

Superintendent's Response to the LCAP PAC Comments 2019

Priority Description	Response
Close the Achievement Gap	
LCAP Goal / Metric	
All goals – Equity, Access, and Social Justice Guiding Principle	
LCAP Activities:	
<p>Goal 4, Action 1 [Proposed modified action] Implement performance metrics in all program plans and contracts. Prepare an annual report and data analysis to discern which funding for staff, training, resource or other expenditures are effective in improving academic and social/emotional outcomes for targeted student groups.</p>	<p>Added to Goal 4 metrics with 2019-20 as a Planning Year. Overall, this is an important district value. There is a focus on measuring the return on investment of district initiatives.</p>
What Would This Look Like Done Well?	
<p>The district would be able to identify which programs, staffing levels, instructional supports, and contractors were benefitting or adversely impacting student groups, and have objective data upon which to make management decisions to shift funding and resources to those that materially help struggling student groups.</p>	
Recommendations for Improvement	
<p>All goals and metrics in the LCAP should be measured both in the aggregate and disaggregated across student groups, with more aggressive progress sub-goals set for the student groups which are disproportionately behind. The related activities should be differentiated to achieve the more aggressive sub-goals until all student groups are performing at similar levels.</p>	<p>There are various tools available to accomplish this using the California dashboard and performance and targeted action index</p>
Budget Impact	
<p>Given the ability of district's various datasets to disaggregate by student group, there should be no impact to minimal impact on the budget to report the change in academic, attendance or behavior outcomes by student group. The Escape program already budgeted for will also provide the ability to tie specific expenditures to LCAP Goals and Activities, so there should be no additional budget impact to provide this level of reporting on metrics.</p>	

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Priority Description	Response
Increase diversity of GATE & specialty programs	
LCAP Goal / Metric	
<p>Goal 1 Current Goal: Enrollment in 9th-12th Grade Linked Learning Pathways/Career Academies -- Maintain a threshold of 35%</p> <p>Participation in Advanced Learning Opportunities: 2016-17 Baseline for GATE participation is: Elementary:13.2% Middle: 31.7% No stated metric or annual increase.</p> <p>GATE Professional Learning Certificate Classes: Maintain enrollment in GATE certificate classes at 20</p>	<p>The district is monitoring the enrollment in advanced learning opportunities, including criteria-based programs at the secondary level and GATE programs at the elementary level.</p> <p>The next report will be provided to the LCAP PAC in the fall 2019. The GATE Coordinator will be part of this presentation to clarify any outstanding questions.</p>
LCAP Activities:	
<p>Goal 1, Action 11 [Proposed Modified Action] GATE Professional Learning: Measure GATE certification of teachers in all GATE and GATE-cluster classrooms and target annual training slots to existing GATE classroom teachers lacking certification.</p> <p>Goal 1 Action 11 [Proposed Modified Action] Implement inclusive practices in the GATE pathways -- including assessments -- that specifically support Low Income, English learners, students with disabilities and culturally diverse learners. Differentiate assessments and instruction and resources until all student groups are equitably represented in all GATE, IB, AP and advanced courses of study in grades 2-12</p>	<p>This action is supported by the district's GATE Coordinator (not funded in the LCAP), GATE Resource Teacher, and a new Research and Data Coordinator who will oversee data and analysis requirements related to GATE eligibility as well as the disaggregated student reporting suggested.</p>
What Would This Look Like Done Well?	
<p>All students are assessed and/or recruited to apply for GATE and specialty programs, including students with IEPs and those at all Title I schools or in special day classes.</p> <p>The students' demographics of participation in GATE and specialty programs is in parity with the general demographics of all student groups in the district.</p> <p>100% of GATE classroom teachers have received GATE certification.</p> <p>All student groups have access to universal and</p>	<p>All students in grades 1 and 3 are assessed for GATE, including students participating in the Resource Specialist Program (RSP). Students in Special Day classes can be opted in to GATE screening by parent or teacher to ensure accommodations in the IEP are met, or can be dually screened for GATE during SpEd assessments.</p> <p>All classroom teachers in K-12 have access to ongoing professional learning on effective differentiation practices to support advanced learners.</p>

