



# Eastside Union School District (EUSD)

## LEA Plan

Board approved 10/10/16

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# Goal 1

## English Language Arts

The two years of English Language Arts CAASPP test scores are as follows, showing the percentages of students who met or exceeded standards:

| ELA test results for: | ELA Total |      | 3rd  |      | 4th  |      | 5th  |      | 6th  |      | 7th  |      | 8th  |      |
|-----------------------|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|                       | 2015      | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| EUSD                  | 18        | 23   | 19   | 24   | 15   | 20   | 19   | 24   | 20   | 22   | 18   | 22   | 20   | 26   |
| Columbia              | 14        | 20   | 18   | 23   | 9    | 17   | 17   | 22   | 15   | 16   | N/A  |      | N/A  |      |
| Eastside              | 21        | 25   | 18   | 23   | 21   | 13   | 24   | 26   | 23   | 34   | N/A  |      | N/A  |      |
| Enterprise            | 17        | 20   | 17   | 29   | 17   | 18   | 17   | 19   | 16   | 16   | N/A  |      | N/A  |      |
| Tierra Bonita         | 22        | 24   | 24   | 23   | 18   | 36   | 20   | 29   | 26   | 25   | N/A  |      | N/A  |      |
| Cole                  | 19        | 24   | N/A  |      | N/A  |      | N/A  |      | N/A  |      | 18   | 22   | 20   | 26   |

Clearly we have room for growth in our student achievement in English Language Arts, as our baseline scores from 2015 show 18% of our students met or exceeded the standards.

We have completed three years of writing our Local Control Accountability Plan (LCAP). Here are our goals for ELA:

- 1. The number of students meeting or exceeding State standards in English Language Arts will increase by 2% (compared to Spring 2015 Data- 18% in ELA). 2016 testing showed an increase of 5 from 18% to 23%.**

Our action and services plan to reach this goal includes the following items:

A. Increase academic rigor in the classroom through:

- a. professional development for teachers regarding scaffolding of daily lessons
- b. continue site efforts, i.e. Instructional Quality Teams (IQT), and AVID implementation. The district will continue to provide substitutes to promote these efforts.
- c. continue substitutes for Instructional Rounds (IR), which will continue with AVID, Accountable Talk and Collaborative Planning as focal points.
- d. maintain library staff at each site
- e. provide libraries with supplies (\$8,000 for middle school/ \$2,000 for each elementary school)
- f. maintain at or less than 24 to 1 class sizes for the TK-3rd Class Size Reduction (CSR) program.

**2. 100% of the district's sites will maintain their status as Certified AVID Sites. Cole Middle School will continue its journey towards AVID National Demonstration School status.**

Our action and services plan to reach this goal includes the following items:

- A. provide Summer Institute registration, hotel, mileage and food
- B. Annual membership
- C. Tutors for AVID Elective at Cole Middle School
- D. Monthly Calibration Meeting with AVID Leads from each site.

**3. Focus on academic intervention**

Our action and services plan to reach this goal includes the following items:

- A. Provide annual licenses for:
  - a. READ 180 software
  - b. Accelerated Reader
- B. Provide extended learning opportunities during summer and extended breaks (winter and spring)
- C. Provide a Curriculum Specialist in ELA to support teachers in addressing student academic needs.

**4. Provide STEAM support (Science, Technology, Engineering, Arts, and Math)**

Our action and services plan to reach this goal includes the following items:

- A. Project Lead The Way (PLTW Gateway) Teacher Training
- B. Updated laptops (5 carts) and 1 computer lab (total of \$250,000)
- C. PLTW supplies
- D. Art teacher to serve all elementary schools K-3
- E. Support existing arts program (arts and music) at each elementary school (\$4000 per elementary school for art and \$2,500 per school for music).

**5. The Achievement Gap between African Americans, Low Income Students, English Learners and Foster Youth and white students will be reduced by at least 2% from the 2014-15 School Year based on the data points identified by the California Department of Education.**

Our action and services plan to reach this goal includes the following items:

- A. 100% of TK-6 sites will continue to implement Imagine Learning software, principally directed towards Low Income, English Learners, Foster Youth and Redesignated fluent English proficient students.

