

Theme	Code	
Arts	ART	
Attendance	ATT	
Behavior	BEH	
Curriculum and instruction	C&I	
Communication	COMM	
English Learners	EL	
Facilities	FAC	
Family engagement specialist	FES	
Health	HEA	
Human Resources	HR	
Improve clarity	IC	
Would like more information/data	MD	intersections of subgroups, more on special ed, gender), Dashboard data
LCAP measures	MEA	
Would like more and better ways to give feedback	MF	
Would like more information on how input will be used	MI	
Other	OTHR	
Need for training	PD	
Parent engagement	PE	
Need for programs	PROG	
Reading	RDG	
Need for interventions	RTI	
Safety	SAFE	
Student engagement	SE	
Social-emotional learning	SEL	
Need for staff	STAFF	

Meetings	Description
Dec 14	Community Meeting: Overview of CA Dashboard
March 6	PK12 Leadership Meeting
March 14	DELAC Meeting
March 20	Community Meeting: LCAP Stakeholder Input
April 12	CSEA Executive Board Meeting
May 3	PAEA Executive Board Meeting

Meeting	Observations, Questions, LCAP Requests	Superintendent's Response	Included in 18-19 LCAP?
March 6	Include elementary project schools to focus on literacy in LCAP budget	Yes, we are including costs for Teacher's College Project Schools and other supports for implementing TC Units of Study under the High Quality Teaching and Learning goal.	Y
20-Mar	simulations that support higher order thinking. Help teachers phase out outdated projects such as wax museums, book projects that are craft related etc.	Through our focus on curriculum, instruction, professional learning, and NGSS/CCSS shifts in the High Quality Teaching and Learning goal, we will continue to support teachers with high quality instruction aligned to state standards and reflective of best practices,	Y
20-Mar	Promote growth mindset vs fixed mindset.		
20-Mar	Enhance history (World history, U.S history) curriculum in middle school.	New History/Social Studies curriculum is slated to be adopted in Spring 2018 in elementary and middle school.	Y

20-Mar	Provide honor math in 6th grade.	<p>The sixth-grade program has been designed to be a bridge between elementary and middle school schedules. During this transition year, the focus is on the social-emotional movement of students from elementary expectations to more mature middle school expectations. Sixth-grade is taught by multiple-subject credentialed teachers who focus on two areas of their expertise. A shift to offering honors math would impact scheduling as well as credentialing. (To teach seventh-grade math, teachers would need a single-subject credential in math.) The heterogeneous grouping of the students is enhanced by the differentiation (in CCSS-Math 6 topics) that extend advanced students' experiences and supports struggling students' education. Acceleration in math occurs after grade six.</p>	N
20-Mar	In Japan, the class for coding will start in 2019. The skill for coding will become essential to live. I would like you to consider having a class for coding programs as soon as possible.	<p>Computer Science Committee has been meeting since the 2015-16 school year to determine next steps for PAUSD and the California Department of Education is also considering computer science requirements. Currently coding is integrated into some elementary teacher practices, the sixth grade wheel, and offered as an elective in grades 7-12.</p>	N

	<p>Identify EL students earlier. If a child has an IEP during pre-school, there should be a test to identify if s/he is EL and provide them with resources.</p> <p>#####</p>	<p>When students first enroll in a California public school no earlier than TK, the family completes the home language survey. This survey determines whether a student will be tested with the English Language Proficiency Assessment of California (ELPAC). The ELPAC results indicate whether the student is an English Learner (EL) or Initially Fluent English Proficient (IFEP). Students identified as EL are provided with services and resources and tested annually until they are Redesignated Fluent English Proficient (RFEP). Progress for RFEP'd students is also monitored for four years. All of these are state-mandated requirements. This is included in the Equity and Access goal.</p>	<p>N</p>
<p>March 14</p>	<p>Students in elementary school and who are leaving the English Learners program need reading and writing support, specifically critical reading and writing skills that develop proficiency in essay comprehension and construction of coherent paragraphs.</p>	<p>Students who exit the EL program are designated by Reclassified Fluent English Proficient (RFEP). RFEP Students are monitored for up to four years and can receive extra supports. At the middle school level an supplemental elective, Academic Language Development, is offered to support EL students. This is included in the Equity and Access goal.</p>	<p>Y</p>