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<p>appropriate testing and consideration for GATE and specialty programs.</p> <p>All students are readily provided accommodations, translation or other related services that would be provided for standardized testing for these screenings or admissions to the GATE or specialty programs.</p> <p>The district leadership of GATE and specialty programs is effective and proactive in ensuring equity and access to all student groups.</p>	
Recommendations for Improvement	
<p>Currently, the LCAP activities to increase participation in GATE and specialty programs are only expressed for limited student groups. There should be increased emphasis on racial diversity and inclusion for students with disabilities for both Linked Learning and GATE programs.</p> <p>The LCAP should measure (baseline), monitor, and improve diversity in all specialty programs (across all student groups) in GATE, Linked Learning, CTE and other specialty programs. This proposed metric would disaggregate participation by student groups and work towards parity across all groups 1) Ensure that all GATE and specialty forms are in multiple languages and accessible to families 2) Designate a District Liaison who families can reach out to address access issues, 3) require Cultural Competency and Implicit Bias for teachers and staff 4) require outreach occur at every school site</p> <p>Investments in academic resources should be focused to increase student group representation in these programs by 5% a year until proportional with general student population.</p> <p>Set new metric to increase slots for GATE professional learning by 5% a year. Include cultural competency and/or implicit bias training for GATE teachers.</p>	<p>The district will provide greater reporting of disaggregated student groups through the Performance and Targeted Action Index.</p> <p>GATE forms are in multiple languages.</p> <p>The GATE Coordinator is the district liaison. Outreach is provided to all district sites through site administrators and the FACE department.</p> <p>Although we value such trainings, it is not possible to mandate training in cultural competency or implicit bias for all staff. As it is viewed as a working condition issue for our bargaining partners. Willing district staff is encouraged to participate in such trainings as appropriate.</p> <p>Our greatest need is to emphasize LatinX and African American students being identified for GATE services. This is a high priority.</p> <p>Contractual limitations limit our cohort size to 30 teachers. As above, it is not possible to mandate trainings based on the collective bargaining agreement.</p>

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Budget Impact	
<p>There should be no new budget impact. State and federal law, as well as specific determinations by the federal Office of Civil Rights regarding the programs and practices in SCUSD, have previously directed the district to correct past evidence of bias in access to GATE programs and other instructional practices that result in disproportionate impact limiting the access and achievement of student groups. Because the district is already compelled to correct this disproportionality, these proposed modifications should not represent a new budget impact.</p>	

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Priority Description	Response
Improve Performance of Students with Disabilities	
LCAP Goal / Metric	
<p>Goal 1 Add to Goal 1: Implement MTSS including strategies for evidence-based academic and social emotional intervention and universal design for learning in all Gen Ed and SDC classes in K-12.</p> <p>Set targets to significantly improve the number of students with disabilities who graduate with a diploma, and who complete a-g requirements or a CTE program (Action 1.5). By 2025, the graduation rate of students with disabilities will achieve rough parity with the graduation rate of all students.</p>	<p>Added to Goal 5; This is emerging work for the district</p> <p>Targets added to LCAP Goal 1 metrics in graduation rate and a-g completion rate</p>
LCAP Activities:	
<p>Goal 1 Action 5 Current action: Increase access to Common Core instruction to assist Students with Disabilities. Include use of multi-tiered system of supports.</p> <p>[Proposed Modified Action]: Increase access to Common Core instruction for students with disabilities. Develop and implement MTSS including strategies for evidenced-based academic and social emotional intervention and universal design for learning in all Gen Ed and SDC classes in K-12.</p> <p>Proposed implementation plan to be presented to the Board no later than October 30, 2019 and implementation commencing by January 1, 2020.</p> <p>Site capacity assessment tool will be validated and 100% of schools will have participated in the survey during 2019-20.</p> <p>Dyslexia Intervention Curriculum selected through pilot project will be implemented in all K-6 schools by RSP teachers for students with learning disabilities in reading by Spring 2020.</p>	<p>The action was modified, but the date of the implementation plan is subject to confirmation by staff.</p> <p>The LCAP was modified to include this target.</p> <p>Due to fiscal challenges, the implementation of Dyslexia Intervention curriculum is not yet confirmed.</p>