# Mathematics

The two years of mathematics CAASPP test scores are as follows, showing the percentages of students who met or exceeded standards:

| Mathematics test results for: | Math Total |      | 3rd  |      | 4th  |      | 5th  |      | 6th  |      | 7th  |      | 8th  |      |
|-------------------------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|                               | 2015       | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| EUSD                          | 13         | 15   | 23   | 28   | 11   | 15   | 7    | 11   | 13   | 13   | 9    | 12   | 11   | 11   |
| Columbia                      | 9          | 12   | 21   | 26   | 5    | 7    | 3    | 5    | 7    | 8    | N/A  |      | N/A  |      |
| Eastside                      | 17         | 18   | 22   | 18   | 16   | 16   | 13   | 18   | 18   | 22   | N/A  |      | N/A  |      |
| Enterprise                    | 11         | 15   | 21   | 36   | 9    | 13   | 7    | 9    | 10   | 8    | N/A  |      | N/A  |      |
| Tierra Bonita                 | 17         | 28   | 28   | 31   | 14   | 28   | 7    | 18   | 17   | 16   | N/A  |      | N/A  |      |
| Cole                          | 11         | 12   | N/A  |      | N/A  |      | N/A  |      | N/A  |      | 9    | 12   | 11   | 11   |

Clearly we have room for growth in our student achievement in mathematics, as our baseline scores from 2015 show 13% of our students met or exceeded the standards.

We have completed three years of writing our Local Control Accountability Plan (LCAP). Here are our goals for Mathematics:

- 1. The number of students meeting or exceeding State standards in Mathematics will increase by 2%. (Compared to Spring 2015 Data- 13% in math). 2016 testing showed an increase of 2 from 13% to 15%.**

Our action and services plan to reach this goal includes the following items:

Provide Professional Learning around math Common Core State Standards (CCSS) through

- continue math consultant at 25 days per year
- teacher salaries for extra pay and substitutes
- provide teacher coaching through digiCOACH system.

## **2. Focus on academic intervention**

Our action and services plan to reach this goal includes the following items:

- A. Provide annual licenses for:
  - a. Accelerated Math
  - b. I Can Learn (math)
- B. Provide extended learning opportunities during summer and extended breaks (winter and spring)
- C. Provide a Curriculum Specialist in math to support teachers in addressing student academic needs.

## **3. Provide STEAM support (Science, Technology, Engineering, Arts, and Math)**

Our action and services plan to reach this goal includes the following items:

- A. Project Lead The Way (PLTW Gateway) Teacher Training
- B. Updated laptops (5 carts) and 1 computer lab (total of \$250,000)
- C. PLTW supplies
- D. Art teacher to serve all elementary schools K-3
- E. Support existing arts program (arts and music) at each elementary school  
(\$4000 per elementary school for art and \$2,500 per school for music).

## Goal 2

# English Learners

Two years of CELDT test scores are as follows, showing the number of students and their Overall scores and the corresponding level of proficiency, organized by student grade level.

| CELDT<br>level<br>results | K             |               | 1st           |               | 2nd           |               | 3rd           |               | 4th           |               | 5th           |               | 6th           |               | 7th           |               | 8th           |               |
|---------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                           | 2014-<br>2015 | 2015-<br>2016 | 2014-<br>2015 | 2015-<br>2016 | 2014-<br>2015 | 2015-<br>2016 | 2014-<br>2015 | 2015-<br>2016 | 2014-<br>2015 | 2015-<br>2016 | 2014-<br>2015 | 2015-<br>2016 | 2014-<br>2015 | 2015-<br>2016 | 2014-<br>2015 | 2015-<br>2016 | 2014-<br>2015 | 2015-<br>2016 |
| Beginning                 | 32            | 38            | 6             | 4             | 10            | 10            | 8             | 3             | 4             | 3             | 8             | 9             | 6             | 6             | 4             | 4             | 4             | 6             |
| Early<br>Intermediate     | 50            | 42            | 7             | 12            | 23            | 15            | 16            | 10            | 7             | 4             | 3             | 18            | 12            | 7             | 6             | 7             | 7             | 6             |
| Intermediate              | 46            | 49            | 50            | 38            | 64            | 44            | 57            | 18            | 15            | 19            | 15            | 63            | 43            | 41            | 26            | 29            | 32            | 24            |
| Early<br>Advanced         | 7             | 15            | 34            | 33            | 36            | 28            | 40            | 17            | 31            | 30            | 21            | 36            | 18            | 25            | 36            | 31            | 24            | 25            |
| Advanced                  | 0             | 5             | 3             | 11            | 5             | 6             | 15            | 4             | 7             | 6             | 6             | 11            | 13            | 7             | 15            | 4             | 2             | 3             |
| <b>Totals</b>             | 135           | 149           | 100           | 98            | 138           | 103           | 136           | 52            | 64            | 62            | 53            | 137           | 92            | 86            | 87            | 75            | 69            | 64            |

