

2019 LCAP PAC Priorities – First Draft March 25, 2019

| Priority Description | LCAP Goal / Metric | LCAP Activities | What would this look like done well? | Recommendation for improvement | Budget Impact? |
|---|--|----------------------------|--|---|----------------|
| Close the achievement gap | All goals Equity, Access and Social Justice Guiding Principle | | | | |
| Increase diversity of GATE & specialty programs | Goal 1 Enrollment in Linked Learning Pathways/Career Academies (35%) Advanced Learning GATE identification Baseline 13.2 Elem. Baseline 31.7 Middle GATE Professional Learning Certificate Classes | GATE Professional Learning | Curious about whether all GATE classroom teachers have received GATE certification. Ensure universal testing of all student groups including GATE screening and specialty program admissions criteria. Ensure any accommodations that would be provided for standardized testing are provided for these screenings/admissions GATE needs identified leadership. | Actions only expressed for limited student groups. Emphasis on racial diversity for both Linked Learning and GATE programs. Measure (baseline) and improve diversity in all specialty programs (all student groups) - GATE, Linked Learning, CTE. Increase student group representation in these programs by 5% a year until proportional with general student population. Increase GATE PL by 5% a year. Include cultural competency training | |

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| Performance of Students with Disabilities | Goal 1.5 Instructional Assts. School Psychologists | <p>Lists staff with a budgeted amount.</p> <p>The action item is a non-quantified aspirational statement of improving the educational quality (instructional assistants and school psychologists)</p> | | <p>Implement MTSS in all Gen Ed and SDC classes. Proposed implementation plan no later than X.</p> <p>Site assessment tool will be validated and all schools will have participated in 2019-20.</p> <p>Engage site participation in the readiness tool.</p> <p><u>Metric:</u> all schools will have assessment complete.</p> <p><u>New Metric:</u> Professional development for all RSP teachers in instructional methods for dyslexia/learning disabilities in CDE guidelines (K-6, Middle, and HS)</p> <p>Increase the grad rate target for SWD by 3% a year.</p> <p>Continued next page</p> | |

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| | | | | Measure and increase A-G by 3% a year PL for Gen Ed teachers in Trauma-informed Practices IEPs to include goals and services tied to graduation rate and a-g | |
| Reduce Chronic Absenteeism | Goal 2 Reduce by 1.5% annually Goal 2.7 20 Pilot Schools | School Attendance teams and incentives Home visits | Wraparound services, social workers, counselors specializing in trauma Staff with bilingual skills | Recommend staff have diversity- understand the community in which they are serving School Site Plan needs to have money in it for these services Compliance on site plans | |
| Increase Counselors & Social Workers Specializing in Trauma; add training for Teachers and School Psychologists | Graduation rate Suspension rate Chronic Absence | Goal 1.6 Counselors Goal 1.17 School Psychologists Goal 2.8 and 2.12 Social Workers Goal 2.10 Connect Center | Diverse individuals that are trained and can relate to scholars in community schools. All counselors K-12 should receive crisis/trauma training. | Increase counselor training towards crisis/trauma. Increase accessibility to Connect Center staff - mobile traveling staff to provide accessibility. Service more school sites Continued below | |

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| | | | <p>Hold schools accountable and compliant with LCAP dollars for these recommendations that should be written in the School Site Plan.</p> | <p>Mandatory training for the individuals that work with students.</p> | |
| <p>Support for anti-bullying efforts</p> | <p>Goal 2.6 Bully Prevention Specialist</p> | <p>School-level mediation and consultation; Training for parents and staff upon request</p> | <p>Create a prevention plan (not only reaction)</p> | <p>Shift to prevention from reaction</p> <p>Schools will have a bully prevention plan as part of the school safety plan. Sections H (creating a safe learning environment) and I (discipline policies) approved by School Site Council.</p> <p>Bully prevention specialist will meet with every school some time during the year to review bully plan and help address challenges.</p> <p>Add questions about bullying to the school climate survey for parents.</p> | |

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| Increase Civic Engagement | Goal 1 Implementation of State Standards | Social Studies Course requirements (12th grade civics) Implied | Define what civic engagement looks like Get information out to parents. People should be multipliers. | Civic engagement around qualitative and quantitative data: Teaching people how to be involved (students and families) Name the groups and populations. District to parents - Parents as advocates - Students as advocates | |
| Performance of Foster Youth | Goal 1.9 Various measures: CAASPP, Graduation rate, Suspension rate, Etc. | Foster Youth Services Staff provide case Management Intervention/Tutoring, Supplies | | Have foster youth staff meet with teachers to coordinate with teachers to create a plan for each student Assess social / emotional needs to ensure that students have ability to improve performance. Any teacher working with foster youth should receive trauma-informed training. | |

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| Reduce Suspension Rate | Suspension rate | Goal 2.4 Assistant Principals Goal 2.5 Social Emotional Learning | What would be the plan for elementary students? (schools do not have assistant principals) | Implement PBIS plans universally. Functional behavioral assessments for kids. Quantify/specify activities that Assistant Principals must implement and report on. Consistency in reporting suspensions in the Student Information System. Implicit bias training mandatory for all staff. Eliminate SROs – decriminalize campus. | |
| Increase the number of bilingual Counselors (7-12) and Social Workers (K-12) | No action or goal in the LCAP to increase bilingual staff in these roles | | Help families understand expectations (a-g); graduation rates; ties families to understand all district services provided All focused towards closing the achievement gap! | Offer bilingual incentive to recruit desired staff | |