

Superintendent

Joshua L. Lightle, Ed.D.



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

May 21, 2020

I want to thank our parents and community members for their input and guidance as we developed our Local Control and Accountability Plan. Please join us on June 9, 2021 at 5:30 p.m. for the Eastside Union Board of Trustees Meeting where we will take final public comment on the plan.

Community Questions:

Several student groups are performing well below standard in reading and math. What is the district doing to improve the achievement of these students?

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 improving student outcomes that includes:

- Professional development for teachers and staff on best instructional practices and culturally relevant practices for reading and math.
- Teachers on Special Assignment to facilitate professional learning.
- Purchasing new curricula that is standards aligned, culturally relevant, and rigorous.
- Developing a comprehensive assessment and progress monitoring plan to identify student need and allow teachers to respond to the need in a timely manner.
- Enrichment programs to ensure students get a well-rounded education.
- A Transitional Kindergarten program that includes all students who are four and will turn five by the end of the school year.

How does the district plan to address the social emotional needs and impacts of trauma our students have endured during the pandemic when they return to school?

All Eastside Union School District staff are concerned about the well-being of our students. To this end, in partnership with our stakeholders, we have developed LCAP Goal 2: Promote a safe and caring learning environment. This goal works in concert with our Federal Title IV plan to provide a comprehensive program to address the social-emotional needs of all students at Tier I, and services for identified students at Tier II and Tier III levels. The program includes the Move This World curriculum, counselors at all sites, a behavioral specialist, partnerships with International Institute for Restorative Practices and UCLA's Department of Transformational Change, and programs such as Positive Behavior Intervention and Support (PBIS), and the Olweus Bully Prevention Program. We will use Social Emotional Screeners to prevent students from being under-identified and our Student Support Teams will develop plans with parents and guardians to address individual needs.

How is the district providing support to parents in the area of technology use and access to instructional programs?

The district has provided all students TK – grade 8 with a Chrometab or Chromebook, charger, case, and a headset with microphone. Hotspots are provided to any family that requests one. The district has several means to assist parents with technology issues.

On the [district website](#) under the Home Learning tab, in the [Tech Support](#) section we have posted a [video](#), as well as written directions, on how to sign on to the Chrometabs or Chromebooks.

For additional technology assistance parents may call or email their site:

Columbia Elementary

Phone: 661-946-5656 x2007

Contact: ces-support@eastsideusd.org

Enterprise Elementary

Phone: 661-946-6277 x6505

Contact: ent-support@eastsideusd.org

Eastside Elementary

Phone: 661-946-3907 x1107

Contact: ees-support@eastsideusd.org

Gifford C. Cole Middle

Phone: 661-946-1041 x5523

Contact: cms-support@eastsideusd.org

Tierra Bonita Elementary

Phone: 661-952-1200 x8888

Contact: tbs-support@eastsideusd.org

Parents may also contact their child’s teacher or principal for assistance. Principals will make special arrangements with families to ensure that all students are accessing their education through technology.

How do we ensure our practices (e.g., Restorative Practices) carry over to the RISE after school program?

We work closely with our After School Education and Safety (ASES) program provider, RISE Education, to ensure that there is a connection between the regular school day and the after-school program. RISE Education staff receive professional learning each year to develop their skills in implementing restorative and culturally responsive programs. Additionally, the RISE Site Directors and the Principals have a close working relationship so that the Principal may assist the after-school program with understanding the expectations for staff and student interactions.
