

# SCUSD Graduation Task Force

Preliminary Recommendations

as of

November 28, 2017



# Academic Low Expectations

#	Recommendation
1	District will identify a stakeholder task force to include all stakeholders, SCTA, UPE SEIU, Representatives from Human Resources, etc. to define a “Strong Culture of Teaching and Learning.” They will also define criteria for what a quality school looks like, identify components of excellent teaching and learning and procure models of excellent teaching and learning to serve as a baseline to develop future professional development (PD) to improve teaching and learning districtwide. See Attachment A.
2	District will identify and implement several staff (administrators, teachers, support staff, etc.) development pathways (e.g. web-based, collaborative time, etc.) that allow school sites the ability to shape and identify training for staff to embrace the new culture. (This may require negotiations.)
3	District will pursue the viability of developing school site resource (e.g. web-based, paper, etc.) to assist sites in obtaining resources for their unique needs as they move in sync with a culture of strong teaching and learning.
4	District will pursue the viability of developing new monitoring, assessment, and accountability techniques for district initiatives, goals and objectives to ensure programs and activities are being developed and implemented as promise at the site and district levels. District will also pursue the viability of assessing impact on adult practice as well as student learning.
5	District will pursue the viability of all teachers will participating in learning about race, gender, disability etc.) to include the elements of culturally responsive instruction and using the 7 tenets in their classrooms under the cultural banner of teaching and learning. (See number 2). District will consider the possible use of an in-house strategy that expands to all instructional staff. District will also consider use existing resources and expertise. District will pursue the viability of developing, implementing, and monitoring PD in the areas of: 1) integrating culturally responsive teaching into the classroom with monitoring, 2) using an asset based instructional model rather than a deficit model, 3) integrating restorative consequences in classroom discipline, and trauma informed care along with a continuous system of improvement where everyone is accountable.
6	District will pursue the viability of the FAIR Act implementation.
7	District will pursue the viability of the use Racial Impact Statements to ensure equitable outcomes in all plan development and implementation at district offices and school sites to reduce implicit bias. (see Attachment D) (Will need a business process to ensure that it is used (Connect to #4 by including “impact statement”)
8	District will consider the creation of a stakeholder taskforce to redefine what effective assessment looks like in our School District, review districts grading policies to eliminate the Zero in Grading and train teachers to use alternative methods of assessment that informs instruction.
9	District will consider the reinstating the Whole Child Resolution No: 2789 and establish a task force to develop Administrative Regulations that allows schools sites to develop their own behavior management activities unique to their schools where all stakeholders participate in plan development, assessment and accountability plans. See Attachment B.
10	District will pursue the viability of assessing school climate annually utilizing an agreed upon assessment instrument where results are reviewed and areas needing improvement are included in the Single Plan for Student Achievement (SPSA).



# Academic Low Expectations

#	Recommendation
11	District will pursue the viability of adding improved and increased PD opportunities for teachers to improve relationships with students to create mutual trust and respect where consequences are restorative rather than punitive to enhance and improve classroom instruction. SPARK does not work here because too much of it is based on a "student deficit model." See Accountability contract in Attachment C." (Classroom Management), Culturally Responsive Rituals and Routines). Agreements/Contracts such as the one Malissia shared that establish expectations for adults as well as students.
12	District will pursue the viability of enabling school sites to improve student scheduling through the use of block schedules and advisory so that all students receive services where career pathway advice begins in middle school. All pathways must be equitable and include modular/block scheduling, after school and summer school options. (See recommendation about transition planning in another section.)
13	District will pursue the viability of various pathways to graduation, relevance to life after high school (see retention 9, 10, and 12) as of 11/28/17 meeting.
14	District will pursue the viability of determining diploma vs certificate for students with disabilities after Middle School.
15	District will pursue the viability of improving connectivity, school climate, relevancy, and culturally responsive instruction (Fair Education Act). District will also consider the viability of a student lounge, clothes closet, hygienic support (i.e. washing facilities and resources) on school campuses. District will also pursue the viability of increasing parent support - translation services and leadership opportunities for students with trusted adults.
16	See also Climate item 1. Also Attendance 10, 11, and 21.
17	District will pursue the viability of integrating K-6 primary and intermediate SDC programs so that students matriculate through grade levels and stay on the same campuses rather than moving to multiple campuses based on the premise that continuity in location best meets their continuing and changing needs (mobility).



