

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

## LEA Name

Eastside Union Elementary School District

## CDS Code:

19-64477

## Link to the LCAP:

*(optional)*

<https://www.eastsideusd.org/domain/97>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Eastside Union School District provides a core program that addresses the needs of our students and families from a whole child perspective. Recognizing that the majority of our students are economically disadvantaged (90.0%), English learners (26.2%), foster youth (7.14%), and homeless (00.58%) the district provides a core academic program with the added LCFF Supplemental and Concentration funding that focuses on raising the achievement of all students with additional services for the economically disadvantaged, English learner, foster youth, and homeless.

Actions include providing additional support for highly effective teaching and learning through professional learning teams (Instructional Leadership Team, Culture and Climate Leadership Team, English Learner Lead Teachers, Teachers on Special Assignment). Additionally, our LCAP describes the added services designed to meet the needs of our target populations with increased work year, smaller class size, counseling, data analysis, intervention programs and materials, parent involvement and education programs, intensive professional development, and expanded technology.

Federal funds will be used to increase the availability, intensity, and quality of targeted programs in order to bridge the achievement gap for students that are currently or most at risk of not meeting state standards.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Eastside Union School District will supplement the work of the LCAP through intentional use of federal funds to provide an additional layer of integrated support for students by increasing the availability, intensity, and quality of targeted services.

At the district level, Title I is used in conjunction with LCFF to support four Title I Intervention Teachers (one on each elementary campus), and 18 Title I Instructional aides (four per elementary site and two at the middle school), six Teachers on Special Assignment (@.50% FTE) for core content, social emotional learning, and technology integration support; and to support school sites in the development of data informed extended learning opportunities for at risk students K - 8. School sites use Title I funding to support ongoing professional development and an additional layer of extended learning opportunities for the most at risk students on their campuses.

Title II funds support our intensive focus on professional learning for all certificated staff. Funding is used to pay consultant fees and substitute release days for the integrated professional learning which extends the work of the LCAP in the areas of distributive leadership and content learning.

Title III (LEP and IMM) funds support the work of both designated and integrated ELD, and are used in conjunction with our LCAP to support our district bilingual parent liaison. Professional learning and supplemental materials are provided to teachers of English learners in order to intensify instruction and accelerate language and content learning.

Title IV funds work in conjunction with our LCAP to increase the services we offer for social emotional learning and improving school culture. Currently, the funds are used to purchase the social emotional learning and bully prevention programs used by our counselors, behavioral specialist, and district social worker, technology integration, and well rounded programs focusing on improving outcomes in mathematics.

In summary, federal funds will be utilized to increase the availability, intensity, and quality of targeted programs in order to bridge the achievement gap for students that are currently or most at risk of not meeting state standards.

## 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(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.

Eastside Union School District participates in the Community Eligibility Provision (CEP).

CEP is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household meal applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

CEP Districts are required to establish a base year once every four years and may collect an alternate income form from newly enrolled students annually. In the 2018/19 school year, EUSD established a base year for all 5 of its schools. The alternate income form used by EUSD establishes the size of household and income level. Check-box lists of income ranges are used, rather than asking families for exact income on a bi-weekly, monthly, or annual basis.

Newly enrolled students may establish income eligibility in one of the following ways:

#### Direct Certification

Direct Certifications are completed based on data files received from the California Longitudinal Pupil Achievement Data System and the Los Angeles County Department of Public Health Services with pertinent student information prior to the beginning of the school year and on a monthly basis. Direct certification is for students participating in SNAP, TANF, KinGap, CalWORKs, and Food Distribution Program on Indian Reservations (FDPIR), which automatically qualifies the students for free meals. Students that are directly certified are then imported into Mosaic – the point of sale software used for Child Nutrition.

#### Categorical Eligibility

- The names of the children for whom the application is made;
- A Food Stamp, FDPIR or KinGap case number – 7 Digit Formats
- The signature of an adult household member

Identified students are also children who are categorically eligible for free school meals without an application, and who are not subject to verification, including:

- Homeless children as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a (2)];
- Runaway and homeless youth served by programs established under the Runaway and Homeless Youth Act (42 U.S.C. 5701);
- Migrant children as defined under section 1309 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6399);
- Foster children certified through means other than a household application;
- Children enrolled in a Federally-funded Head Start Program or comparable State-funded Head

Start or pre-kindergarten program; and

- Non-applicant students approved by local education officials, such as a principal, based on available information.