March 6	Add AMO on % of classrooms implementing new curriculum	As new curriculum is adopted and implemented, data is gathered to determine level and confidence of implementation. The data is used to design additional support for teachers to develop knowledge and confidence with the curriculum.	N
March 6	How are teachers "in need of additional support" identified? Is there a referral process? Is it based on the evaluation cycle?	The PAR process is detailed in the PAEA Collective Bargaining Agreement https://www.pausd.org/explore-pausd/human-resources/collective-bargaining-agreements .	Y
20-Mar	Make sure student progress in math and reading/ writing is measured at mid-year so that support can be offered when needed mid-year.	Students at the elementary level are monitored in reading and math throughout the year on local assessments. For reading PAUSD uses Fountas and Pinnell's Benchmark Assessment System (BAS) three times per year. Students are assessed with the NWEA's MAP Growth mathematics assessment (grades 2-5) and with Bridges assessments (K-2). Our local assessments allow sites to monitor progress and identify students needing intervention. In secondary, the NWEA Measures of Academic Progress (MAP) formative assessment is administered two to three times per year in grades 6-7 with plans to implement grade 8 in 2019-20. Common, site-specific writing assessments are administered in all middle schools. This is included in actions and measures in the High Quality and Teaching and Learning and Equity and Access goals to monitor progress for all students as well as to identify and support students in need of supplementary intervention.	Y
20-Mar	There are more ways to assess student progress than just standardized test scores. Students can make a lot of growth in a year working towards meeting grade level standards and a standardized test.	See above response. Students at every performance level are monitored to ensure that they are making growth across the curriculum, measured by classroom, district, and local assessments.	Y

20-Mar	Alternative to traditional education in the HS. More engagement. Non-traditional instruction.	Alternatives to a traditional educational model are in the early explanation phase. Plans are not developed enough to include in the LCAP at this time, but perhaps in the future.	N
20-Mar	All teachers/staff must take a yearly test (at beginning of the year) on PAUSD policies that is oriented toward student's civil rights – open book to make sure to familiarize them with these laws & regulations that PAUSD policies area based upon.	PAUSD provides annual training on Title IX, Mandated Reporting, Sexual Harrassment Prevention and other topics to aligned to ensure compliance based on employee group. Attendance and completion of requirements is tracked by the Human Resources and Risk Management departments.	N
March 6	Add gender equity and LGBTQQ training	This is included in the Wellness and Safety goal.	Y
March 6	Provide schools with funding for site-based professional learning based on student outcomes in reading, writing, math, and behavior	In 2017-18 Educator Effectiveness funds supported release time for teachers to focus on reading, assessment, and math at the elementary level and alignment at the secondary level. For 2018-19 this expense would be funded through the general fund and is dependent on the final Boad approved budget. Support for behavior training is provided by the special education behavior team. Professional learning opportunities for teachers for academic, social emotional and behavioral are included across the four LCAP goals.	Y
20-Mar	Teachers sometimes need outside help in recognizing how their own implicit biases and professional knowledge impacts their students. Consider having	Over the past three years PAUSD has provided systematic training to teachers in the area of Unconscious Bias. The New Hire Equity Workshop series will continued to be required of all teachers hired in PAUSD and includes a focus on implicit bias. At the school site level SPSA plans include school-	Y
20-Mar	Continuous ethnic studies training for all PAUSD staff. Offer 3 to 4 trainings /workshops per year for all staff.		

20-Mar	More should be done to promote the choice programs like connections + Spanish immersion (sp. for native speaker) currently only "in the know" families apply.	Yearly meetings are held to introduce elementary families to the choice programs and Family Engagement Specialists are a resource for families to learn about and navigate the PAUSD system. Registration services sends information to families with entering middle school students with information about choice programs.	N
March 6	Provide intensive literacy instruction at summer school in elementary.	The Board of Education's current summer school initiative is to provide SED students a	N
20-Mar	Please implement support for students starting in Kinder. Making sure they are at grade level and that they continue at grade level.	PAUSD provides early intervention for preschool and kindergarten students in need of additional support. Support is through the Springboard PK program and kindergarten at sites. Funding will be continued through the elementary RTI budget in 2018-19. Tier 2 intervention is included in the Equity and Access goal.	Y
20-Mar	Assess children at kindergarten entry in reading, math and intervene right at the start of the year. You should use a phonic curriculum for students that are left behind.	All kindergarten teachers administer the Benchmark Assessment System to determine reading skills and needs. PK and TK assess students with (check with Shannon). Sites determine early math assessment, and district wide data is collected mid-year for kindergarten. Phonics curriculum will be piloted in 2018-19. This is included in the High Quality Teaching and Learning and Equity and Access goals and measures.	Y
March 6	Attractive compensation packages that are competitive to recruit and retain the most talented staff	Teacher salaries are negotiated as part of the Collective Bargaining Agreement. PAUSD annually reviews salary and other compensation benefits offered by similar districts in the area. PAEA and CSEA staff received a 3% increase to the salary	N
20-Mar	Pay higher salary to retain highly qualified teachers. Recruit and retain quality teachers.		
20-Mar	Where is early math intervention for low income kinder and pre-k? Big reading focus, what about math? Your math ach. gap data is worse than reading?	RTI funds are provided to sites based on need. Support programs are developed at sites based on student need.	Y