## Title III LEA Plan Performance Goal 2

All limited English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 1964477 LEA Name: Eastside Union Title III Improvement Status: Year 4+

Fiscal Year: 2016-17 EL Amount Eligibility: \$80,820 Immigrant Amount Eligibility: \$2,520

### Plan to Provide Services for English Learner Students

|   |  |
|---|--|
| <p>Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.</p> <p><b>How the LEA will:</b></p> |  |
| <b>A. Required Content</b>  | <p><b>Implement programs and activities in accordance with Title III</b></p> <p>EUSD will provide specific and ongoing professional development to teachers and administrators around the following:</p> <ul style="list-style-type: none"> <li>• implementation of the ELD standards</li> <li>• quality integrated and designated ELD</li> <li>• intervention support.</li> </ul> <p>A teacher representative from each school will be identified as an EL Lead, and meet monthly with Assistant Superintendent of Educational Services and the Curriculum Specialist ELA/ELD to:</p> <ul style="list-style-type: none"> <li>• present on-going Professional Development on the topics listed above reflecting research-based instructional strategies</li> <li>• look at formative data on EL student progress</li> <li>• support staff in providing effective instruction for ELs</li> <li>• ensure that EL student progress is addressed in site Professional Learning Communities (PLCs).</li> <li>• address implementation of the newly adopted Program 2 ELA/ELD curriculum, identifying integrated and designated instruction for targeted EL proficiency levels.</li> </ul> |

|  |  |
|--|--|
|  | <p><b>Use the subgrant funds to meet all accountability measures</b></p> <p>The subgrant will be used to provide a Curriculum Specialist for ELA/ELD, provide extra hours and substitutes for training, implement digiCOACH for coaching teachers in their instructional practice, and purchase supplemental materials in academic vocabulary.</p>   |
|  | <p><b>Hold the school sites accountable</b></p> <p>EUSD will hire a full-time ELA/ELD Curriculum Specialist to serve as an instructional coach, supporting teachers in implementation of strategies for quality integrated and designated ELD. EL Leads will present the prepared Professional Development. EL Leads will coach teachers from classroom observation data with Curriculum Specialist. EL Leads will ensure that EL specific questions and data are addressed at monthly grade level PLCs.</p> |
|  | <p><b>Promote parental and community participation in programs for ELs</b></p> <p>EUSD will continue to participate in the Project2Inspire parent workshops presented by CABE, as well as the Antelope Valley Mini-CABE Conference. Regular ELAC and DELAC meetings will continue to be held. Sites will continue to hold recognition activities for students who reclassify.</p>  |



| How the LEA will:   |  | Persons Involved/<br>Timeline  | Related Expenditures   | Estimated Cost | Funding Source (EL, Immigrant, or other) |
|---------------------|--|--|--|----------------|--|
| B. Required Content | <p><b>Provide high quality language instruction</b></p> <ul style="list-style-type: none"> <li>• AVID strategies K-8</li> <li>• GLAD Strategies</li> <li>• Thinking Maps</li> <li>• Imagine Learning, grades K-6</li> <li>• READ 180, grades 7-8</li> </ul>      | <p>Assistant Superintendent of Educational Services</p> <p>Curriculum Specialist</p> <p>EL Leads</p> <p>Teachers</p> <p>Administrators</p> | <p>Materials</p> <p>Registration for Training</p> <p>Extra duty hours</p> <p>Substitute Teachers</p> | \$20,000       | Title I                                  |
|                     | <p><b>Provide high quality professional development</b></p> <p>Professional development will be held for EL Leads at monthly meetings, under the direction of the ELA/ELD Curriculum Specialist. Administrators will receive training at their monthly PLCs.</p> | <p>Assistant Superintendent of Educational Services</p> <p>Curriculum Specialist</p> <p>EL Leads</p> <p>Teachers</p> <p>Administrators</p> | <p>Extra duty hours</p> <p>Substitute Teachers</p>   | \$12,000       | LCFF                                     |