#### Income Eligibility

- The names of all household members;
- The amount and source of current income by each member and the source of the income or indication of no income by each member by checking the No Income box or noting Zero (\$0);
- The signature of an adult household member or the emancipated student; and
- The last 4 digits of the social security number of the adult household member who signs the application or an indication that the household member does not have one.
- Household income is compared to the "Income Eligibility Guidelines" published each year by the USDA in order to determine which level of benefits they qualify for

#### Foster Children Eligibility

- The name of the child
- The child's personal income; and
- The signature of an adult household member, official of the court, or other agency responsible for the child.





## **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:**

To determine if we had educator equity gaps, we compared total enrollment, low-income enrollment, minority enrollment, total teachers and percentage of ineffective or misassigned teachers, percentage of inexperienced teachers, percentage of out-of-field teachers.

Data was collected from CDE's Data Quest and EUSD information system.

#### Ineffective Teachers & Low-income students

Based on an analysis of data, comparing total enrollment, low-income enrollment, total teachers and number of ineffective or misassigned teachers the distribution of ineffective or misassigned teachers working with low income students does not show an equity gap. Elementary school total enrollment ranges from 600 – 765 students and the percentages of low-income students ranges from 82.4% - 93.7%. The percentages of ineffective or misassigned teachers ranges from 0% - .03%. We have only one middle school and the data is similar: Total enrollment 715, low income students 88.4%, and ineffective or misassigned teachers .09%

#### Inexperienced teachers & low-income students

Based on an analysis of our data, comparing total enrollment, low-income enrollment, total teachers and number of inexperienced teachers the distribution of inexperienced teachers working with low income students does not show an equity gap. Elementary school total enrollment ranges from 600 – 765 students and the percentages of low-income students ranges from 82.4% - 93.7%. The percentages of inexperienced teachers ranges from .03% - .14%. We have only one middle school and the data is similar: Total enrollment 715, low income students 88.4%, and inexperienced teachers .15%

#### Out-of-field teachers & low-income students

Based on an analysis of our data, comparing total enrollment, low-income enrollment, total teachers and number of out-of-field teachers the distribution of out-of-field teachers working with low income students does not show an equity gap. Elementary school total enrollment ranges from 600 – 765 students and the percentages of low-income students ranges from 82.4% - 93.7%. The percentages of out-of-field teachers 0% at all elementary schools. We have only one middle school and the data is similar: Total enrollment 715, low income students 88.4%, and out-of-field teachers .03%.

#### Ineffective or misassigned teachers & minority students

Based on an analysis of our data, where we compared total enrollment, minority enrollment, total teachers and number of ineffective or misassigned teachers the distribution of ineffective or misassigned teachers working with minority students does not show an equity gap. Elementary school total enrollment ranges from 600 – 765 students and the percentages of minority students ranges from 89.8% - 92.8%. The percentages of ineffective or misassigned teachers ranges from 0% - .03%. We have only one middle school and the data is similar: Total enrollment 715, minority students 91.7%, and ineffective or misassigned teachers .09%

#### Inexperienced teachers & minority students

Based on an analysis of our data, comparing total enrollment, minority enrollment, total teachers and number of inexperienced teachers the distribution of inexperienced teachers working with minority students does not show an equity gap. Elementary school total enrollment ranges from 600 – 765 students and the percentages of minority students ranges from 89.8% - 92.8%. The percentages of inexperienced teachers ranges from .03% - .14%. We have only one middle school and the data is consistent with our elementary schools: Total enrollment 715, minority students 91.7%, and inexperienced teachers .15%

#### Out-of-field teachers & minority students

Based on an analysis of our data, comparing total enrollment, minority enrollment, total teachers and number of out-of-field teachers the distribution of out-of-field teachers working with minority students does not show an equity gap. Elementary school total enrollment ranges from 600 – 765 students and the percentages of minority students ranges from 89.8% - 92.8%. The percentages of out-of-field teachers is 0% at all elementary schools. We have only one middle school and the data is similar: Total enrollment 715, minority students 91.7%, and out-of-field teachers .03%.

Our educator equity data does not indicate significant gaps in the area of low-income or minority students. Our CBA includes language for the process for filling vacant teaching assignments and allows for superintendent input when it is in the best interest of students. One condition that impacts the number of ineffective or misassigned, inexperienced, and out-of-field teachers is our rural location in the north east corner of Los Angeles County and recruitment of fully credentialed teachers can be challenging. Additionally, as we are a K- 8 district we have significant attrition of middle school teachers to the high school district after they have completed their induction program (2 – 3 years).

## 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:**

EUSD uses multiple strategies for effective parent and family engagement as described in Section 1116. The LEA Parent and Family Engagement Policy is developed, & annually updated, with the District Advisory Committee (DAC). DAC includes representatives from each SSC & ELAC, principals, teachers, Title I parents, & community members. All schools complete the School Parent Engagement Policy and Parent-School Compact during the annual Title I Meeting. Policies and Compact are posted on websites, shared on FB, announced through Aeries Communication tool, and sent home with all students.