20-Mar	You should measure PAUSD teacher effects to determine which teachers produce the most learning growth and assign low income and minority students to that teacher.	All teachers hired in PAUSD are considered "highly qualified" according the California Commission on Teacher Credentialing. Teachers attend professional learning in alignment with district goals to support high quality teaching and learning for all. Teachers are evaluated regularly against the California Standards for the Teaching Profession.	N
March 6	Add 0.1 FTE to support an arts integration specialist in K5	Not under consideration at this time. Current staffing is led by Arts Coorinator Li Ezell.	N
March 6	Add support TOSAs in elementary and secondary to support lab day training	Funds are currently dedicated to release time for teachers to engage in professional learning as a grade-level or course-alike team. In 2017-18 teams utilized the time to work on implementation of new curriculum and assessments at the elementary level and towards the alignment goal at the secondary level. We are anticipating funds will be available for the 2018-19 school year, pending the final budget approval.	Y
20-Mar	100% district funded reading specialist. PIE will only pay for science and math enrichment, not for reading, because reading is essential and elemental, not enrichment or optional. PIE believes district should support basic needs like reading	Board approvws at the June 19, 2018 Reading Specialist positions will be district funded at every site in the 2018-19 school year.	Y
20-Mar	100% Reading specialist paid by district at every school. K-5		
20-Mar	100% District funded reading specialists. PIE will only pay for science and math enrichment, not for reading because reading is essential & elemental not enrichment or optional. PiE believes district should support basic		
20-Mar	Provide full time reading specialist, fully paid by the district, at every elementary site. How do you know if your reading specialist will produce results? You need to measure the learning growth teachers produce.		

20-Mar	Provide more resources on an individual level for those socioeconomically disadvantaged. Provide the "poor" kids with what the "rich" kids have to close the academic achievement gap.	With the decrease in Title One funds, there has been a general fund budget allocation for 2018-2019 of \$80000 for targeted for tutoring, and \$45000 to Dream Catchers as a community resource.	Y
20-Mar	Students in the US are known for having a good score in mathematics compared to other countries. Strengthen mathematics skills.	Rigorous instruction in mathematics is a priority for our district. This is included in High Quality Teaching and Learning goal for all students and in Equity and Access for providing additional support for students who need it. Please see the California Dashboard for more information on mathematics performance grades 3-8 on the state SBAC assessment.	Y

Meeting	Observations, Questions, LCAP Requests	Superintendent's Response	Included in 18-19 LCAP?	
March 6	Develop and implement an exit survey for all students involved in any HS arts class to assess how students' involvement in the arts positively impacts school community, SEL, and engagement.	This suggestion will be forwarded to the Art and Music Coordinators and Student Services Department for consideration.	N	
20-Mar	Ethnic studies now. Empower students of color. Raises students equipped to solve 21st Century problems. Start well overdue conversations on race. Display and challenges fake/fox news. Challenges institutionalized racism, otherwise system continues to favor white males.			
20-Mar	For students of color to fully benefit from a PAUSD education, they need to be represented in the curriculum (via ethnic studies). If our students are represented than they will be more likely to engage in the material.	Ethnic Studies is currently being taught at Palo Alto High School. It is an approved course in their Catalogue. It is a History/Social Studies elective and dependent on enrollment to run.	N	
20-Mar	Email postcards to community	We email postcards to all PAUSD families about LCAP meetings.	N	
20-Mar	Communication – Making the website more accessible to provide updates.	There is a consistent request from stakeholders to hire a Communications Officer to handle district and site communications, serve as web master, and create consistent and effective practices in support of district work. This position is not currently slated for consideration.	N	
March 14	One-on-one meetings with EL students would be helpful	Each site has an EL Specialist/Coordinator that monitors ELL students.	Y	
March 14	Jordan Middle School needs Mandarin (Chinese) translation for all school emails and paper materials and one Mandarin-speaking staff member to be a bridge for non-English-speaking parents.	The district maintains a translator list that all sites have access to for translation. Each site pays for translation services from site funds. Jordan does not meet the mandated 15% Federal requirement for Mandarin translation.	Y	