|                                   |   |  |   |           |      |
|-----------------------------------|---|--|---|-----------|------|
| <b>C. Required for<br/>Year 2</b> | <b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b><br><br><b>NOT APPLICABLE</b>  |  |   |           |      |
|                                   | <b>Please describe the factors contributing to failure to meet desired accountability measures.</b>   |  |   |           |      |
| <b>D. Required for<br/>Year 4</b> | <b>Goal 2 IPA* for items A-B:</b><br><br><b>Please describe the factors contributing to failure to meet desired accountability measures.</b> <ul style="list-style-type: none"> <li>• Lack of a clear, focused program</li> <li>• Lack of personnel who focus on ELs and their needs</li> <li>• Lack of monitoring teacher instruction and student progress.</li> </ul> |  |   |           |      |
|                                   | <b>Please describe all required modifications to curriculum, program, and method of instruction.</b>  | Assistant Superintendent of Educational Services | a. ELA/ELD Adoption                           | \$821,940 | LCFF |
|                                   | a. Implement newly purchased Program 2 ELA Curriculum.  | Curriculum Specialist                            | b. Curriculum Specialist position for ELA/ELD | \$108,000 | LCFF |
|                                   | b. Hire a full-time Curriculum Specialist assigned to ELA and ELD<br>c. Provide digiCOACH as a tool for administrators to coach teachers in their instructional practice.   |  | c. digiCOACH license                          | \$13,000  | LCFF |

| LEAs receiving or planning to receive Title III EL funding may include allowable activities. |   | Persons Involved/<br>Timeline                    | Related Expenditures                                  | Estimated Cost | Funding Source |
|--|---|--|---|----------------|----------------|
| E. Allowable Activities  | <p><b>Describe all allowable activities chosen by LEA relating to:</b><br/>Supplementary services as part of the language instruction program for EL students</p> <p>a. Professional Development<br/>b. Monitoring of instruction<br/>c. Monitoring of student progress<br/>d. Parent participation in Project2Inspire and AV Mini-CABE<br/>e. Provide supplemental ELD materials.</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp">http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp</a> for a list of allowable EL activities</p> | Assistant Superintendent of Educational Services | a. 1. Training for Curriculum Specialist              | \$15,000       | Title III      |
|  |   | Curriculum Specialist                            | 2. Teacher Training                                   | \$14,000       | Title III      |
|  |   | EL Leads   | b. digiCOACH  | \$14,000       | LCFF           |
|  |   | Teachers   | c. extra duty hours for EL Leads, substitute teachers | \$18,236       | Title III      |
|  |   | Administrators                                   | d. registration, transportation                       | \$500          | Title III      |
|  |   | e. e. Academic Vocabulary Toolkit                | \$31,500  | Title III      |                |
| <b>F. EL Overall Budget</b>  |   | EL 2% for Administrative/Indirect Costs:         |   |                | \$1,584        |
|  |   | EL Estimated Costs Total:                        |   |                | \$80,820       |

Plan to Provide Services for Immigrant Students

| Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding. |   | Persons Involved/<br>Timeline  | Related Expenditures                               | Estimated Cost | Funding Source |
|---|---|--|--|----------------|----------------|
| G. Allowable Activities   | <p><b>Describe all allowable activities chosen by LEA relating to:</b><br/>Enhanced instructional opportunities to immigrant students and their families</p> <p>A bilingual parent liaison will communicate with parents of immigrant children the opportunities for literacy, parent education, community services and outreach.</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p> | <p>Assistant Superintendent of Educational Services</p> <p>Curriculum Specialist</p> <p>Administrators</p> <p>Bilingual Parent Liaison</p> | <p>Partial salary for Bilingual Parent Liaison</p> | \$2,520        | Immigrant      |
|   | <b>H. Immigrant Overall Budget</b>  |  | Immigrant Administrative/Indirect Costs:           |                | \$0            |
|   |   | Immigrant Estimated Costs Total:   |  | \$2,520        |                |