EUSD ensures understanding of state academic standards, state and local assessments, report cards, & parent teacher conferences.

District level:

Overview of state standards & assessments at DAC, DELAC, LCAP Advisory meetings

Parent education courses on the topics (district lead & with community partners)

Parent literacy classes

School level:

Overview of state standards and assessments at Title I meetings

Coffee and Conversations events to discuss the topics

Parent Universities

Bilingual Parent liaisons offer workshops (English & Spanish) on:

CA State Standards & Assessments

Data Equity Walks

Conferencing with teachers

How to help your child achieve at school

Understanding report cards

Topics requested by parents

1-on-1 support regarding homework and curriculum.

EUSD offers the Project 2 Inspire (P2I) program & the Latino Family Literacy Project (LFLP). P2I has 14 modules to cover topics on educating parents on how to support their children to succeed academically (courses includes internet safety, plagiarism, & copyright laws). LFLP provides education on improving student literacy.

Teachers on Special Assignment (TOSAs) have developed bilingual parent friendly resources (Parent Math Handbook).

This resource provides clear explanation of the math practices teachers are using with links to demonstration videos.

The document is available on our website, and provided in print version (handed out at conferences, family math nights, etc.).

TOSAs have created a parent friendly explanation of our local assessment (TK – grade 1) with examples of how to practice the ELA skills at home. This document is attached to the student assessment report and parent letter.

The Culture and Climate Leadership Team and Equity Committee include teachers, classified staff, counselors, and administrators and are designed to develop a more inclusive district and site culture that understands the importance of parent and community contributions as a key lever in improving student achievement. PD is provided to all staff on the value and utility of contributions of parents, ways to improve communication, implementation and coordination of parent programs, and ways to include parents as equal partners. Parents assists us in the development of the PD, through collaboration with our PTAs, ELACs, DELAC, and DAC. Our parent resource rooms and community center are designed to build ties between parents as they are open for formal events and for drop in discussions and impromptu relationship building.

EUSD coordinates parent involvement programs and activities across federal and state programs. For example, LCAP supports our Community Center, while Title I Homeless funds allow us to offer services to homeless students through the center. Title I funds support the implementation of our Parent University program which works in tandem with our LCAP funded parent liaison program. We have leveraged resources to provide a preschool program to our most at risk 3 year olds (prioritizing foster youth, homeless, and ELs).

We employ 1 FTE Spanish Translator who translates all district documents, interprets at Parent Universities, DAC, DELAC, LCAP Advisory Meetings, IEPs, & parent meetings. Each school has a bilingual parent liaison who assists with interpretation. We employ bilingual staff in school offices.

If we have a need to communicate in a language other than Spanish, our HR department contacts bilingual staff in the target language. If we do not have staff, our social worker seeks out community members. We use CDE's Clearinghouse for Multilingual Documents and online translation tools to assist as needed.

EUSD provides:

- Opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (e.g. sign-language interpreters)
- Special accommodations for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult (e.g. home visits)
- Opportunities for the informed participation of parents and family members of migratory children by meeting with parents before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

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

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

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

The Eastside Union School District provides Title I services to all students in the district in an effort to raise the achievement for students most at risk of not meeting the state standards. Reservations at the district level are utilized to close the achievement gap by providing the following:

- A Teacher on Special Assignment (TOSA) program that provides necessary and targeted support to teachers and principals in the areas of ELA/ELD, Mathematics, integrated technology, social emotional learning, and attendance. TOSAs provide professional learning and support linked directly to the work of our content consultants, as well as facilitate instructional learning walks to gather data on key indicators and plan for next steps to improve the quality of programs.
- Intervention Teachers for primary literacy at all four elementary schools.
- Instructional Aides (four per elementary school and two for the middle school).
- AVID program at our middle school. Funds provide for contracted services with AVID and tutors for the AVID elective classes.
- Parent involvement program consisting of parent education classes, parent resource rooms, and community outreach activities (such as, our annual Backpack Event).
- Professional development that is integrated across district, site, and teacher leadership and content instruction that is comprehensive in scope and duration.

All comprehensive schools in Eastside Union School District are Schoolwide Title I (four elementary and one middle school) and our Community Day School is Targeted Assistance. Per pupil allocations are provided to each site. Site expenditures are budgeted based on a comprehensive needs assessment conducted through the School Site Councils and defined in each school's School Plan For Student Achievement. Each year the effectiveness of the Title I funded programs are evaluated, and data on the effectiveness of the plan are utilized in the development of the next year's plan.