March 14	EL survey within 1-2 months of entering PAUSD for parents to give feedback on what's working and what's not.	Each site has an English Language Acquisition Committee that meets in late October or November for the very purpose of providing feedback to the site and district concerning EL student and family needs.	Y	
March 14	Need current data so decisions are made to serve our EL learners to ensure services are provided to students who need it most.	The Department of Academic Supports administers an annual survey to EL families to assess needs and make informed decisions. The results are discussed in the District English Learner Advisory Committee.	Y	
March 14	Annual EL parent survey on services to identify problems and address EL needs and make informed decisions.		Y	
March 14	Need after school homework help, with Chinese-speaking teacher to help with homework at Jordan.	Not under consideration at this time.	N	
March 14	Send out timely information to families about district-sponsored summer classes and activities.	The FES works with all departments to send out notices to families.		
March 14	Raise awareness of available resources, including further outreach to families in need.			
March 6	Is there a formula for a school's allotment of a family engagement specialist?	Yes, FES is allocated by Voluntary Transfer Program, Low Income and HUR student enrollments.		
March 6	Implement a FES induction system and keep FES personnel at same school to deepen relationships with families and staff.	FES staff meet twice a month for professional learning and to discuss resources available for families. FES staff are assigned to schools based on many considerations, including how to develop and maintain relationships with families and staff.		
March 6	Sites should be allowed to use FES in ways that best support site needs, including student academic, social, and emotional needs. FES should be allowed to work with and support students in addition to working with parents.	The FES program has limited hours and focuses on Parent Outreach.		
20-Mar	Need a better rollout of parent engagement specialist in the community	FES staff meet twice a month for professional learning and to discuss resources available for families.	Y	
March 6	Add # minutes of library, music, and art, in addition to PE	The number of minutes for PE is required in CA Ed Code.	N	

20-Mar	I would like explicit goals to reduce the discrepancies we see on CA dashboard. Namely, English and mathematics.	Improving all red and orange indicators on the CA Dashboard is a state requirement and district priority in our LCAP expected annual measureable outcomes.	Y	
20-Mar	Track K-12 trajectory of low-income, HUR students to identify important support and obstacles to reaching LCAP/dashboard goals (eg. college/career readiness). AMO: Identify and report on supports & obstacles and adjust District resources and plan to improve CCI measure. (Could/should take more than 1 year)	College and career readiness is included in our Equity and Access goal.	Y	
20-Mar	Who does CA data link to assessment at a local level (ie. Elementary school & classroom testing)	Local assessment data is included in our LCAP measures in High Quality Teaching	Y	
20-Mar	AMO: # of low-income, HUR students in after-school programs that increase equitable access to academic support and/or reduce barriers created by cultural conditions. Action to match AMO: Community partnerships that support student success in school. (after-school tutoring, for example.) Dreamcatchers middle school partnership middle school parents want more tutoring & academic support & want help with transition to HS.	Actions and measures related to community partnership programs are included in the Equity and Access goal. Also, additional resources for tutoring and the Dreamcatchers partnership will be included in the 2018-19 LCAP.	Y	
March 6	Need longer school day.	Not under consideration at this time.	N	
March 6	Parent education series needs to meet parents where they reside—affordable housing, EPA, etc.	Parent meetings are held East Palo Alto, Palo Alto Housing Corporation as well as sites.	N	
March 6	Include aides in professional learning.	Special Education aides attend the district-wide professional learning days as part of their contract. Other aides are invited to attend when applicable. Aides are provided professional learning options each year. In 2017-18 the elementary focus was on the new mathematics curriculum, and aides were included in the training. We will continue to make professional learning available to all instructional aides.	Y	

