

FEEDBACK & COMMENTS FROM LCAP MEETING

GOAL 1: Highly Qualified Teachers

1. ***What is the plan to hire and recruit highly qualified teachers that understand the diversity of the classroom? What is the plan used by the district to recruit more Latino teachers?***

The district is engaging in more recruitment efforts through hiring fairs and work with Universities to recruit teachers who reflect the current student populations. The district received a grant this year for a program called "Developing Our Own," which supports and pays for current classified staff to obtain a teaching credential. Many of the district's classified staff reflect the diversity of the district, including several candidates who are Latino.

2. ***Why were two of the District's 500 plus teachers not highly qualified? If they did not meet the requirements why are they still working?***

The two teachers identified as not being "highly qualified" as defined by the state of California, were teachers of ELD/ELA. These two teachers, while they hold a certificate of authorization for teaching English Learners in their content area, at the time of this discovery, they did not hold the credential to teach English Language Arts. Since then, the teachers made contact with the California Commission on Teaching Credential (CCTC) and took the necessary steps to obtain the appropriate authorization/credential.

3. ***What can you do to ensure that teachers understand the Latino culture and the needs of Latino students?***

The instructional strategies used in professional development with teachers (through new teacher support, all-staff training days and other, optional training) are all strategies that meet the needs of Latino students. The trainers make this explicit in the many training sessions that are offered. When teachers are hired into the District, they learn about the local history and specific cultures and needs of the students in our District. New teachers engage in additional professional development to help with needs of Latino students and to better understand the culture. On the All-Staff Day in the Fall, teachers engage in activities to understand the needs of specific students in their classes and talk about how those needs connect to appropriate instructional strategies.

GOAL 2: Common Core State Standards Implementation

1. ***Who is responsible for developing ELD/NGSS plans?***

The Curriculum and Instruction Department at the District Office oversee all matters with respect to curriculum, instruction, Common Core State Standards, etc., all of which is done in conjunction with the English Learner Department. Since the implementation of Common Core State Standards, SUHSD teachers have come together and worked in teams to develop appropriate curriculum for English, Math and Social Studies. During the 2016-17, science teachers will work on developing units aligned to the Next Generation Science Standards (NGSS). With respect to English Language Development (ELD), in 2015-16, ELD teachers had five release days during which they developed ELD units aligned to the new ELD and ELA standards.

GOAL 3: Parent Engagement

1. ***What is the District doing to bring equality in all campuses with respect to Bilingual Parent Liaisons? (Carlmont does not have a parent liaison.)***

Carlmont has a much smaller EL population than the remainder of the District. For that reason, services at Carlmont are offered through the District's Parent Liaison, Carmina Chavez.

2. What is the plan to recruit and motivate Latino parents to become involved in school activities?

For 2016-17, the District Parent Coordinator and the Bilingual Site Parent Liaisons will identify and prioritize parent activities to be offered during the school year. They will develop a District Parent Engagement Calendar for scheduling and tracking all the identified activities. This calendar will be inclusive of the following meetings and/or workshops: Migrant; DELAC; ELAC; PTSA; Parent Project Series; Tri-District Collaborative; High School Transition; PSAT Nights; etc. Both the District Parent Coordinator and Site Parent Liaisons will continue to advertise the parent events via the District and site websites, monthly newsletters, and by making available flyers and/or brochures in school/district offices. In additions, sites will continue to be encouraged to use bilingual “auto-calls” for special events.

GOAL 4: English Learners

1. Why are the data numbers of EL students stagnant?

Some students are not meeting English language proficiency as evidenced by the California English Language Development Test (CELDT) nor are some meeting the District’s reclassification criteria. For the past two years, SUHSD has not met AMAO 2 - Percent of ELs attaining English Proficiency on the CELDT for either group (Less than and more than five years). Not reclassifying students at the start of the school year lessened the numbers reported to the state in October of 2015. This explains the significant drop in our reclassification rate in the last two years.

2. Why are Bilingual Resource Teachers part time?

The District has been allocating and funding a total of 4 Full Time Employees (FTE) to perform the duties of the Bilingual Resource Teachers (BRT) across the four comprehensive schools and Redwood High School. Currently, the four FTEs are comprised of two full time and three part time BRTs, since schools with fewer EL students require less BRT staffing

GOAL 5: College and Career Readiness (A-G Requirements- Rates)

1. What is the system for ensuring students know if they have to take summer school? May students retake a class in summer school to make up a D+ grade?

Each spring, students meet with their counselors to determine whether or not they meet the eligibility criteria for summer school classes. Summer school classes are first available to those students who are seeking to recover credit to get them on track for graduation. If there is room in a class when summer school begins, a student who is looking to improve their grade in an A- G class would be able to fill an empty seat. Summer School Priority Eligibility is as follows:

- Seniors (grade 12): deficient 5 - 20 credits (Students who successfully complete their courses for graduation will be able to attend an August graduation ceremony)
- Freshmen (grade 9): with 0 - 20 credits
- Juniors (grade 11): with 90 - 115 credits
- Students who have been enrolled in two or more ELL or support classes per semester, preventing them from being on-track for graduation.
- Sophomores (grade 10): with 20 - 60 credits

2. How does the District ensure that all students are informed of the A-G requirements?

Student awareness of the criteria for meeting A-G is a priority at each site and can be seen in the dramatic rise in students meeting A-G. Some of the strategies implemented by the school sites include: school wide presentations from college representatives; visits to the College and Career Center; classroom presentations by guidance counselors; individual meetings with students to review school planner in IC and work with students to select A-G courses.

