

Superintendent

Joshua L. Lightle, Ed.D.

**Board of Trustees**

Mrs. Julie A. Bookman

Ms. Lenzie Huffmon

Mr. Joseph "Joe" Pincetich

Mr. Bryan Rasch

Ms. Doretta N. Thompson

Superintendent's Written Response to Educational Partners Input Local Control and Accountability Plan (LCAP)

June 2023

I want to thank our parents and community members for their input and guidance as we developed our Local Control and Accountability Plan. We met with the LCAP Advisory Committee, the District Advisory Committee, the District English Learner Advisory Committee, and the African American Advisory Committee to review progress in the district and plan for the 23-24 school year. The questions below were asked during these meetings.

Please join us on June 14, 2023, at 5:30 p.m. for the Eastside Union Board of Trustees Meeting where we will take final public comment on the LCAP.

Community Questions:

Are there mentors available for tutoring?

Student achievement is of utmost importance to the school district, which is why LCAP Goal 1 focuses on improving teaching to increase student achievement. We are taking a multipronged approach to providing after-school support for students. For the 23-24 school year, we will have after school programs for reading and math on all campuses through the Teacher Support programs. Students will be invited to attend 3 – 6 week sessions based on their needs and their progress will be closely monitored. Additionally, students may be enrolled in our After School Enrichment and Safety program (RISE) where they receive daily academic assistance. Our Extended Learning Opportunity Program will run additional academic and enrichment programs during the summer (2023 and spring (2024). These options are designed to provide additional academic support to students.

How can parents help develop a love for reading and writing?

A love of reading opens the door to academic and social emotional success, and we wholeheartedly support parents in building this love in their children! Some tips for fostering reading in the home are:

- Set aside 10 – 20 minutes each day to read with your child (no matter how young or old they are)
- Let your children see you reading (and enjoying it) on a regular basis
- Get a library card for everyone in the family and visit the library often (in-person and virtually)
- Keep books and magazines in your home and accessible
- If your child doesn't like fiction, try some non-fiction books on topics of interest to your child

Writing is a great way for children to explore their imagination and tell stories, write facts about topics they love, start a joke book and so much more. Some children are more reluctant to write, so here are some tips to help them on their way:

- Sneak writing into play, avoid making it feel like a homework assignment (“Let’s draw a cool picture of the beach and then tell the story about it.”)
- Let your child use a computer or Chromebook if they prefer that to a pencil or pen
- Post their stories in the home and share with other family members
- Have supplies for making books, maps, or artwork readily available (talk to your principal or parent liaison if you need some supplies to get started)

We encourage you to take advantage of our extended School Library hours for families, the SORA electronic library, and our Latino Family Literacy Project. Check with your principal to find out how to access these resources and programs.

Here are a few articles that may be helpful:

- [How to teach your child to love reading](#)
 - [Getting Your Child to Love Reading](#) (Reading Rockets)
 - [Raising Readers](#)
 - [18 Genius Ways to Make Kids Love Reading](#)
 - [7 great ways to encourage kids’ writing](#)
 - [Helping Young Children Develop Strong Writing Skills](#)
 - [Tips for Parents of Struggling Adolescent Writers](#)
-

Can we add another behavioralist? Can we add more Music Teachers? Art Teacher?

Our current LCAP, Title I, and State Arts programs fund the following additional teaching and support staff positions:

- 4 Elementary Teacher Support positions (math)
- 4 Elementary Teacher Support positions (reading)
- 1 Districtwide Teacher Support (Behavior)
- 20 Instructional Aides (math, TK, library, Tier III)
- 1 additional Middle School English Teacher
- 1 additional Middle School Math Teacher
- Program Specialist (Special Education)
- Middle School Art Teacher
- Middle School Music Teacher
- 4 Elementary Music Teachers
- 3 Transitional Kindergarten Teachers (additional)
- Network Analyst
- 2 Helpdesk Technicians
- 16 K – grade 3 teachers to bring class sizes down to 24 students
- 6 Counselors
- District Social Worker
- Behavioral Specialist
- 4 Tier III Teachers
- 6 additional Campus Safety Supervisors (4 elementary, 2 middle school)

- 3 Campus Safety Officers (middle school)
- Safety Technician
- 2 District Parent Liaisons
- Community Center Administrative Assistant
- 5 Site Parent Liaisons
- Communication Specialist
- District Translator

Together these positions total: \$7,641,137 which is approximately 65% of the total supplemental and concentration funds. We have prioritized adding an additional Behavioral Specialist and enrichment teachers should our funds increase.