March 14	Create new goal related to training/education.	We have several actions related to training and professional learning across the LCAP goals.	Y	
20-Mar	District should offer exit interviews for HUR (esp. black) families who leave the district to find out why. Many do so due to bias.	Currently there is not a formal process for gathering feedback. This information would be invaluable to the district and will be considered in the future.	N	
20-Mar	Initiate a comprehensive parent survey, administrated by an outside group to gather data for decision makers.	Our district Research, Evaluation, and Assessment (REA) Department administers an annual Strategic Plan Survey and additional parent surveys as requested by the Superintendent and district departments to obtain feedback from parents to inform decisions.	N	
20-Mar	What is the expected parent engagement? Example: Do you want parents that just drop off students, or parent who is at school every day?	PAUSD strives to create an environment where all parents feel engaged in and connected to their school communities in ways that met each family's needs. Several LCAP actions in the Equity and Access goal strive to provide a variety of opportunities for parents.	Y	
March 6	Add students 504s to current AAR work with sped and HUR students to re-engage them with school and support them further in CTE internships and careers	The Advanced Authentic Research (AAR) Coordinator partners with secondary education and the special education department to encourage all students to participate in AAR.	N	
March 6	Summer school	We currently offer summer school for K-8 SED students and ESY for students who have it specified on their IEP. This is included in the Equity and Access goal.	Y	
20-Mar	Access to after school programs for students in the VTP program We need help in high school similar to what we have in middle school.	At this time we have ongoing partnerships with Dream Catchers, Foundation for a College Education and Tutor Corp. Dream Catchers is receiving \$60,000 in additional funds from the district reserves in the 2018-		
20-Mar	Action; increase staff and/or community partnerships (dreamcatcher, FCE, EPATT, College track) to specifically support low-income, HUR students. "Focus" alone (action 2.3) without more \$\$ is not			

20-Mar	Access for high quality for tutors for kids who need but can't afford. Then at the secondary level.	19 school year as a pilot expansion into 9th grade.	Y	
20-Mar	Action 2.4. Extended school year. Needs measureable outcomes. Needs content. It's a summer camp more than a summer school.	The Board of Education's current summer school initiative is to provide SED students a summer enrichment program that focuses on addressing the opportunity gap, which includes an academic focus in summer school beyond intervention.	N	
March 14	Summer "Rise Up Junior/Senior" programs are important to provide supports for EL and other students.	These district programs are continuing and are included in the Equity and Access goal.	Y	
20-Mar	Where is the early math intervention it's all about reading. If you increase math for low income- kids you will see better reading results. Math achievement gap worse than reading.	All elementary sites (PK-5) have a reading specialist dedicated to providing reading intervention. All sites also provide math classroom intervention (Tier 1) and provide Tier 2 supplemental intervention as resources allow. Springboard to Kindergarten is also offered at Greendell. See the Equity and Access goal for more information on interventions.	Y	
March 14	Enhance strategies of early intervention, not only in PreK to 3rd grade.			
20-Mar	You have a school entry achievement gap. All TK, Pre-K, and K low income kids need intensive math and reading instruction to reduce the gap early.			
20-Mar	Implement Math shelf ipad supplemental math curriculum. It will eliminate your math achievement gap.	This specific program is not under consideration at this time. We use the Bridges Intervention program, which aligns with our elementary Bridges mathematics curriculum.	N	

20-Mar	Re: Prevention and early intervention strategies, strengthen already existing partnerships. Increase focus on Pre-K including preschool family.	Greendell School has all of the early intervention services for students ages 3-5 with Individualized Education Plans (IEPs), as well as all of the pre-kindergarten programs in the district, including Young Fives, Transitional Kindergarten (TK), Springboard to Kindergarten, and parent participation PreSchool Family program. All PK-5 elementary schools, including Greendell, have a response to intervention (RTI) program to support all students. Early education and intervention is a priority for our district. We are also working on strengthening our partnership between Greendell and Palo Alto Community Child Care (PACCC).	N	
March 6	Reduce the time commitment for young five HUR families to volunteer.	If a family wishes to participate in Young Fives and the child would benefit from the program and the family cannot meet the volunteer time commitment, we work with the family to adjust the participation requirement.	N	
20-Mar	Create a case manager to track and intervene when HUR students fall behind. Prevent kids from falling through huge cracks the district has ignored.	Additional funding or positions for intervention support are not under consideration at this time, but see the Equity and Access goal for more information on interventions and progress monitoring for all students and HUR and SED students.	N	
March 6	We do not have staffing to support math. What could an elementary intervention TOSA look like? We have a few sites who have funded portions of these positions.			
March 6	Visual art delivered by credentialed art teachers in elementary. Art teachers currently funded by PiE and not equal to other specialists.	Additional funding or positions are not under consideration at this time.	N	
March 6	have one per site to address the Equity and Access goal.			
20-Mar	Full-time reading specialist at every elementary site, so all children, no matter what their background has equal access to fair reading support.			