3. *What about career pathway workshops for students/parents? Ex: trades, technical area, speaker & etc.*

The District is in the process of developing Career Pathways for students to be implemented at all the comprehensive high schools. To that end, the District was awarded a large grant to ensure that this restructuring work is in place as early as fall of 2017.

GOAL 6: College and Career Readiness (AP/IB Enrollment/Completion Rates)

1. *What is the district's plan to increase the percentage of EL / Foster Youth / Homeless students in advanced classes?*

Increasing the percent of underrepresented students in advanced classes continues to be one of the District's goals. To that end, District personnel works closely with site contacts to monitor the academic success of EL/Foster Youth/Homeless students. The Director of English Learners and Special Programs collaborates with and supports the contact person of the named subgroups at each of the sites. The point of contacts are the Bilingual Resource Teacher (BRT) and an Administrative Vice- Principal. In addition, the District has partnered with Equal Opportunity Schools (EOS), an organization that supports schools in developing systems to ensure all students have equal access to rigorous courses. Since the partnership with EOS began in 2012, the number of underrepresented students enrolled in advanced classes has increased substantially.

GOAL 7: School Climate (Graduation/Dropout/Suspension/Expulsion Rates)

1. *Why is it that a high percentage of latino students go to Redwood?*

Students who are recommended to attend Redwood High School because of insufficient credits and not being on track to graduate. At Redwood, students are able to earn credits faster than on the comprehensive high school site. Each quarter a master list is run of students who are below credits and are candidates to attend Redwood. Student selection for Redwood is based on allowing those students with the fewest credits to fill available seats first. Nearly half of the candidates for Redwood are classified as Limited English Proficient (LEP). In the SUHSD, Latino make up the greatest number of LEP students.

2. *What support systems does the District have in place for returning students (ex: Incarcerated, Probation, Mental/Emotional support, Academic support, Pathways to college & career)?*

The District has a partnership with Acknowledge Alliance for students returning from expulsion. District students receive one-on-one counseling to help them acclimate back to a large comprehensive high school. Almost always, students who return from expulsion graduate from the high school where they are placed. In addition, students re-enrolling in our schools have access to guidance counselors as well as mental health services available at each site. The Board just approved a full time Mental Health Coordinator for each school site.

3. *What is the district's plan to reduce truancy and increase interventions to prevent school dropout?*

On an administrative level, each month there is a district-wide meeting of the District's administrative vice-principals. Together, they bring forward suggestions and recommendations, as well as review resources, to continue the District's decrease in truancy and dropout rates. Also, each of the comprehensive schools have a program that works specifically with those students who have the greatest attendance issues. This program is called the Sequoia Aspirations Advocate Program and has a full-time, certificated teacher who connects students to resources and works directly with them on campus to keep them in class and at school.

Over the past three years, District data shows there has been an increase in all student attendance from 90.7% to 91.4%. In addition, 9th grade co-hort dropout data over the past four years shows a decrease from 4.8% to 3.9%.

GOAL 8: Foster Youth/Homeless

1. How does the district ensure support and access to discretionary area activities (e.g. school sponsored trips, dances, yearbook, etc:) for Foster Youth?

It is district policy that no student shall be denied participation in any school-related event for financial reasons. There are guidelines in place at the school sites that make certain that no student is turned away from an activity due to their inability to pay.

2. How does the district coordinate available services between school & county service agencies?

The SUHSD works directly with the County Office of Education liaison for foster youth. Additionally, the Attendance and Welfare Advisor works with county social workers to address homeless students' school related needs.

3. What is the district's plan for informing parents/guardians of Foster Youth regarding school programs & resources available to them and their student?

When a student enters the SUHSD and reports themselves as homeless or foster youth, the family meets with the Attendance and Welfare Advisor to help the District get a better understanding of their needs. At that time, the student/parent are informed of the services available to them such as free lunch, bus passes, and graduation requirement waivers (if eligible). In addition, mental health counselors, as well as academic counselors, are able to refer foster youth to the District for services that are available to them.

OTHER:

1. How does the District monitor the implementation of LCAP?

As we begin year three of LCAP implementation, the District is working on establishing a cohesive plan for monitoring the implementation of the actions/services identified. Currently, the process consists of the District Office obtaining input from the site Instructional Vice Principals with respect to the goals usually in December of the school year. The information gathered by the sites is then used in conjunctions with other stakeholder meetings to produce the Annual Progress Report.

2. Is the District truly interested in what the parents have to say or what suggestion they might have?

Absolutely. The District is interested in learning from the parents and all other stakeholders about how to best serve all our students.