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What Would This Look Like Done Well?	
<p>100% of site principals will participate in the site assessment tool by September 2019.</p> <p>The Special Education Department/SELPA, with Community Advisory Committee endorsement, will present a proposed MTSS plan to the Board in December 2019.</p> <p>By the end of 2019, the district will have ample data from the site assessment to propose a plan and budget to fully implement a MTSS framework of instructional approaches and strategies district wide in beginning 2020</p> <p>The percentage of students with disabilities graduating with a diploma and completing A-G requirements or recognized CTE program will be in substantial parity with the general population of students.</p>	
Recommendations for Improvement	
<p>The 2017-18 action identifies hiring an unspecified number of instructional assistants, and 2 FTE of School Psychologists, without specific performance metrics or any connection of how these new staff will implement the MTSS. The MTSS interventions are provided primarily in the classroom or RSP/Learning Center settings by credentialed RSP or GenEd teachers. The budget should include professional development for teachers in evidenced-based academic and social emotional interventions in line with the proposed MTSS/UDL.</p> <p>Set new metric to ensure that all schools complete assessment by September 2019.</p> <p>Set new action metric to ensure that all RSP teachers receive professional development in instructional methods for dyslexia/learning disabilities per the CDE guidelines (K-6, Middle, and HS)</p> <p>Increase the graduation rate target for SWD by 3%</p>	<p>The district has committed to establishing MTSS. It is not possible to mandate professional development at this time. Contextually our bargaining units view this as a working condition item</p> <p>Metrics for SWD student outcomes were modified for graduation rate and a-g.</p>

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<p>a year until it reaches parity with the general student body.</p> <p>Measure and increase A-G completion by 3% a year</p> <p>Provide professional learning for GenEd teachers in Trauma-informed Practices</p> <p>IEPs to include goals and services tied to grade level achievement, graduation, and a-g completion.</p>	
Budget Impact	
<p>Most of these new activities or recommendations are either already planned for and underway by the district, or required by law or other mandate. Therefore, there should be limited new budget impact.</p> <p>The district-wide professional learning in trauma-informed teaching practices may be a new expenditure. However, it is an evidence-based investment, and is likely to result in increased ADA. It is also highly likely to support significant improvements in academic and social emotional outcomes for many student groups, and may be a wise investment with far-reaching benefits beyond support for SWDs. <i>[See priority below.]</i></p> <p>The district is currently piloting an evidenced-based dyslexia intervention curriculum. Providing this intervention to all students with phonological processing disorders and other language-based reading disorders -- estimated to be approximately 4,000 students each year, is already mandated by federal law. Investing in this new action now will likely offset expenditures for legal fees, settlements, and ADA funds lost due to chronic absenteeism and drop-out rates.</p>	