# Attendance

#	Recommendation
1	District will pursue the viability of increasing Parent Teacher Home Visit (PTHV) and school sites (including Preschool) through additional funding, including the viability of increasing funding for current 39 schools with PTHV by January, 2018 and the addition of 5 more schools participating in PTHV beginning in September, 2018.
2	District will pursue the viability of reviewing and improving Elementary School Attendance Protocols to ensure early intervention in recognition of the long lag time between issue identification and Action! (SART - SARB process takes all year.) District will also pursue the viability of increasing the number of personnel who directly deal with issue in a timely manner.
3	District will consider a revisit of the scope of responsibilities and standardize the role of key campus staff (attendance clerks, community liaisons, and counselors) to better coordinate community resources for students/families on campus. <i>(This should be right under #2)</i>
4	District will pursue the viability of increasing funding to ensure that there is a nurse at every school.
5	District will pursue the viability of reviewing the quality of district's pre-school programs to ensure kindergarten readiness.
6	District will review and consider more personal and positive ways to reach out to parents (at sites).
7	District will consider the use of attendance improvement programs, such as Attendance Works at Leataata Floyd, that educate school, parents, students, community and all stakeholders about the importance of attendance.
8	District will pursue the viability of attaching/providing community resources such as mental health, Food Bank, transportation to the SART attendance letters from the district.

# Attendance

#	Recommendation
9	District will pursue the viability of increasing mental health resources for students/community at each campus.
10	District will pursue the viability of expanding Advisory Period/Homeroom to all secondary school sites to foster positive relationships, communication and trust to increase attendance and address other issues.
11	District will pursue the viability of researching a student leadership/peer leadership program to improve attendance.
12	District will pursue the viability of implementing of regular "debriefs," including staff-staff and staff-student, in the middle and high school levels which can lead to follow-up and intervention.
13	District will pursue the viability of increasing the number of quality universal pre-school sites and available seats for students.
14	District will pursue the viability of providing professional development (PD) for all teachers in state and federal Pre-School Programs.
15	District will pursue the viability of providing training to staff with respect to ACES (Adverse Childhood Experience).
16	District will pursue the viability of creating a Newcomer Academy for newly arrived beginning English learners to become acclimated with the American educational system and attendance process.



# Mobility

#	Recommendation
1	District will pursue the viability of eliminating the permit process to allow students who moved to stay in their home school for the duration of the school year.
2	District will pursue the viability of developing a strategic plan to address the needs of students and families in high mobility, low attendance feeder school pattern (elementary-middle school-high school).



# Misbehavior

#	Recommendation
1	District will pursue the viability of implementing Restorative Justice practices in a more defined and systematic manner across the entire system such that it is visible and transparent. (Parents need information to understand it and how it will help students.) District will pursue the viability of training for all teachers, properly resourced trainings with support that result in targeted efforts by teachers to engage students. District will pursue the viability of developing a clear plan to target schools of greatest need in a pilot, then, roll out. (The plan must be connected to graduation rate via data.)
2	District will pursue the viability of analyze suspension and behavioral data to look at data by student group (ethnic, demographic) and gender in order to focus on the schools with disproportionate representation in discipline. District will pursue the viability of researching what needs arise by school, ethnicity, gender, sexual orientation to focus resources.
4	District will pursue the viability of identifying communication barriers that need to be addressed especially with respect to student misbehavior. (Translation (interpreter) needs to be present.) District will pursue the viability of focus on hiring at each site at least one bilingual staff member and other staff that reflect the language diversity of the school district. Suspension forms need to be in primary language.
5	District will pursue the viability of reviewing the impact of misconduct on student grades. (Stop academic punishment for misconduct (ex. 0 grade) when student is 'suspended'.) (Question: Are teachers required to provide work or is it optional? If so, why?)
6	District will pursue the viability of training adults (staff, teachers, resource officers, parents and students) to react differently: to listen, to understand, to respect in the face of student misbehavior. District will pursue the viability of targeting schools with populations identified by data as "high need" by cross referencing behavioral data with sub groups.
7	District will pursue the viability of providing training on Positive Behavioral Interventions and Supports before or in conjunction with Restorative Justice to ensure more effective implementation.
8	District will pursue the viability of digging deeper to learn root causes of misbehavior: refer to #6.