Sites have budgeted their allocations to increase student achievement through the following programs and services:

- Supplemental ELA materials and software
- Supplemental math manipulatives and software
- Professional development and collaboration time.
- Intervention technology.
- Parent and family engagement.

There are no local institutions for neglected or delinquent children in the Eastside Union School District.

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:**

Eastside Union School District operates one Title I Targeted Assistance program at our community day school. This campus has the capacity for 24 students and on average has approximately 14 students in attendance at a given time.

At the time of enrollment in the community day school, each student has a transition meeting with the principal, teacher, counselor, parent, and child (grades 4 - 8) where a comprehensive review of the students academic and behavioral progress is discussed. The data provided (benchmark assessments, state test scores, classwork samples, report cards, and behavioral records are analyzed to develop an educational and behavioral plan for the student. This meeting also serves as an opportunity to determine Title I eligibility. The criteria includes not meeting standard in ELA or Math on state test scores, below grade level achievement on district ELA and Math benchmarks, and/or a Student Growth Percentile (SGP) lower than 50, and classwork that demonstrates work significantly below grade level standard. Students are identified as at risk in ELA and/or Math.

**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:**

When enrolling a student in the Eastside Union School District, parents are required to fill out a document regarding their primary residence. This document identifies students that are considered homeless based on their living arrangement. Once identified, the district identified Homeless Liaison along with our district social worker coordinate activities with public and non-profit agencies to provide supports as needed. Every child identified as homeless is immediately enrolled and provided full access to all district programs. The homeless status is kept confidential.

Every school has certificated counselors that provide site specific assistance for homeless students, in conjunction with the district social worker. All staff members are informed of the process at their school to assist homeless students through the school counselor. Our district partners with community based medical and dental services. In the past these services have been hard for our families to access as we are a remote district several miles from necessary resources. We will be opening our Community Center at the start of the 2019-2020 school year and plan to provide space for these organizations so that our homeless students will more readily benefit from these free health services. The Community Center will also house a Community Closet and a Community Pantry.

Board Policy 6173 provides clear guidance on the treatment of homeless students, including access, meals, and transportation. Administrative Regulation 6173 spells out how to ensure students are well served. In the event that a student's family has an enrollment dispute, a dispute resolution process for homeless children has been established based in AR 6173 and is available to all community members in every school office, the district office, and on the district website.

Every year Title I funds are reserved for homeless services. Comparable services for homeless students relative to other students including core programs, extended learning opportunities, counseling, and all other educational programs are provided, and additional services are provided as needed.

The Eastside Union School District is a K-8 district, so coursework, credits, and graduation requirements are not applicable.

## **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.

Title I funding is not utilized for early childhood programs or transitions between preschool and kindergarten as we currently do not have state preschool 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) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Transition from grade 8 to high school is supported through collaboration with the Antelope Valley Union High School District.

Through a partnership with the high school, our grade 8 math teachers administer a math placement exam in early spring to assist with the ensuring our students are appropriately assigned for grade 9 mathematics courses.

Staff from the feeder high school visits the middle school every spring to assist their incoming grade 9 students in their preparation for high school. During the visit, students are given detailed information on the high schools and provided enrollment materials for the coming year. The middle school counselors provide additional support for identified at risk students through direct contact with the high school team.

## **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:**

The district reserves funding for Intervention Teachers, Instructional Assistants, Teachers on Special Assignment, administrative activities, and district extended learning opportunities.

District reservations allow for student programs that are more easily leveraged and coordinated at the district level. For example, to assist with enrichment programs for students, we partner with the Flight Test Historical Foundation to offer Junior Test Pilot School to our grade 3 students. We partner with Edwards Airforce Base to offer the STARBASE program to our grade 5 students, and we coordinate with the Los Angeles County Office of Education to provide Outdoor Science School to all grade 4 students. While these types of programs do not make up a comprehensive Gifted and Talented program, they are essential to the foundational work needed to establish a more robust program. These services are annually evaluated through student surveys and evaluation of student progress on district benchmarks and state assessments.



## **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:**

Eastside Union School District does not participate in Title I, Part D.

### **Formal Agreements** ESSA SECTION 1423(2)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **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

### **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

### **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

**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

**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

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**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

**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

**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

**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

## **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:**

Title II funds are used to provide high quality professional development (PD) for teachers & administrators. Student achievement data provides clear evidence our educational program requires immediate and intensive support. Based on the understanding that sustained professional learning is critical to improving systems of instruction, we implement best practices to develop our PD using information from Developing a Comprehensive Professional Learning System and including program evaluation.