Is there a way to supervise traffic more effectively? Would a staggered start time/dismissal for grade levels improve dismissal?

Safety is a priority, which is why LCAP Goal 2 is: Promote a safe and caring learning environment. Many fiscal resources are targeted at improving the safety on our campuses. Our district Safety Technician is working with the city and each principal to evaluate the traffic flow at arrival and dismissal and develop improved plans. All options are being considered, however, staggering start times by grade levels will not effectively resolve any traffic problems because we have many families with students at multiple grade levels and multiple schools. It also poses a problem for our buses. We will continue to work with our communities to find safe, positive, and efficient solutions to morning and afternoon traffic.

Our current math curriculum is ineffective, can we get a new one?

Yes. Our Curriculum Council piloted two math curriculums during the 2022-2023 school year. They will make a recommendation to the board of trustees for adoption of one of the programs before the end of the year. We plan to purchase the new math curriculum for the 2023-2024 school year. Teachers will have the option to attend training over the summer and will have ongoing training throughout the school year.

Can we add more multi-lingual books to our school libraries?

Improving our school libraries continues to be a focus for the district. Goal 1 Action 8 focuses specifically on ensuring we have a district librarian and instructional aides to maintain a strong library program. We continue to allocate \$80,000 annually to purchase new books. The district librarian works closely with each site to update the book options at each school that are closely aligned with our district population, including books that are Spanish.

Would changing the Middle School schedule improve connections to adults and can we ensure all students receive an elective?

Connections between teachers and students is a critical component to the overall effectiveness of our teaching, and for this reason, we are focused on providing every opportunity for strong connections and relationships and

target this work in Goal 3: Foster a Team Commitment. We have been measuring our progress toward this goal using the Panorama Education School Climate and Social Emotional Learning surveys for five years. We have seen some significant growth, with a few setbacks during the pandemic, however, to the point of this question, we have lower scores at our middle school. One of the middle school changes we anticipate next school year is a move to the 7-period day so that all teachers see all their students daily, all students receive targeted support (ELD, Special Education, Reading or Math intervention, or enrichment) and can select an elective. Electives will include choices, such as, art, band, choir, STEM, theatre, multi-cultural literature, and math games. This will allow teachers and students more daily opportunities to connect and build relationships.

Are there protocols for how to respond to chronic absenteeism at the school sites / district?

Yes. Attendance is a critical function of our schools, as students cannot learn if they are not attending class. Chronic Absenteeism is a critical problem for Eastside Union School District and is impacting our ability to fully execute powerful programs. Students are considered “chronic” when they miss more than 10% of the school year, so 18 days (about 2 and a half weeks) in a 180-day school year is considered chronically absent. To ensure we are responding to absences in a timely manner, our teachers and attendance clerks follow a strict daily process to take attendance within the first 10 minutes of the school day or the first few minutes of each period at the middle school. This allows the attendance clerk time to make personal phone calls to parents and encourage students who are not ill to attend at least a partial day of school. Also, all school sites have an Attendance Advisory Team and have written an Attendance Action Plan to help them with steps and strategies for addressing absenteeism. The Attendance Advisory Teams meet regularly with the Coordinator of Student Services to monitor student attendance and the overall effectiveness of their plan.

How can we increase African American parent involvement? How can we create more culturally responsive experiences for students with the help of stakeholders?

Increasing parent involvement is linked to Goal 3: Foster a Team Commitment. To better understand the needs of our Black / African American students and families, we meet regularly with our African American Advisory Committee. This committee is and will be instrumental in the ongoing development of programs and services that will best meet the needs of our Black / African American families. Through the input of this committee, we have added a District Parent Liaison to our team with the intention of better meeting the needs of our Black / African American families. The African American Advisory Committee is currently planning for our annual Juneteenth celebration (June 2023) and will provide input on ways that we can better develop culturally responsive programs for our students.