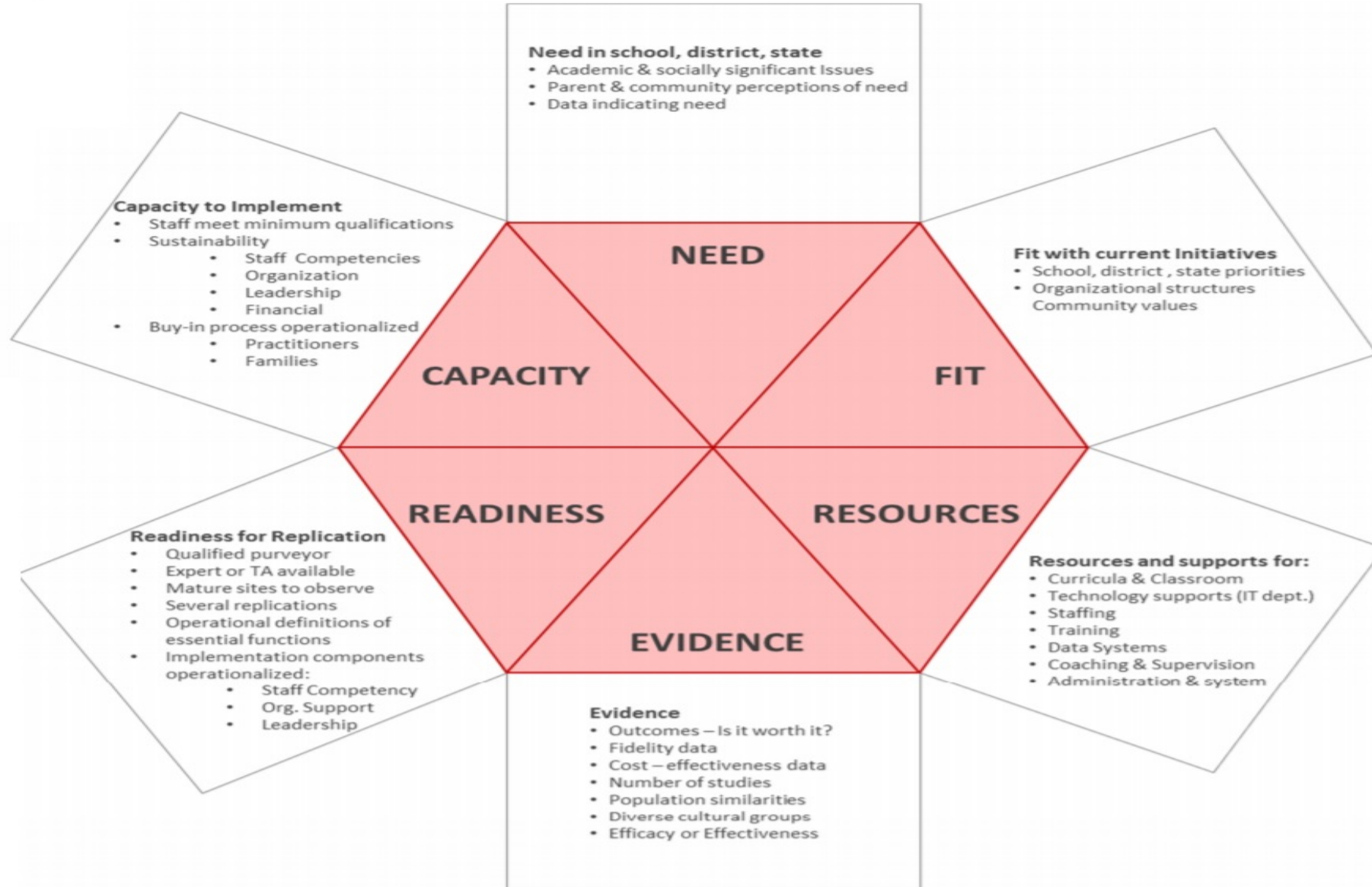
# Retention

#	Recommendation
1	District will pursue the viability of providing elementary level summer school to target all students with a focus on reading--all students reading at grade level by the end of grade 3 or beginning of grade 4.
2	District will pursue the viability of providing early identification and intervention of/for students experiencing academic issues before retention is determined to be the best option for the student.
3	District will pursue the viability of research implementation and effectiveness of Block scheduling to provide students with greater options with respect to credit recovery and course options.
4	District will pursue the viability of determining diploma vs certificate for students with disabilities after Middle School.
5	District will pursue the viability of connecting classwork to life after school.
6	District will pursue the viability of starting transition plans for students with disabilities in Middle School.
7	District will pursue the viability of reforming Middle Schools.
8	District will pursue the viability of implementing a system-wide approach for EL's (per Vanessa G. recommendations).
9	District will pursue the viability of requiring PD for English Language Development (ELD) & English Learner support for all teachers.





