

## LEUSD LEA Evaluation 2015 2016

**Requirement:** Title I regulations require that districts receiving Title I, Part A funds to annually develop, implement, review, update, and approve the LEA as well as to monitor and evaluate the implementation of, and results achieved by, the Title I programs. The school must revise its LEA as necessary based on the results of the evaluation.

**Sample guiding questions to evaluate the effectiveness of programs specified in the SPSA:**

1. The LEA allocates Title I funds to support the computer technician. How is this position over and above what all sites received? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?
  
2. The LEA allocates Title I funds for books and materials. Are these materials supplemental to the core program? How do these materials impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 1:	Actions/Activities (Strategies)	What is working	What is not working	Modification based on evaluation results
All students will reach high standards, at a minimum, mastering standards or better in reading and mathematics by 2017	Students who are in need of intensive Tier III intervention will be serviced with READ 180 and System 44 programs.	Elementary students enrolled in READ 180 increased by 100.666 lexile points which is above the expected growth. Secondary students increased an average of 48 lexile points.	Access and integrity to the program in the secondary schools appeared to be more challenging and expected daily usage was not met.	We will continue with READ 180 for all grades next year with an emphasis on fidelity to the program.  Program use will be monitored weekly by administration and feedback provided to teachers.

				Coaching will be provided to all teachers on a rotation basis. Staff development will be provided to improve implementation and fidelity.
	An Intervention teacher was hired and assigned to each school to support at-risk learners in small group instruction in a pull-out model	Overall, our students showed growth in ELA with 41% of our students exceeding or meeting standards. But when data was disaggregated, only 10% of our EL students were at standards met, or standards exceeded in ELA and our Math scores showed that 27% of our students were at standards met or standards exceeded, while our EL students were at 8%.	Our EL learners did not make gains and the gap between them and our general population widened.	Continue with the use of Intervention teachers at all elementary sites for student support. Monitor the progress of individual EL students through PLC conversations and provide supports needed for success.  Implement Imagine Learning software program at the K8 level for additional supports in language acquisition.  Continue to provide Professional Development opportunities of elementary and secondary teachers to focus on EL strategies that are research proven as successful.

	Utilization of Professional Learning Communities for identification of essential learning objectives, and analysis of formative data.	All levels have been provided with PLC time within/outside of their school day or work day	In the 2 <sup>nd</sup> year of a 3 year process to develop common assessments, staff shall continue the development of common assessments with a focus on consistency in our grade levels and in disciplines.	Develop common benchmark assessments for each grade level aligned to current pacing guides and SBAC.
Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2017.	Actions/Activities	What is working	What is not working	Modifications based on evaluation results
	An EL Coordinator was hired to support sites with staff development opportunities, monitoring of program use, and analysis of data.	27.7% of student met AMAO2, 60.1% of students met AMAO1.	All but two of our sites did not meet their AMAOs.	<p>EL Coordinator will continue to support sites and work closely with EL Facilitators. Close monitoring of all program essentials will be done through the district office.</p> <p>An EL Facilitator stipend position was negotiated to provide additional supports at the school sites for students and staff members. EL Facilitators shall meet monthly to align supports and focus on Best Practices.</p>

				<p>Additional training will be scheduled for teachers in differentiation strategies.</p> <p>Use of Imagine Learning for 40 minutes daily for all EL 1's, 2's and 3's (20 minutes iPad and 20 minutes direct instruction)</p>
	Increase the number of bilingual para-educators to support EL students.	Three hour positions at most schools were increased to 6.5 hour positions to better support the large number of EL learners.	Students were not always supported through primary language at all sites. There were inconsistent ratios implemented; thus, student coverage was not optimal.	Continue practice of providing para-educators to support EL students at high EL sites. Identify school sites that are understaffed and shift FTEs to meet the needs of the school sites.
Goal 3: All students will graduate high school and be prepared for the rigor of college or the workforce.	Provide opportunities for parents to engage in the school community.	All schools have at least one parent event/training per year. FAFSA Nights at every site for CTE Pathways.	The need to engage more parents and increase attendance continues to be an area of opportunity.	<p>Increase the number of parent trainings at all sites with training on topics provided by parents through a needs assessment.</p> <p>Increase communication to parents alerting them of upcoming trainings/meetings through Peach Jar, Remind 101, email and</p>

				mailed communications and on site/district websites.
	Provide students with technology and training that will prepare them for the future	Technology (iPads) at secondary schools is now 2:1, and at elementary sites, 4:1. All teachers used SBAC practice tests to familiarize students with the tech demands of the new testing. Professional Development offerings provided teachers with instruction on the use of instructional technology to augment their instruction.	<p>There is still a high need for staff development to increase student use of technology as an instructional tool. A facilities/technology General Obligation Bond was passed in the District due to the continual need to add devices in classrooms at school sites.</p> <p>Technology as an integral thread of instruction continues to be in its infancy stages; thus, additional professional development for staff is critical.</p>	<p>Continue to purchase iPads for student use in instruction. With the goal of 3:1 (3 classrooms for each 40 iPad cart) in elementary schools and 2:1 (2 classrooms for each 40 iPad cart), students will have additional opportunities to utilize technology during instruction.</p> <p>Provide staff with professional development on the use of technology as an educational tool.</p> <p>Continue to provide professional development opportunities in apps that support instruction.</p> <p>Continue to support our students' learning on how instructional technology allows them</p>

