our families of students designated as English learners

- Provide extra duty compensation for staff to support with phone calling, childcare, and support for families to participate

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD contracts with Santa Clara County Office of Education's Alternative Education division to provide community school programs for students who have been expelled from the district. Students are identified as they go through the expulsion process.

All of our Title I schools operate as School Wide programs and are compliant with all state and federal requirements such as the Parent/School Compact, Parent Involvement Policy and Annual Title I meeting. Each Title I School conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program in the school. Decisions to spend Title I funds are tied to outcomes that could increase the amount and quality of learning time, help provide enriched and accelerated curriculum and address the needs of those at risk of not meeting academic standards. This is done through the School Site Council process.

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:

A team of certificated and classified staff in ESUHSD provides direct support and services to youth in transitional housing to ensure their academic, behavioral, and social/emotional needs are met. The site administration with support from the Community Resource Technicians qualifies youth under the McKinney Vento Act and ensures

they are provided with school supplies, transportation, clothing, shoes and hygiene supplies, free lunch, academic and social-emotional counseling, and referrals for low- or no-cost medical, dental and vision services. In addition, there is one District School Linked Services Coordinator that assists youth and their families with referrals to a variety of outside agencies to assist with food resources for the entire family, and temporary and permanent housing or assistance with rent and utilities, if needed. We also have two Transition Support Specialists, all PPS credentialed, who work at the district level supporting Homeless Youth, Foster Youth and Justice Engaged Youth and their families.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LCAP is focused on building equitable communities, so that we can fulfill our promise of preparing all students for college and career with the competencies outlined in our Graduate Profile and measured through our Key Performance Indicators. Our Graduate Profile outlines the skills and competencies students need to excel academically and socially: Communicators, Critical Thinkers, Collaborators, Creators, Community Members, Powered with a Plan. Our goal is to embed these skills within our learning structures across our district.

College and career readiness is the core of our work and as such we recognize the importance of supporting students to make the transition from middle school to high school and from high school to postsecondary institutions. Goal 1 of our LCAP is focused on improving the level of college and career readiness of all our students as measured by the college and career indicator in the CA Dashboard and our local A-G completion rates. Specifically, our goal is to improve and increase the percentage of students deemed college and career ready by providing high-quality instruction, diverse learning opportunities, and comprehensive academic and social-emotional guidance and support through a Multi-Tiered System of Support (MTSS).

To meet our goal, we will:

- implement transition programs for our feeder school students that include visits to high schools, meetings with high school counselors, and information sessions for students and parents about high school expectations and opportunities.
- enhance and augment our partnerships with local colleges, universities, and employers to provide information, programs, and direct services to students.

-create opportunities for work-based learning experiences, such as internships, job shadowing, and apprenticeships, to help students gain real-world skills and insights into various careers as part of our CTE pathways.

-expand access to dual or concurrent enrollment programs that allow high school students to earn college credits while still in high school.

-provide comprehensive counseling services to help students identify their interests and skills, explore career options, and develop postsecondary plans.

By implementing these strategies, we aim to create a seamless educational experience for students from the moment they enter our district, ensuring that they receive the support and resources necessary to succeed at each stage of their educational journey.

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:

All our schools across our district offer a variety of courses to meet the needs of our gifted and talented students. We offer Advanced Placement courses in all core subject areas as well as programmatic opportunities for acceleration including community college courses, math acceleration courses over the summer, and “outside of the classroom” experiences such as robotics and speech and debate.

As it pertains to library programs, we have support services technicians and one lead librarian to serve our school sites. They provide access to reading materials and resources to support students’ development of literacy skills. All district students and staff have access to online databases that allow students to research various topics. These data bases provide students opportunities to further develop their literacy skills and academic language development.

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:

ESUHSD does not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

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

(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:

ESUHSD does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other

at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

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:

ESUHSD does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESUHSD does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Improving the quality and consistency of Tier 1 instruction is critical to accelerating learning recovery and addressing performance gaps. Our analysis of local data and California School Dashboard indicators shows that several student groups—particularly English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students—are performing significantly below standard in core academic areas.