#### System of Professional Growth and Improvement

PD planning begins with an analysis student performance data, educators' capabilities and needs, progress toward initiatives, and data about the effectiveness of current PD. We use state data & local disaggregated data to identify student groups not meeting expectations in ELA, math, socio-emotional development, behavior, and attendance. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which PD would best meet teacher and student needs. Our PD is divided into two categories: academic/pedagogical and socio-emotional/behavioral. It is critical to address both areas, as data shows it is often socio-emotional factors, not just academic factors that interfere with students' ability to master academic standards.

#### BEGINNING OF CAREER

All new teachers, principals, and administrators are enrolled in an induction program.

The Eastside Teacher Induction Program (IP) is the bridge that spans the stage between teacher preparation programs and the attainment of a clear credential. The IP elements fit into 3 categories

- Individualized support of the candidate by a trained mentor
- Mentoring, individualized learning plans, and focus on the CA Standards for the Teaching Profession
- PD options to support a teacher's identified professional goals

ACSA Clear Administrative Credential Program for new administrators is designed to provide support and guidance grounded in the California Professional Standards for Education Leaders. The program provides individualized, 1-on-1, job-embedded coaching over 2 years. Candidates enroll the 1st year of starting an initial administrative position.

#### THROUGHOUT CAREER

Our PD uses a distributive leadership model. Leadership teams from each school site include: teachers (all grade levels & special education), teachers on special assignment (TOSAs), counselors, assistant principals, and principals.

The Instructional Leadership Team (ILT) focuses on academic/pedagogical learning. ILT members get in-depth PD on teaching and learning & leadership training. ILT focuses on building pedagogical practices using Understanding by Design & Academic Conversations and using The Power of Teacher Teams as the framework to build teacher capacity to lead grade level/content teams (PLCs) & act as the guiding coalition to assist the principal in leading improvement of the instructional program.

The Culture and Climate Leadership Team (C&CLT) focuses on socio-emotional/behavioral support. C&CLT members get in-depth PD on the Collaborative for Academic, Social and Emotional Learning standards, Social Justice Standards, support for refining Positive Behavior Intervention and Supports & leadership training. The Power of Teacher Teams is the framework to build teacher capacity to lead grade level/content teams (PLCs) & act as the guiding coalition to assist the principal in leading improvement of the social emotional/behavioral programs.

To further support all teachers' instructional development we have a multi-year PD plan for developing math competencies. Teachers learn new content, develop lessons, co-teach & engage in coaching.

TOSAs, assistant principals, and principals are provided leadership PD to support the distributed leadership model. The ILTs and C&CLTs provide a cycle of PD which is effective at changing instructional practice and school culture.

#### Measuring Growth and Improvement

Our evaluation model is designed as follows:

Level 1: PARTICIPANTS REACTIONS (end of PD evaluations)

Level 2: PARTICIPANTS LEARNING (based on PD learning objectives, collected through observation, exit ticket activities, surveys, etc.)

Level 3: ORGANIZATIONAL SUPPORT AND CHANGE (Review of policies/procedures to identify any that hinder implementation of new learning. Review of PLC agendas and minutes to verify that teacher leaders provide new learning to their PLCs through the distributed leadership model)

Level 4: PARTICIPANTS USE OF NEW KNOWLEDGE AND SKILLS (measured over time through observations with clear indicators for data collection and analysis of data)

Level 5: STUDENT LEARNING OUTCOMES (analysis of local formative and summative assessments, state assessments, social-emotional/school climate surveys, behavioral records, and attendance)

PD that shows an increase in effective teaching and student learning will be continued and refined while PD that does

not show growth will be modified or eliminated.

### **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:**

Currently, our middle school has been identified to receive Comprehensive Support and Intervention (CSI) funding. Eastside Union School District has developed a base professional development program and will ensure all schools and staff are receiving what the district has determined as core professional development designed to accelerate academic growth for all students. The supplemental funds provided to the middle school will support additional work needed at this campus. The CSI plan will be included in the School Plan for Student Achievement and will be developed through a robust data analysis process to determine the most critical areas of need. Teachers, staff, School Site Council (SSC), students, and community members will be engaged in the discussion and will provide valuable input into the best strategies, programs, and professional learning needed to address gaps in student achievement.

### **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:**

To continually update and improve professional development activities, the Eastside Union Teacher Association and the Eastside Union School District have formed the Curriculum Council. The Council meets regularly to plan for instructional programs, curriculum adoptions, student assessment, and professional development needs. The purpose of the Curriculum Council is to ensure that all school sites and grade levels are engaged in district wide decisions that affect professional learning and programs across the district. Additionally, professional development strategies and outcomes are discussed and analyzed by district administration and Instructional Leadership Teams (ILTs).