				the opportunity to create, innovate, collaborate, and disseminate their learning.
	Purchase of Naviance as a tool for parents and students to prepare for college and career and track progress towards A-G and CTE requirements.	Use of Naviance at all MS and HS. There was a 2% increase in the number of students utilizing the program.	Middle school counselors, teachers, and students are not utilizing the program as often and successfully as those in high school. Continue training all MS and HS teachers/counselors on how to support students through Naviance.	<p>Increase communication to parents through School Messenger, emails, texts and written notes as to the use of Naviance.</p> <p>Continue training MS counselors and teachers on how to support students through Naviance.</p> <p>Continue training all HS counselors on how to not only support students use, but implement various strategies to have students access Naviance through daily interactions; thus, promoting additional usage of Naviance.</p>

	Provide opportunities for teachers to attend AVID/No Excuses training.	Five elementary sites have now adopted AVID and four schools have adopted No Excuses.	Training the entire school population continues to be a focus for the District.	Provide additional funding for training to send school site teams to various trainings.  Develop site support for teachers to adopt additional AVID strategies. Meet monthly to share best practices.
Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.	All students in grades 5, 7, 9, and 11 shall take the California Healthy Kids Survey.	Student results provide excellent data for improvements needed at our sites.	Some students are still concerned with the survey being confidential.	Increase communication to students about how the data from the survey will be used.
	All elementary site leadership teams were trained in providing tiered interventions for academic and social emotional learning needs through our Multi-Tiered System of Supports focus.	Differentiation strategies in academics and behavior are beginning to be seen across classrooms in elementary as evidenced by administrator walk-thru forms.	Lack of differentiation strategies utilized on a consistent basis in all school sites. Differentiation at the MS & HS levels continues to be a need.  Teachers still struggle with the use of strategies for behavioral intervention.	Implement three Social Emotional Learning Support Providers (at the elementary level) to provide additional SEL supports to our GenEd students who are struggling.  Focus on tiered intervention for both behavior and academics. Boys Town Training's focus shall be the middle school staff along with new SpEd staff to the District. (91% of elementary staff have been trained).

Goal 5: All students will graduate from HS.	An IB Program was offered at one of our HS.	Teachers, parents and students support the program.	The number of students who graduated with an IB certificate was only 23%.	Increase the number of students graduating with an IB Certificate through continued training of IB staff.
Increase the number of students take A-G courses.	Number of students taking and passing A-G courses increased by 1% to 30.4%.	Significant number of students not taking A-G courses.  Large number of students failing Algebra I and English 9.	Provide training to HS counselors, administrators and leadership teams to develop additional strategies to increase students participating and completing A-G requirements.  Secondary administrators and counselors must continue to work together providing teachers with strategies to support at-risk learners.	

				Implement additional opportunities for students to recover credit through the school year as well as through summer school.
	Provide Academy programs at HS for students at risk of failure.	With the support of counselors, and smaller class size, the majority of students have been successful.	The transition to mainstreaming needs to be lengthened to reduce student anxiety.	Provide teachers of incoming students with successful interventions students need. Implement a personalized Intervention Plan to document needed supports.
	Implemented a summer literacy program for incoming 2 <sup>nd</sup> and 3 <sup>rd</sup> grade students who were reading below grade level for 6 weeks, 4 hours a day.	All elementary schools housed summer literacy programs and supported students in an integrated thematic unit.	The need for intervention is far wider than just two grades.	Increase the opportunity for students at additional grades to attend summer intervention programs – inclusive of secondary and elementary students.

## **Conclusion:**

Moving into the 2016-17 school year, LEUSD will continue with intervention opportunities for our students not at grade level. Targeted support will be aimed at our EL population, with closer monitoring done at the site and district level. Increased opportunities for teachers and parents will be provided to support students with research-based strategies for reading and math in the form of professional development. A focus on mathematics, EL instruction, instructional technology, and Social Emotional Learning supports for Professional Development will be provided during the next school year for all teachers in tier I and tier II supports, both in behavioral and academic areas. Training on the new SST paperwork and process shall be provided to ensure students are supported with tiered intervention in academics and social emotional learning needs. A District-wide professional development plan shall continue to be refined to focus District staff on the specific needs of teachers centered on English Learners, Instructional Technology and mathematics. The District shall work closely with the Lake Elsinore Teachers Association and California School Employees Association to not only foster collaboration, but also to gain valuable insight and buy-in from the staff. In addition, Title I funds will be expended to increase the opportunity for students to attend summer intervention programs.

The dissemination of the LEA Plan Evaluation to various stakeholders shall take place in the following means:

- ✓ Posting the document on District and Title I school site websites
- ✓ Dissemination of document at all Title I School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committees, and Title I Parent meetings
- ✓ Mailing the document to all Title I parents throughout the District
- ✓ Look to implement a structure to provide the document to all Title I parents through the Online Enrollment Process in the 2017/18 school year
- ✓ Providing copies to Title I school site staff members