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Reduce Chronic Absenteeism	
LCAP Goal / Metric	
<p>Goal 2 <u>Current goal:</u> Reduce chronic absenteeism for all students by 1.5% annually and maintain at less than 10%</p>	<p>The LCAP reflects this metric. Additional real time metrics from the Performance and Targeted Action Index to identify the result of targeted interventions on chronically absent students. This is a key indicator for student engagement.</p>
LCAP Activities:	
<p>Goal 2 Action 7 [Proposed Modified Action] Programs and outcomes at 21 Pilot Schools -- including school attendance teams, home visits, and incentives -- will be documented and replicated at all sites in the district.</p> <p>Ensure that school site plans are in compliance with SPSA requirements and expenditures tied to SPSA objectives.</p>	<p>Due to funding constraints, the district is unable to expand the programs and activities offered to the 21 pilot schools at this time.</p> <p>School site plans will include actions to address chronic absenteeism.</p>
What Would This Look Like Done Well?	
<p>All school sites are able to offer wraparound services, social workers, counselors specializing in trauma, and home visits where appropriate, to reach out to students with chronic absences. Staff for school attendance teams have bilingual skills.</p>	
Recommendations for Improvement	
<p>1) Recommend staff of student attendance teams have diversity and cultural competence regarding the community in which they are serving</p> <p>2) Provide School Site Plan ample funds to support school attendance teams. The district should more closely review that all school sites, including those with the lowest attendance rates, are preparing SPSAs to address critical needs including chronic absenteeism and that expenditures of LCFF dollars are supporting the SPSA priorities.</p>	<p>Chronic Absenteeism is an area of high need for SCUSD. Hiring staff that has cultural competency and language skills continues to be a value for the district.</p>

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Budget Impact	
The short-term budget impacts of expenditures to support this improved action should be more than offset by the revenue gains realized from increased attendance of students who have been re-engaged in their schools.	The district hopes to attain revenue gains from improved attendance as this grant-funded campaign matures.

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Priority Description	Response
<p>Increase Counselors & Social Workers Specializing in Trauma; add training for Teachers and School Psychologists</p>	
<p>LCAP Goal / Metric</p>	
<p>Goal 1 Proposed metrics: Increase graduation rate, <i>both aggregate and disaggregated across student groups</i>, to meet or exceed 90%</p> <p>Goal 2 Proposed metrics: Reduce suspension rate, both aggregate and disaggregated across disproportionately impacted student groups, to less than 2.1%.</p> <p>Reduce chronic absenteeism for all students by 1.5% annually.</p>	<p>The district's goal for graduation rate is 90% for all students.</p> <p>The suspension rate metric was adjusted to reflect this proposal.</p> <p>The metric to reduce chronic absenteeism is as stated, with a goal to maintain at 10% or lower for all students.</p>
<p>LCAP Activities:</p>	
<p>Goal 1 Action 6 [Proposed Modified Action] Recruitment and professional learning of XX counselors to support college and career readiness of student groups through a trauma-informed lens.</p> <p>Goal 1 Action 17 [Proposed Modified Action] Recruitment and professional learning of XX School Psychologists to support college and career readiness of student groups through a trauma-informed lens.</p> <p>Goal 2 Action 8 & 12 [Proposed Modified Action] Recruitment and professional learning of XX nurses and XX social workers to support the social emotional health of student groups through a trauma-informed lens.</p> <p>Goal 2 Action10 [Proposed Modified Action] Connect Center The district shall monitor all school site plans for compliance with SPSA requirements, and to be sure expenditures for these actions are tied to SPSA objectives.</p>	<p>Due to fiscal constraints, the district is not able to hire additional counselors, school psychologists, nurses or social workers. It is important to note that the district's ratios are in line with generally accepted best practices. The district has made an effort to fund these positions even at small enrollment school sites where the enrollment does not justify the investment based on the numbers</p> <p>With a new, data-driven process, school site plans will include actions to address student need. School Site Councils, and district staff, will monitor the plans for effectiveness.</p>

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What Would This Look Like Done Well?	
<p>Diverse individuals recruited and trained to effectively relate to and support scholars in all community schools.</p> <p>All nurses, counselors, and school psychologists in K-12 receive crisis/trauma training.</p> <p>School sites are accountable and able to demonstrate that LCFF dollars are expended on trauma-informed nurses, counselors and school psychologists, as written in the SPSA.</p>	
Recommendations for Improvement	
<p>SPSAs require trauma-informed school psychologists, nurses, and counselors, and provide training opportunities where necessary.</p> <p>Increase all faculty accessibility to Connect Center staff -- mobile traveling staff to provide accessibility and service more school sites.</p> <p>Mandatory training in trauma-informed practices for all individuals that work with students.</p>	<p>Student Support Center staff receive trauma-informed training and offer to school sites on a voluntary basis.</p> <p>The Connect Center staff is expected to remain at the Connect Center to support families. The Connect Center staff parallels the work of the Student Support Centers based at school sites.</p> <p>Mandatory training is not possible at this time due to collective bargaining agreements.</p>
Budget Impact	
<p>The short-term budget impacts of expenditures to support this improved action should be more than offset by the revenue gains realized from increased attendance, fewer suspensions, and improved outcomes by students with stronger mental health.</p>	