Teachers in their early career stages, particularly those with preliminary or intern credentials, often require targeted coaching and support to implement evidence-based instructional practices, manage classrooms effectively, and provide appropriate academic interventions. To support our early career teachers, we fund Year 1 induction through the Santa Clara County Office of Education program so that the district ensures that:

- Early-career teachers are well-supported and retained
- New teachers are prepared to deliver rigorous, inclusive instruction
- Students receive higher-quality daily instruction, particularly in classrooms that historically serve the most vulnerable learners

New Principals are assigned a coach to work with them one on one in establishing their leadership style.

Our district also provides a comprehensive professional development program focusing on state frameworks, instructional shifts and the implementation of newly state board approved instructional materials. The district employs six district wide teachers on special assignment who assist in the implementation of the frameworks and instructional shifts. District wide professional development also includes social emotional training focusing on suicide prevention, healthy relationships, teaching through trauma strategies and restorative practices.

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:

Funds are allocated to school sites based on the number of students receiving free/reduced lunch based on a per pupil formula. This ensures that schools serving a greater percentage of high needs students receive the greatest number of resources. Additional funds are maintained at the district level to support district wide initiatives and professional learning.

The schools within our district that have been identified for comprehensive support and improvement (CSI) are as follows:

-Foothill High School identified for all students for the Graduation and Academics indicators

This site identified as eligible for comprehensive support and improvement is included in our districtwide work of building equitable communities through MTSS. Specifically, our educational services team will work closely with the leadership teams of these three schools to develop their plans in alignment with the LCAP. We will ensure sites have the necessary data and resources to make informed decisions as they develop their plans for continuous improvement.

Additionally, as part of the LCAP, there are added supports specifically targeted to support our CSI/ATSI/TSI identified schools.

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:

We maintain a wide array of monitoring metrics in both our LCAP and School Plans (SPSAs) to assist in targeting needs, allocating resources, and evaluating program effectiveness. As a district we use our two main data warehouses Illuminate and SHAPE to gather more specific metrics to guide our work and inform our plans. School sites are expected to review data with staff on a regular basis. The Educational Services Team meets with Principals and Associate Principals to review data and develop plans for how to address the needs of students surfaced by the data. We will focus on Tier 1 level universal instruction, social-emotional, and behavioral strategies to ensure all students are receiving the instructional and behavioral support needed and then utilize our 6-week data report (Early Warning System-EWS) containing student level data on grades, attendance, and behavior to identify students needing additional interventions. In addition, our district subject area coordinators will work with the teachers at the high schools to ensure their recovery programs are aligned to the priority standards for each subject area and contribute to the students' college and career readiness.

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:

East Side Union High School District (ESUHSD) provides professional development to teachers that support English Learners (ELs) to meet the graduate profile. The district is committed to producing graduates that are prepared for College and Career, powered with a plan, and ready to thrive in a global society. We are working towards building capacity among teachers to ensure the ELs attain English proficiency and meet the challenging State academic standards. The district's goals for ELs include academic language proficiency, passage of courses that meet high school graduation requirements and A-G eligibility, and college and career readiness.

To address our LCAP Goal 3, we chose to partner with West Ed to do an in-depth analysis of our EL Program. Nine recommendations came out of the study, and we are working to implement them with fidelity.

The following nine areas are the focus of all our EL work:

1. Provide a full complement of EL courses at all 11 comprehensive high schools so that English Learners can attend their home school and receive the services for which they are legally entitled.
2. Provide teachers, school leaders, and district administrators with intensive, job embedded professional development that equips them to support quality instruction and equitable programs and policies for the diverse array of English Learners in ESUHSD.
3. Select an appropriate curriculum for ELD 1, 2, 3 and align ELD courses to ELPAC levels
4. Adopt ERWC or other rigorous curriculum that focuses on Reading, Writing, and Oral Development in English 1, 2, 3.
5. Accelerate English Language Development for Newcomers to allow them to gain access to A-G English courses as soon as possible. In order to meet the diverse needs of our ELs, the District develops the process to: identify newcomers, short-term ELs, and long-term ELs, establish placement criteria, provide instructional support, and assess their progress
6. Offer specialized social-emotional and other supports for newcomers.
7. Establish standards-aligned, classroom-based performance assessments to monitor student growth in English Language proficiency in ELD 1, 2,3, and 4 at multiple times throughout the year.
8. Develop an intensive standard aligned ELD course for students who are Long-Term English Learners to move them swiftly toward reclassification.
9. Establish an Office of English and Multilingual Learner Services with at least two qualified staff to address recommendations in this report and ensure that policies and practices outlined in California's English Learner Roadmap, California's ELA/ELD Framework, and California's English Language Development Standards are followed.