Student achievement data is shared often and widely – with all staff, teachers, parents, EUSD Board of Trustees, and formal advisory committees (ELAC, DELAC, SSC, LCAP Advisory Committee, District Advisory Committee). Based on thorough analysis of data and input from all stakeholders we are able to update, revise, and improve our plans both in the moment and annually as required by Education Code.

## **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:**

The Eastside Union School District provides effective high-quality Professional Learning Opportunities (PLOs) to classroom teachers, principals and other school leaders, administrators, and other school personnel. In order to improve the instruction of English learners, the teachers, administrators as well as curricular Teachers on Special Assignment (TOSAs) are provided evidence-based PLOs targeting Designated and Integrated ELD.

The Designated ELD program at Eastside Union School District is developed with the assistance of the California Reading and Literature Project through an annual contract. This PLO is a capacity-building model that focuses on the use of ELD standards-based curriculum that supports the content areas. Five full training days include instruction in the California ELA/ELD Framework and ELD Standards, and application of effective instructional strategies tailored to students' language levels as measured by Summative and Initial ELPAC scores and formative classroom assessments. In addition to the five primary days, TOSAs and the district ELD Coordinator present half day professional learning experiences to teachers to provide them opportunities to practice and analyze the results of applied strategies and lessons. Administrators and district personnel monitor the training and teachers' effectiveness through teacher feedback and reflection, classroom observations, and regular coaching sessions. In addition, speaking and listening strategies to support ELD standards are taught to instructional assistants and bilingual liaisons annually.

Along with Designated ELD professional learning, a cohorts of teachers are offered a series of PLOs in the area of Integrated ELD. This evidence-based and capacity building model PLO is supported through a partnership with EL Achieve and their Secondary and Elementary Constructing Meaning (CM) initiative. CM is a long-term and sustained commitment to providing training and support for teachers and administrators in the area of Integrated ELD. The approach emphasizes academic English and critical literacy skills allowing students to build their content knowledge and functional language to meet the increasing demands of school and career. Teachers and administrators take part in a five day initial institute over the course of a few months. An additional administrator strand includes three full-day sessions for principals and other administrators to become familiar with a systems approach for purposeful and sustainable implementation of this initiative. A core group of teacher leaders and administrators participate in a five day Summer Leadership Seminar to build district capacity for ongoing learning and collaboration, and to lead the initiative through the phases of implementation. Annual recertification as a presenter or leader is maintained by meeting certain requirements including leading or co-presenting part of the cycle of continuous improvement, contributing to an online forum discussion, and participating in a spring Symposium event.

Beginning, mid-year, and summative local benchmarks along with annual state assessments are analyzed in site and district professional learning communities, using an established data protocol to determine the effectiveness of instructional strategies. District and site Instructional Leadership Teams use these reviews to determine areas of need for professional learning that will address specific student outcomes. Title III funding is utilized for Professional Learning support by our Teachers on Special Assignment, and for substitute teacher costs for teacher release time during PLs. As the TOSA positions contain a component of core program assignments, each is funded on a split basis with Title I funding. The contracts with CRLP and E.L. Achieve are funded with Title III funds, as is teacher paid time beyond contractual agreements.

### **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:**

Immigrant children make up 1.2% of Eastside Union School District's student population. Of those, 70% are also English Learners, and 17.5% are Reclassified Fluent English Proficient (RFEP). Eastside Union School District offers a variety of support that is targeted to immigrant children, youth, and families that goes above and beyond services for all students.

Consistent with the purposes of Title III, EUSD employs a District Bilingual Parent Liaison to specifically support our immigrant families as a percentage of her FTE position. Our parent liaison reviews our student information system on a regular basis (at the beginning of each school year and twice monthly, thereafter) to identify immigrant families. Upon identification, she reaches out to each family and completes a one-on-one intake to determine needs particular to the family, including socioeconomic needs, cultural norms, language, health, and housing situations. Based on this information, the liaison connects families with in-house district services such as parenting classes, Parent Universities, and school-specific activities. Immigrant families are offered school supplies, toiletries, and clothing through our community center. Additionally, our liaison puts immigrant families in touch with local support organizations such as Antelope Valley Public Health, Children's Bureau, and Tarzana Treatment Center. Many of our immigrant families are farm workers and our liaison connects them with the Antelope Valley Migrant program. If an immigrant family has a need for English language development beyond the services provided in our district, they are referred to free community ESL classes. EUSD offers materials needed to access the course and support for ESL homework.

