



# LCAP: Goals and Actions Board Proposal

March 13, 2019

# Goal 1:

## Current Goal:

Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the students we serve.

Proposed Replacement Goal: Continue to hire the most highly qualified teachers and administrators for openings in the District, while seeking to increase the number of teachers and administrators who reflect demographically the students we serve.

# Reasons for Recommended Goal:

- To expand the definition of highly qualified to ensure that teachers are appropriately credentialed to meet the needs of all students
- To recognize the important role that both teachers and administrators play in connecting with and understanding the ethnic and cultural backgrounds of district students



# Action Items:

- Attend teacher recruitment fairs
- Partner with local colleges and universities to support credentialing of new teachers
- Enhance and revise outreach materials
- Review teacher and administrator demographics annually
- Conduct ongoing credential auditing
- Continue Developing Our Own Program
- Continue new teacher induction program
- Increase recruitment platforms
- Support successful substitutes with credentialing process
- Support acquisition of Admin Tier II credential

# Goal 2:

## Current Goal:

Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.



# Reasons for Recommended Goal:

- Panorama Community Survey: students across all subgroups and school sites reported low engagement
- Community Engagement Feedback: stakeholders expressed desire for greater focus on 21st Century Skills, technology integration, and relevant learning experience
- SBAC Results
  - Math: most challenging areas are those with higher Depth of Knowledge demands (Problem Solving and Modeling & Data Analysis)

# Reasons for Recommended Goal Cont.:

- ELA:
  - 6.74% of English learners met or exceeded standards, a decline of 6.76% from 2017-18
  - 62.55% of students overall met or exceeded standards, a 8.76% decline from 2017-18
- Math:
  - 3.66% of English learners met or exceeded standards, a decline of 2.86%
  - 47.7% of of students overall met or exceeded standards, a 3.77% decline from 2017-18

# Action Items:

Proposed Action 1: Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS

- English:
  - 11th/12th grade CCSS units/assessment
  - Coaching and PD
  - Canvas modules
- Math:
  - Math self-study phase 2: pilot Alg 1 course
  - Increase Math Lead positions as part of pilot
  - RCSD math articulation
- Science:
  - Bio unit implementation, coaching and PD
  - Chemistry and physics PD, unit development & courses of study
- Social Studies: text implementation



# Action Items:

Proposed Action 2: Increase rigor and quality interactions in classroom instruction

- Instructional Coaches - 5.0 FTE (0.8 FTE Increase; increase science and ELA)
- Fund Designated ELD/Literacy coordinator position at 1.0 FTE
- Teacher Orientation Week, June Institute, afternoon PD, all-staff PD days, release day trainings
- Coaching related to rigor and quality interactions
- Instructional Rounds
- Digital Educator and Blended Learning Academies
- Align administrator feedback with instructional focus
- Continue to provide PD on differentiation including Universal Design for Learning training and integrated ELD
- Continue to provide PD related to trauma-informed practices, mindset, cultural competency and other factors that influence engagement



# Action Items:

Proposed Action 3: Expand training and implementation of integrated ELD strategies

- CM instructional coach
- CM Institutes for additional departments
- Implementation Support Cohorts, *individual coaching cycles, and instructional rounds*
- Secondary CM certified lead teachers/apprentices
- On-site PD and model lesson study



# Goal 3: Parent Engagement

Promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child, as well as all students in general.



# Reasons for Goal 3:

- State Priority #3: Parent Engagement
- Federal Regulations (Title I and III)
  - Parent Involvement Policy
  - English Learner Advisory Council (ELAC)
- Panorama Family Engagement Results
  - Barriers to Engagement (4.4)
  - Family Engagement (2.3)



# Action Items for Goal 3:

## Action/Services to continue funding:

- Bilingual Parent Liaisons (BPL): (ELACs; Attendance; SPSA Input; etc.)
- Parent Project Series
- Parent Education Series
- BPL Job description - revision
- Parent Involvement Plan - Implementation Support
- Compass Parent Workshop Series

## Action/Services to increase funding:

- Parent Project Student Data Collection (8 hrs per semester/site)
- Parent Project Personnel for CA (up to 60 hrs per semester)

## New Actions/Services:

- Parent Conference - Districtwide
- Parent Leadership Capacity Series - Districtwide
- Combined PTSA and ELAC events (Site Level)

# Goal 4: Student Achievement-LTEs

**Current Goal:** All English Learners will have access to grade-level curriculum, enroll in mainstream core courses, and achieve proficiency in the English language that will result in achieving Reclassified Fluent English Proficient (RFEP) status and a clear pathway to post-secondary education upon graduating from high school.