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Priority Description	Response
Reduce Bullying	
LCAP Goal / Metric	
<p>Goal 2 Proposed metric: School Climate Survey: Improve percent of positive response by 5% annually until 90% report feeling safe and belonging.</p> <p>Establish baseline for n = number of bullying complaints at each school site, and then reduce n</p>	<p>The district has updated the targets for positive response rate on the School Climate Survey.</p> <p>The baseline for number of bullying complaints at each school site will be recorded in 2019-20. Targets will be considered after the data is collected.</p>
LCAP Activities:	
<p>Goal 2 Action 6 No later than October 31, 2019 each school site will draft a school-level bully prevention plan, which shall include an evidence-based anti-bullying program, staff training, mediation and consultation as alternative strategies or responses.</p> <p>The district will retain the Bully Prevention Specialist. The district will provide additional bully prevention training for parents and staff upon request</p> <p>The district will measure and monitor the number of informal and formal complaints of bullying at each school site, disaggregating by reports against students and teachers.</p>	<p>The suggestion can be considered on a site-by-site basis, but it is not possible to mandate all schools draft a school-level bully prevention plan with such specificity.</p> <p>The Bully Prevention Specialist is retained.</p> <p>Data collected includes number of trainings offered, and number of formal complaints at each site. Reported bullying by teachers is handled by Human Resources, not by the Bully Prevention Specialist.</p>
What Would This Look Like Done Well?	
<p>Each school creates a bully prevention plan (not only reaction) as part of the school safety plan which reduces n significantly.</p> <p>Sections H (creating a safe learning environment) and I (discipline policies) are approved by School Site Council.</p> <p>Bully prevention specialist will prepare curriculum or methodologies such as a Kindness campaign, meet with every school annually to review bully prevention plan, monitor the change in n at the site, and provide appropriate training and coaching to address challenges.</p>	

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<p>Recommendations for Improvement</p>	
<p>Shift to prevention from reaction. Add questions about bullying to the school climate survey for parents, in consultation with the LCAP PAC and CAC to develop the questions.</p>	
<p>Budget Impact</p>	
<p>Preparation of the bully prevention plans should not have any budget impact.</p> <p>Professional development for school site personnel in anti-bullying and creating a safe learning environment will have a budget impact and is a critical investment to achieving the state priority for a safe healthy learning environment.</p>	

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Priority Description	Response
Increase Civic Engagement	
LCAP Goal / Metric	
<p>Goal 1 Proposed modified goal; Ensure that implementation of State Standards in Social Studies and Civics is aligned with the FAIR Act and includes effective strategies for civic engagement.</p> <p>Goal 3 Proposed modified metric: In addition to counting attendance at DELAC, SSC and CAC meetings, establish a baseline to measure parent's <i>awareness</i> of the role of these community engagement groups and how to effectively participate.</p>	<p>The LCAP includes a metric to report whether the Social Studies curriculum is aligned to the FAIR Act.</p> <p>The district will add this question to the Priority 3 Parent Engagement Self-Assessment survey to be implemented in Fall 2019.</p>
LCAP Activities:	
<p>Goal 1 Metric Ensure that implementation of Ethnic Studies is expanded to all high schools and extended as a semester-long graduation requirement. Civics and social studies curriculum to include strategies for effective civic engagement.</p> <p>New Action Goal 3: Develop survey questions assessing: parent's awareness of the purpose of the DELAC, SSC, CAC and other opportunities to engage with site and district leadership; how they can join and participate; whether participation is meaningful; and whether adequate translation and other supports are available.</p>	<p>Ethnic Studies is a semester-long graduation requirement in 2019-20.</p> <p>The LCAP PAC will be asked to participate in developing such survey questions for the Priority 3 Parent Engagement Self-Assessment that the district will implement in the fall.</p>
What Would This Look Like Done Well?	
<p>Parents have a good understanding of the role of the DELAC, SSC, CAC and Board of Trustees. Parents feel that the ability to join these groups is transparent and that they are accessible. Translation and childcare is provided to facilitate participation. When parents do participate, they feel that their contributions are welcome and they can see that their participation benefits their student and the school community.</p> <p>Define what civic engagement looks like. Get information out to parents. People should be multipliers.</p>	