EUSD implements Project 2 Inspire. This program increases the leadership skills, knowledge development, and educational commitment of parents in order to raise the academic achievements of their children. The program consists of 12 sessions of an hour and a half each focusing on increasing parents' knowledge of critical information about the California Education System and how it affects students and families. Some topics covered in the program include Parent Engagement: Helping Your Child Achieve Academic Success, Understanding the U.S. System of Education and Accountability, and Beyond High School. Immigrant families are targeted for these workshops through personal phone calls, emails, and home visits as necessary, and are provided one-on-one tutoring to support their learning, as needed.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



The most recent data captured from Data Quest indicates that English Learners make up about 26% of total enrollment in Eastside Union School District.

Eastside's Instructional Vision is used to guide all initiatives and programs, including ELD. "To foster quality, student-centered teaching and learning, Eastside Union School District will utilize high performing teams to ensure all students will: master grade-level content standards; be able to read complex text across content areas; have rich and rigorous academic conversations about compelling topics; and demonstrate their thinking through writing, tasks, and other forms of assessment within an environment that promotes inquiry and learning."

Eastside Union School District offers a Structured English Immersion program to support the language development of students identified as an English learner. This program increases English language proficiency and meets the challenging state academic standards by providing Designated and Integrated ELD instruction with the Houghton Mifflin Harcourt Journeys and Collections ELD curriculum. A daily block of intensive language instruction is provided by highly trained teachers at each school for DELD Instruction driven by the ELD standards.

Without Title III funding we would not be able to offer supplemental programs for our English Learner students to improve academic progress, or professional learning opportunities for our teachers to improve instructional strategies in language development. Extended Learning Opportunities (ELOs) are also offered to Long Term English Learners, At Risk of LTELs, and students not making adequate language acquisition progress. Our Curriculum and Instruction Coordinator, Curricular TOSAs, and outside contractors provide supplemental training and coaching to teachers across the district to help our EL students progress towards meeting challenging state academic standards.

The Eastside Union School District is dedicated to improving the instructional program for English learners by carefully vetting any curricula that is being considered for adoption. There has recently been a change in leadership in the EUSD that has communicated a clear vision of instruction and culture. Administrators and teacher leaders are participating in an intensive series of PLOs that supports a distributed leadership model. This evidence-based method of building exceptional leadership sustains our overall vision of improving instruction and culture which will lead to improved academic outcomes. Instructional Leadership teams are built at each site in order to carry out the work with fidelity, and to communicate the learning to teachers and staff. Supplemental to core instruction is the utilization of ELD instructional techniques and pedagogy taught to our teachers through partnerships with outside agencies working with our Educational Services Coordinators and Teachers on Special Assignment. Our Extended Learning Opportunity programs supplement our core EL instruction, and those targeting our EL students provide support above and beyond the intervention supports and opportunities offered to all students and at each site.

Eastside Union School District knows that research shows that the participation of parents and guardians has a positive effect on a student's academic career. Because of this, the district utilizes a portion of our Title III funding to provide parent literacy, outreach and other activities to the families of English learners. A cohort of EL parents are brought to the local and state California Bilingual Educators Conference annually or biannually. These parents bring back valuable information to share with the district and school community.

## **English Proficiency and Academic Achievement**

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Eastside Union School District base program for English learners includes providing access to grade level standard-aligned instruction and designated and integrated ELD. To monitor achievement, EUSD analyzes the results of the English Language Proficiency Assessment of California (ELPAC) and SBAC scores of all students. Annually, the data is disaggregated by student group at each school and followed with planning meetings to address gaps and needs in upcoming teaching cycles for English learners. Benchmark assessment scores are used to provide additional formative data throughout the school year, to allow for just in time learning support for students to ensure academic growth.

To improve and accelerate the English language proficiency and academic achievement of English learners, Title III funds are used to provide Extended Learning Opportunities (ELOs). ELOs are offered during extended breaks, Saturdays, and after school. Students are invited to programs based on language and academic need, and services are targeted to accelerate language growth through intensified instruction. Teachers are provided intensive support through the educational services department to develop targeted lessons and curriculum for each ELO based on student data. Pre- and post data from ELO events is analyzed to determine progress and to upgrade program objectives.

In addition to the base support provided to teachers on effective instructional practice through the EUSD Instructional Leadership Team (ILT), Title III funds allow for the implementation of Language Development Teacher Lead Teams. This extends the instructional knowledge of teachers and principals and allows for a deeper focus through effective professional development to improve instructional practices and program implementation specific to English learners. EUSD partners with the California Reading and Literature Project in order to upgrade the designated and integrated English Language Development programs, supporting teachers in further developing effective instructional strategies to improve the English language proficiency and academic achievement of English Learners.