To address the needs of our ELs with a focus on our Long-term ELs, we will provide a Teacher on Special Assignment for English Language Learner (ELL) Instruction who will work with teachers of ELL students to implement effective Tier 1 instruction, and evidence-based interventions that can support ELs in attaining English

Language proficiency toward re-designation status, and in meeting the same state academic standards that all students are expected to meet. The work to align courses and instructional materials in ELD will also be part of the work of the TOSA.

Additionally, we will provide ongoing professional development for teachers on effective, evidence-based instructional strategies and practices for English Learners with a focus on Long-term English Learners, including differentiation, scaffolding, and academic language development.

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:

East Side Union High School District (ESUHSD) is committed to providing immigrant students with comprehensive support to ensure their academic success, language acquisition, and social-emotional well-being. The district uses Title III Immigrant funds to offer enhanced instructional opportunities that supplement existing English Learner (EL) programs and align with districtwide goals for equity and access.

Key Strategies Include:

Newcomer Support Programs -Targeted instructional support and transitional services for recent immigrant students, including:

- Specialized English Language Development (ELD) classes
- Bilingual instructional aides
- Cultural orientation and acculturation activities
- Staff to support school enrollment and navigation

Academic and Social-Emotional Integration - Additional services to help immigrant students adjust academically and socially:

- After-school tutoring and homework support tailored to language and content needs
- Counseling services with staff trained in trauma-informed care and the immigrant experience

Family and Community Engagement - Initiatives to engage immigrant families and ensure access to information:

- Multilingual family workshops on school systems, graduation requirements, and college pathways
- Translation and interpretation services at school events and meetings
- Collaboration with community-based organizations to connect families with housing, healthcare, and legal services

Professional Development for Staff - Training educators to meet the unique needs of immigrant students:

- Culturally responsive pedagogy
- Trauma-informed practices

Alignment with District Priorities

These actions are aligned with ESUHSD's LCAP Goals ensuring that immigrant students are supported not only in language acquisition but also in their overall integration and long-term success.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

East Side Union High School District (ESUHSD) utilizes Title III funds to develop and implement effective supplemental programs that accelerate English language acquisition and support English Learners (ELs) in meeting California's rigorous academic standards. These programs are designed to supplement—not supplant—core services provided through state and local funding and are closely aligned to the district's LCAP goals for equity and achievement.

Language Instruction Educational Programs and Activities Include:

Integrated and Designated ELD Support

- Supplemental materials and resources to enhance instruction in both integrated and designated ELD courses.
- Structured collaboration time for ELD teachers to plan and align instruction using the CA ELD Standards.
- Targeted professional development to support instructional strategies that embed vocabulary instruction into core academic content.

Extended Learning Opportunities

- After-school tutoring and Saturday school programs with an emphasis on academic vocabulary development and reading comprehension.
- Summer school for ELs, including support for newly arrived students

Family Engagement Initiatives

- Workshops for EL families on topics such as graduation requirements, college access, and navigating school systems.
- Translation and interpretation support to ensure full participation in school events and decision-making processes.

Expected Outcomes:

These programs are designed to ensure that EL students:

- Demonstrate annual growth on the ELPAC
- Progress along the English language proficiency continuum
- Meet or exceed grade-level academic standards
- Increase rates of reclassification
- Graduate college and career ready

These Title III-funded actions are aligned with LCAP Goal 3 and support the district's broader equity initiatives for multilingual learners.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

East Side Union High School District (ESUHSD) ensures that all secondary schools receiving Title III funds are equipped to support English Learners (ELs) in attaining English proficiency and meeting rigorous state academic standards through a system of aligned instruction, assessment, and support services.