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Recommendations for Improvement	
<p>Civic engagement around qualitative and quantitative data: Teaching people how to be involved (students and families).</p> <p>The parent survey should include questions, developed in consultation with the DELAC, SSCs and CAC, that assess parent's knowledge of how to engage in their school's decision-making, and whether they feel these opportunities are both, accessible and worthwhile.</p> <p>Name the groups and populations. District to parents - Parents as advocates -Students as advocates</p>	
Budget Impact	
<p>There should be no new budget impact since the semester-long ethnic studies requirement district-wide is already planned for.</p>	

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Priority Description	Response
Improved Performance of Foster Youth	
LCAP Goal / Metric	
<p>Goal 1 Various measures: CAASPP, Graduation rate, Suspension rate, etc.</p> <p>Suggested Metrics: Suspension rate of foster youth will lower to 1.5% Graduation rate of foster youth will increase to reach parity with All Students. Is there a way to measure involvement of foster youth in school activities?</p> <p>Collect metrics of Kindergarten foster youth compared with other children - prepared for school, at grade level, behavior incidents, etc.</p>	
LCAP Activities:	
<p>Goal 1 Action 9 Retain staff in Foster Youth Services. Foster Youth Services Staff reach out and provide case Management services to all foster youth, provide intervention/tutoring, provide needed supplies.</p>	<p>Foster Youth Staff are retained.</p>
What Would This Look Like Done Well?	
<p>Foster Youth Services Staff would provide case management services to all foster youth in the district. They would reach out to teachers, students and other staff involved in the education of each student to ensure that their needs are being met, create improvement plans and advocate for services where indicated.</p> <p>Students in foster care should have a voice in the case management plans and be encouraged to articulate what would make them feel supported and make their educational experience better.</p> <p>All teachers will be trained in trauma informed care. By providing training to all teachers and staff in the district, it will ensure that any classroom that a foster youth is in, will have a teacher with adequate training to meet their academic and emotional needs and will create a safe learning environment where they will have the opportunity to excel.</p> <p>When considering graduation requirements, Foster</p>	<p>The Foster Youth Services department will participate in the Early Intervention and Identification System data collection in 2019-20. This will enable staff to see the interventions provided and potential outcomes.</p> <p>At this time it is not possible to train all teachers in trauma informed care. It is provided on a voluntary basis.</p>