20-Mar	All elementary School sites need a full-time 100% reading specialist paid for by the district 100% not funded by the sites themselves. All students need to leave elementary school at full reading proficiency to succeed at higher levels. This is a moral issue.			
20-Mar	Reading is key to learning. It is a right now a luxury. If a student doesn't know how to read- we have failed them: District pay 100% for reading specialist at every school.			
20-Mar	Do you want to close the achievement gap? Reading specialists are essential at all sites-- 100%-- paid by the district. PiE will no longer support funds for reading specialist.			
20-Mar		Board approved at the June 19, 2018 Reading Specialist positions will be district funded at every site in the 2018-19 school year.	Y	
March 6	Need to address upcoming work on dyslexia.	The dyslexia workgroup is developing working to develop structures, supports and professional learning to support student, families and site staff.	Y	
March 6	Include outreach counselors, AVID	Work related to college and career readiness, including counselors and AVID, is included in the Equity and Access goal.	Y	
March 14	Increase scope of school partnerships action to reach more of underrepresented students.	The scope of this action has been broadened to include special education students as well as low-income and HUR students.	Y	
20-Mar	8th to 9th grade transition, academically gets way harder for kids. Need better 8th grade prep and transition for 9th grade.	The district's goal for secondary education emphasizes alignment, which requires a shift in pedagogy. That shift includes an emphasis on quality and rigor rather than quantity. Research suggests that the effect of homework on learning is minimal and that 10 minutes per grade level per night is appropriate based on NEA recommendations.		
20-Mar	8th to 9th transition. 8th grade needs to be harder and more demanding so kids are prepared for 9th grade homework.			
20-Mar	PACCC	The district will continue its partnership with PACCC.	Y	

20-Mar	Place for students of color. Create safe spaces for students of color to gather and socialize a physical space where they can meet, eat, voice their concerns and create community.	At the high school level, students have access to clubs, activities, and programs and ethnicity based support groups open to all students. For example, both Paly and Gunn have Black Student Unions which facilitate weekly meetings at lunch with their advisor discussing issues such as race, culture, campus involvement, student and parent participation, academic, social and emotional support. Latinos Unidos facilitate the same opportunity. The Social Justice Pathway program at Paly is open to all students, and creates a space where students can explore topics such as social justice, restorative practices and conduct district-wide and site specific research. The Advanced Authentic Research program affords opportunities for students to work in partnership with a like-minded mentor; this program is open to all students.	N	
20-Mar	Support Equity plan with full funding	The District's Equity Plan was approved by the Board of Education at the May 8, 2018 Board meeting, with funding approved to expand Dream Catchers. All of the other budget requests in the Equity Plan are pending the final, Board-approved budget.	TBD	
20-Mar	Promote mindset vs fixed mindset.	Through our focus on curriculum, instruction, professional learning, and NGSS/CCSS shifts in the High Quality Teaching and Learning goal, we will continue to support teachers with high quality instruction aligned to state standards and reflective of best practices, including a focus on growth mindset.	Y	

20-Mar	What base line? Ensure that IEP goals measurements are updated quarterly most often than not goal progress is not measured quarterly.	Staff training on IEP compliance is included under the Governance, Compliance, Communications, and Relationships LCAP goal.	Y	
RTI/Intervention				
Dec 14	For low income students, should be measuring kindergarten students' math and ELA assessments early. Need to identify them, intervene, measure.	All elementary sites have RTI Plans and a reading specialist dedicated to providing reading intervention. All sites also provide math classroom intervention (Tier 1) and provide Tier 2 supplemental intervention as resources allow. Springboard to Kindergarten is also offered at Greendell. Students at the elementary level are monitored in reading and math throughout the year on local assessments. For reading PAUSD uses Fountas and Pinnell's Benchmark Assessment System (BAS) three times per year. Students are assessed with the NWEA's MAP Growth mathematics assessment (grades 2-5) and with Bridges assessments (K-2). Our local assessments allow sites to monitor progress and identify students needing intervention. In secondary, the NWEA Measures of Academic Progress (MAP) formative assessment is administered two to three times per year in grades 6-7 with plans to implement grade 8 in 2019-20. Common, site-specific writing assessments are		
Dec 14	Need to know where kids are early so we can support them early.			
Dec 14	Elementary: We talked about this is a lot of information and a lot to take in. We talked about how if you look at the overall numbers, students in Palo Alto are doing really good, but when you break it down by groups, you can see the achievement gap quite clearly. The importance of early intervention being systematic.			
Dec 14	Everything starts in kinder. Start giving supports at that early age.			