(A) Achieving English Proficiency

To support ELs in making progress toward and achieving English proficiency, ESUHSD:

Implements Integrated and Designated ELD Instruction

-All EL students receive both integrated ELD within content areas and designated ELD courses aligned to the California English Language Development Standards (CA ELD Standards).

Monitors Growth Through ELPAC Performance

-Annual ELPAC scores are reviewed at the school and district level to assess individual student progress toward English proficiency. ELs not demonstrating adequate progress are identified for targeted support.

Uses Early Warning and Reclassification Indicators

-The district uses a comprehensive data system that includes ELPAC, local assessments, and classroom performance to identify students who are ready for reclassification and those who need additional support.

Targets Support for Long-Term ELs and Newcomers

-Tailored instructional interventions and tutoring are provided for Long-Term English Learners (LTELs) and recently arrived students, including those with interrupted formal education.

(B) Meeting State Academic Standards

To ensure that English Learners meet the challenging academic standards set by the State of California, ESUHSD:

Aligns ELD Instruction to Core Content

-Teachers integrate academic language instruction into core subjects such as math, science, history, and ELA to help ELs access grade-level content while developing language proficiency.

Provides Professional Development

-Teachers and instructional staff receive training on scaffolding strategies, formative assessment practices, and culturally and linguistically responsive pedagogy to support EL achievement.

Engages Families in Supporting Academic Success

-The district provides translated communication, parent workshops, and family engagement events to build strong school-home partnerships that contribute to student learning and achievement.

Overall, the district's approach ensures that English Learners not only acquire English language proficiency but also succeed academically, in alignment with the state's long-term goals and accountability indicators. These efforts are integrated with the district's LCAP goals and funded through both federal Title III and supplemental state resources.

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:

(A) Partnerships- East Side Union High School District partners with a range of organizations to enhance student support services, including:

-Institutions of Higher Education such as San Jose State University and Evergreen Valley College for dual enrollment, STEM mentoring, and early college exposure.

-Nonprofit and Community-Based Organizations such as National Compadres Network for mental health supports, violence prevention, and trauma-informed practices.

Each partner is selected based on demonstrated effectiveness, alignment with district goals, and capacity to support equity and student achievement.

(B) Well-Rounded Education Activities (Section 4107) - Funds are used to support:

-STEM and Computer Science enrichment, such as coding and robotics clubs.

-College and Career Readiness activities, including AVID, PUENTE, and college field trips for underrepresented student groups.

- Advanced coursework access (e.g., AP support, dual enrollment) for low-income students, English Learners, and foster youth.

(C) Safe and Healthy Students (Section 4108) - ESUHSD allocates funds for:

- Mental health services in collaboration with CBOs, providing student counseling, social-emotional learning, and crisis intervention.
- Restorative practices, including staff training and student support circles to improve climate and reduce suspensions.
- Violence prevention and anti-bullying education, including culturally responsive modules for students and PD for staff.
- Trauma-informed training for educators in partnership with community experts.

(D) Effective Use of Technology (Section 4109) - Technology funds are directed toward:

- Online academic supports
- Devices and software licenses to ensure equitable access, especially for students experiencing homelessness or with disabilities.

(E) Program Objectives and Evaluation:

Objectives:

- Increase access to a well-rounded education for all students.
- Improve student mental health, safety, and school connectedness.
- Enhance digital learning practices and equitable access to technology.

Intended Outcomes:

- Improved academic performance and engagement.
- Reduction in suspension/expulsion rates and chronic absenteeism.
- Increased student access to AP, dual enrollment, and arts/STEM enrichment.

Evaluation-Program effectiveness is assessed using:

- Local and state data (e.g., CA Dashboard metrics, attendance, discipline).
- Educational Partner surveys (staff, students, families).
- Implementation tracking of Title IV-funded activities.
- Annual review of goals in coordination with LCAP updates and advisory groups.