The work supported by Title III funds (ELOs and enhanced professional development for teachers and administrators) as described in this addendum are supplemental to the core program and are designed to upgrade program objectives and enhance effective instructional strategies. Through the implementation of these supplemental services English learners have an increased opportunity to meet the state's rigorous academic achievement standards.

## **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:**

#### Consultation:

Eastside Union School District consulted with parents, teachers, principals, assistant principals, school counselors, and students to develop our application. Students provided their input through participation in surveys. One survey specifically targeted Culture and Climate and the second survey addressed Social Emotional Learning. Staff and parents participated in the Culture and Climate Survey, as well.

Additionally, teachers, counselors, staff, and school leaders provided guidance through our Culture and Climate Leadership Team (6 days) and our Equity Committee (4 days). These committees analyzed data from the surveys, attendance data, and student achievement data to provide guidance on needs, best practices to address the needs, and prioritization of actions.

Parents provided input through participation in district led Parent Universities (5) and site led Coffee & Conversation (at minimum 2 per school site) events. These events utilized two way communication protocols that include providing easily understandable data (culture, attendance, and achievement) and a structure that encourages parents to share their recommendations with staff.

For each area of SSAE, EUSD has prioritized activities and programs that enhance and extend our district plan for student achievement.

#### Well-Rounded program:

Overall mathematics achievement in EUSD is in the lowest performance category for CA, with only 14.08% of our students meeting or exceeding the state standard (2017). We have focused intensely on mathematics professional development for all teachers and principals. A portion of the funds will be used to ensure that students have access to a well-rounded instructional program, through the development of Math Field Day teams at each of our schools. By building on the work of our professional development and engaging students in an intensive after-school math program, students will deepen their math knowledge which will provide them with a stronger foundation for application to science, engineering, and technology.

This program will be evaluated yearly with the following data:

- student attendance rosters
- student achievement data (SBAC and STAR 360 to ascertain both levels of achievement and SGP)
- qualitative data from students, parents, and teachers (surveys and interviews)

\$10,000 has been allocated for Activities to Support a Well-Rounded Education.

#### Safe and Healthy Schools:

Eastside Union School District will use a portion of our Title IV funds to further develop and support school safety and social emotional learning by implementing a comprehensive Bully Prevention Program. Our school climate data indicates that ongoing bullying on all campuses hinders students' feelings of safety and negatively impacts the learning environment and students' access to a well-rounded education. To develop this program, two counselors have been trained as district trainers. They will train and support all EUSD counselors, and will be providing district wide professional development. The professional development will occur at each campus and be comprehensive in scope, to include all teachers, campus supervisors, instructional aides, and office staff. The Sprigeo online reporting system works in conjunction with Olweus to allow a private means of reporting bullying events to school and district staff. The bully prevention program has clear protocols and record keeping to enable EUSD to monitor the effectiveness of the program. Data includes the number of bullying incidents, the number of students involved and their grade levels, and the services provided to both instigator and victim. Monitoring will be done on a regular basis, but not less than annually.

Administrators and counselors will be provided professional development on Trauma Informed Practices through both consultation with experts and attendance at conferences. This will be foundational work for more extensive implementation (to include teachers and staff) in the 2020-2021 school year. Agendas and sign-in sheets will be monitored to ascertain program effectiveness.

Social Emotional learning (SEL) is a critical element of safe and healthy schools and to this end we will implement the Move This World SEL curriculum, use SEL screeners to act as a safety net to identify students who may need support, offer the CareSolace mental health care coordination program to help families access services quickly and with ease. To ensure we can monitor our short and long term goals for safe and healthy schools Panorama Education Culture and Climate Surveys and Social Emotional Learning surveys are implemented at the beginning and end of each school year. \$77,000 has been allocated for Health and Safety Activities (professional development, extra pay and/or substitutes, materials and supplies, and conferences).

#### Technology:

Eastside Union School District will use a portion of our Title IV funds to develop strong technology integration into classroom instruction. Teachers will be encouraged to complete both Level 1 and Level 2 Google Certification programs. Progress will be monitored through completion certificates and teachers will earn a small stipend for their learning.

Teacher lesson plans will be key indicators to evaluate the level of technology integration and will be monitored regularly, but not less than annually.

\$20,468 has been allocated for effective use of technology.

Ongoing consultation through leadership meetings (at least 9), Parent Universities (5), and District Advisory Committee meetings (at least 2) will be continued during the 2019-20 school year to ensure each aspect of the Title IV program is monitored and evaluated against the intended outcomes.