**Proposed Goal:** Provide an educational program where Long Term English Learners develop a sense of belonging feeling welcomed and empowered; receive intellectual quality of instruction; have meaningful access to mainstream courses; achieve proficiency in English; and graduate with a clear path to a post-secondary education.



# Reasons for Recommended Edits to Goal 4:

- Alignment with/to:
  - SUHSD Strategic Plan & Guiding Principles
  - EL Master Plan - Vision for English Learners
  - CA EL Roadmap Principles



# Action Items for Goal 4:

## Action/Services to continue funding:

- Bilingual Resource Teachers (BRT)
- District Support - Proficiency Assessment of California (ELPAC)
- Elevation (EL Data Management System)
- EL Master Plan - Implementation
- Designated ELD Curriculum/Implementation Support
- Designated ELD Professional Development

## Action/Services to increase funding:

- Bilingual Resource Teachers (BRT) (100% LCFF)
- Language Assessment (Licenses and Implementation Support)

## New Actions/Services: Possibilities/Considering (Title III LEP funds or LCFF):

- Newcomer Support: Extended Day/Year (after/before school) and/or Saturday/summer academies; Floating Teacher
- Professional Development for Bilingual IAs, LEP Teachers (Trauma Informed practices, US School System, etc.) or
- Collaboration/Support: Co-Teaching Teams; CM Implementation; LEP Teachers; Bilingual IAs/LEP Team collaboration meetings





# Goal 5: College and Career

**Goal:** Graduate students who are college and career ready.



# Reasons for Goal 5:

- SBAC Dashboard: Six subgroups in differentiated assistance -
  - EL
  - SED
  - Sped.
  - African American
  - Latino
  - Pacific Islander
- Community Input Meetings: Need for more rigor
- Panorama Survey: Classes need to be more engaging
- EL Master Plan: Language acquisition training and more access to the core curriculum



# Action Items:

- ELD III mainstream
- Increased dual enrollment for more 7th period options
- Small school curriculum and instruction implementation
- LTEL PD
- Unduplicated students' supports
- Technology Master Plan
- College and Career Advisors
- Support classes
- Individual student progress
- AVID practices in study skills
- Math study



# Goal 6:

## Student Engagement & School Climate

### **Current Goal:**

Promote a positive and personalized **school** environment that will result in students maintaining positive behavior and engaging in their educational experiences.



# Reasons for Recommended Goal:

- Panorama Student Survey
  - Student low response to feeling valued as members of the school community and excited by their learning
- Discipline Task Force
  - Support Tier I & II interventions: attendance and alternative to suspension/expulsion programs
- California Dashboard Data:
  - High suspension rates for all students, especially Special Education, Homeless, English Learners
  - Low Pacific Islander, Special Education and Homeless graduation rates
- Increasing rates of severe mental health issues, school refusal, and feelings of disconnectedness



# Action Items:

- Implement ongoing Discipline Task Force recommendations
  - Alternative to Suspension/Expulsion programs
    - Alcohol & Other Drug, Anger Management
  - Attendance monitoring system and process
    - Pilot program to address truancy, SARB Process
- Positive behavior and mental health interventions and support
  - Explore multi-tier approach to intervention
  - Implement data tracking and case management with Healthmaster, Training
  - Trauma-informed Professional Development
    - Training for front line staff (Counseling, Admin, Classified, etc)
  - De-escalation training



# Action Items Cont.:

- Neuroscience of addiction in 9th grade
- Parent Education Series
- Concurrent enrollment options
- Summer School Programs
- Sequoia Aspirations Advocates Program
  - Explore modified case management - extensive training/credentialing
- Independent Studies (IS) program
  - Evaluate possible expansion and location(s)
- Acknowledge Alliance partnership, focused on at-risk students
- Clean and safe facilities



# Goal 7: Foster Youth

**Current Goal:** provide Foster Youth with academic resources and social emotional supports that result in their educational outcomes mirroring those of the general population.





# Action Items for Goal 7:

- Attendance & Welfare Coordinator
- Collaboration with SMCOE/Social Services for direct and immediate school placement
- Transportation
- Post enrollment FY
- Cross agency tracking
  - Foster Focus training and implementation
- Professional development
  - Foster Youth rights, services, placement, etc.
- Mental Health & Wellness
  - Case management
- Issue Technology devices

# Questions Comments