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<p>Youth Services, counselors and teachers will work collaboratively to determine student needs and achievements. In situations where students have moved, been students outside of the district or moved multiple times in a year, this will be especially critical. Review of course content at former schools and how those districts' metrics align with SCUSD to ensure that students aren't being retained or slowed down due to decisions outside of their control is vital.</p> <p>Foster Youth Services will reach out to and provide case management services to foster youth in the district between the ages of 3 and 5 years. This will ensure that preschool aged foster youth are receiving the necessary early intervention services to prepare them for future success and Kindergarten readiness.</p>	
Recommendations for Improvement	
<p>Require school sites to conduct additional outreach to foster youth staff/caregivers to meet with teachers and coordinate with to create a student success plan for each foster youth student.</p> <p>Address the social / emotional needs of foster youth students through public partnerships and providing a monthly on-site office hours location for county services.</p> <p>Any teacher working with foster youth should receive trauma-informed training.</p>	<p>These suggestions are best practices and will be under consideration for the Foster Youth Services department to share with school site administrators.</p> <p>The district is always looking for partnership with community-based organizations that support students. Some school sites have a DHS worker on site.</p> <p>The district is unable to mandate trauma-informed training.</p>
Budget Impact	
<p>Minimal budget impact, as Foster Youth Services is already staffed. Possible, minimal travel expenses for staff to travel to various school sites to accommodate students and teachers.</p> <p>The short-term budget impacts related to Trauma Informed Training should be more than offset by the gains realized from increased attendance, fewer suspensions, and improved outcomes by students with stronger mental health (both foster youth and all other students).</p>	

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Reduce Suspension Rate	
LCAP Goal / Metric	
<p>Goal 2 Suspension Rate target for 2018-19: 2.3%; for 2019-20: 2.1% (all students)</p>	<p>Target remains at 2.1%</p>
LCAP Activities:	
<p>Goal 2.4 Assistant Principals</p> <p>Goal 2.5 Social Emotional Learning</p>	
What Would This Look Like Done Well?	
<p>Monitoring of suspension rates would be available each month in a report to the board. The report should breakdown each school by ethnicity. Those school sites above 5% of the district average would have to submit a plan to the district on how they are implementing activities to drop the suspension rates.</p> <p>Each site and staff would enter actions regarding suspensions according to district guidelines. Those sites with long-term high rates of suspension rates would receive intervention support from content experts.</p> <p>All staff trained on PBIS. Alternatives to suspensions to include diversion to other programs. Ensure all students with an actual or suspected disability have a functional behavior assessment plan prior to suspension in order to determine whether the behavior is a function of the disability.</p>	<p>Suspension rate reporting is provided monthly.</p> <p>At this time the district cannot require school sites with high suspension rates to submit a specific plan. The School Plan for Student Achievement at each site will reflect actions to support identified student needs, and the School Site Council and district staff will monitor and evaluate those plans for effectiveness.</p> <p>At this time the district cannot mandate training, but several sites are participating in PBIS on a voluntary basis. The district is studying the possibility of enacting the FBA prior to suspension.</p>
Recommendations for Improvement	
<p>Require all sites to Implement a PBIS plan. Assure compliance with survey of all sites on status of plan implementation. Consistency in reporting suspensions in the Student Information System including training of staff on systems.</p> <p>Implicit bias training mandatory for all staff.</p>	<p>The district cannot mandate PBIS at this time. As previously shared this is a working condition concern and must be negotiated.</p> <p>The Suspension and Climate work team is developing systems so that suspensions and other behavior infractions are reported consistently.</p>

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Eliminate SROs – decriminalize campus activities. Use costs of SRO's for more campus monitors and social workers and other trauma informed care.	The School Resource Officer contract has not been renewed for 2019-20.
Budget Impact	
PBIS plans are already available for site implementation. No cost to the district. Implicit bias training for all sites would be additional day for all staff. Training must be ongoing for each school year.	

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Priority Description	Response
To improve the outcomes of English learners, Increase the number of bilingual Counselors (7-12) and Social Workers (K-12)	
LCAP Goal / Metric	
No action or goal in the LCAP to increase bilingual staff in these roles	Bilingual staff are a value in our multi-lingual district, and hiring practices will reflect this value wherever possible.
LCAP Activities:	
Goal 1.1 Recruit, retain highly qualified staff Goal 1.11	
What Would This Look Like Done Well?	
Help families understand expectations (a-g); graduation rates; ties families to understand all district services provided. All focused towards closing the achievement gap!	
Recommendations for Improvement	
Offer bilingual incentive to recruit desired staff	Thank you for this suggestion. It may be considered in the future.
Budget Impact	
There would be an impact to increase the number of staff or include a stipend or incentive for language capability.	