## Recommendations Evaluation Framework





# Estimated Cost of Resources

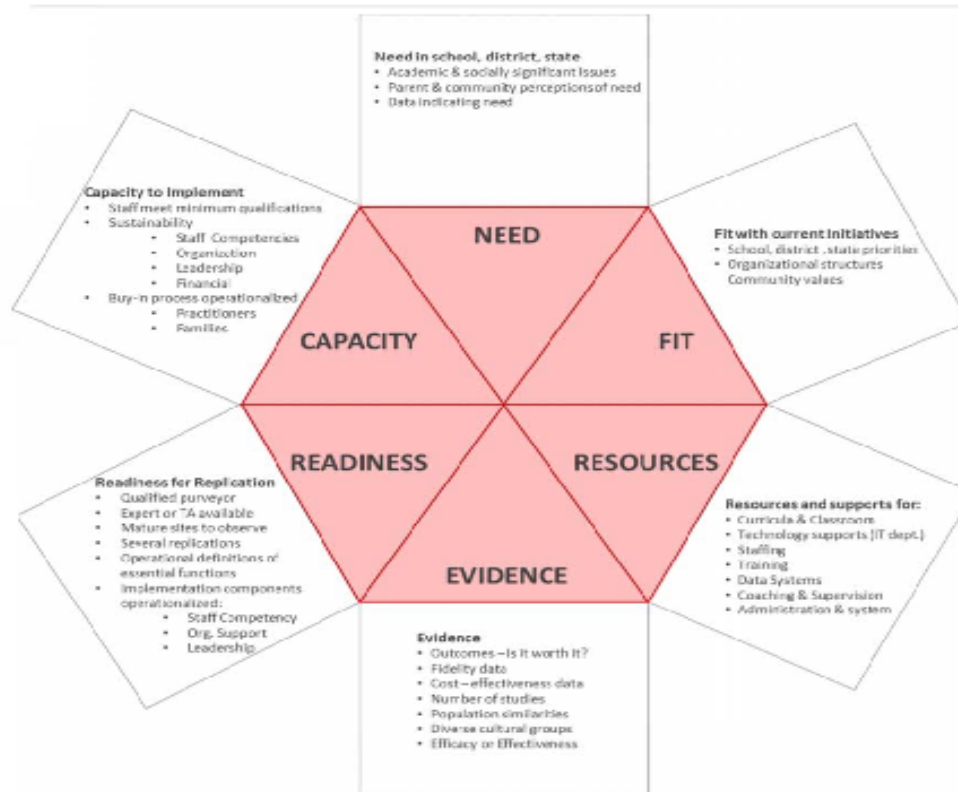
- Curricular and Classroom resources
  - Range \$0 to \$50 per student textbook
  - Range \$0 to \$150 per teacher textbook
- Technology Supports
  - Range of \$0 (BYOD) to \$450 per Chromebook to \$3,000 per computer (Mac Book)
- Staffing
  - Student Support Positions (Average Annual Costs \$119,000 to \$144,000)
- Training
  - Range of \$0 (Use existing professional learning structure) to \$189 to \$450 per day per teacher
    - According to research it takes 30 hours of well organized, carefully structured, and purposefully designed professional learning to show results.
- Data Systems
  - Range of \$0 using internal expertise to TBD if external resources required
- Coaching and Supervision
  - Range of \$0 using internal expertise to \$1,500 to \$5,000 per day if external resources required
- Administration
  - Range of \$0 using internal expertise to TBD if external resources required

# Preview of Recommendation Analysis Tool

## National Implement Research Network

-- Education Hexagon Tool --

Date: \_\_\_\_\_



<b>EBP:</b>			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
<b>Need / Impact</b>			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
<b>Total Score</b>			

## Next Steps

- Continue task force meetings through Spring 2018
- Complete additional research
- Launch district work team to analyze recommendations
- Operationalize recommendations and cost estimates
- Identify baseline vs. incremental cost
- Decide pilot versus scale
- Determine '18-19 budget proposals
- Build stakeholder engagement
- Develop timeline for final recommendation completion
- Bring back refined plan to the Board and community