Dec 14	Do not recognize or implement effective intervention for students at risk. Want structure to recognize and help students having a crisis or falling off so school can intervene, and then track and monitor students K-12.	administered in all middle schools. This is included in actions and measures in the High Quality and Teaching and Learning and Equity and Access goals to monitor progress for all students as well as to		
14-Dec	Make sure there are interventions and RTI (responses to intervention).	identify and support students in need of supplementary intervention.	Y	

Meeting	Observations, Questions, LCAP Requests	Superintendent's Response	Included in 18-19 LCAP?
Dec 14	Attendance. Parent engagement. Find out why there are absenteeism problems.	Site staff including FES, school counselors, psychologists and administrators work with the Wellness and Support Services Staff (district nurses, social workers and student services coordinator) to build relationships with and provide interventions to students and families who have patterns of chronic absenteeism. In addition, student focus groups were held at the high school level to learn from student's school experience to further inform our practices and resources.	Y
March 6	Attendance policy has been updated. Independent study and disenrollment needs to be considered.	Our attendance policy has been updated to state that students not on Independent Study are disenrolled with parent verification, and reenrolled when the student becomes a Palo Alto resident again. A seat is held for students for whom an Independent Study contract has been established.	N
Dec 14	Deal with chronic, physical issues related to absenteeism. School nurse at every site.	There are three credentialed school nurses and five health technicians at the secondary level. Additional school nurse positions have been requested, but are not under consideration at this time.	N
20-Mar	Work constructively with teachers to phase out reward system such as marble jars, stickers, etc. especially as responsive classroom comes in. Help teachers find logical consequences not keeping the whole class late to punish a few students.	This feedback is in alignment with our work at the elementary level with the Responsive Classroom approach.	N

March 6	Need for communicating interventions and plans for safety to school staff as students transfer or change levels	There are district-wide articulation meetings for all fifth and sixth grade teachers to discuss students in the transition to middle school. In addition, students with 504s and IEPs have articulation meetings where information is conveyed and plans are made for each educational transition. For all students with mental health needs, therapists and school psychologists articulate this information to the receiving 6th grade counselor at the middle schools and eighth grade counselors, mental health therapists, and the psychologist articulate this information to the receiving high school teams. Additionally, we are piloting an information system that will help us confidentially articulate interventions and plans for safety to those in service to the student who have an educational reason for knowing confidential student information.	N
Dec 14	Important to communicate and build relationships between students, family, school, and district.	We agree. The Family Engagement Specialist (FES) program is one way we work on communicating and building relationships with HUR families in the district. This is included in the Equity and Access LCAP goal. The Superintendent and site principals also send out weekly messages to families, and PTAs send out additional information and host site-sponsored events to build community and communicate information to families.	Y
20-Mar	District needs ??? shift in attitude. This is why sued in first place. First reaction of admin should not be how do we save our jobs or face min to comply it should be how do we empower girls/LGBTQ students. Placing sexual harassment under "#4 compliance" shows the district is only willing to do the bare minimum. Being sued is what forces compliance when doing the right thing should be the motivator.	Empowering students to have healthy relationships and address sexual harassment are issues that the district takes seriously and is including in both Wellness and Safety and Governance and Compliance in the LCAP. A Superintendent's Task Force (RISE) utilized stakeholder input and expertise to deliver recommendations for a Strategic Plan the goals of: 1) Assurance of compliance with OCR Resolutions, Title IX, state law, Board Policy and the District's Administrative Regulations	
20-Mar	Addressing sexual harassment belongs here. Our girls come first! Not saving staff jobs or compliance but what do our girls need?	2) Education of the community about rights and responsibilities 3) Promotion of a culture in which sexual assault, violence	

20-Mar	Address sexual harassment/assault under this goal. protect the girls first! proactively engage the preventive efforts, through trainings/publications/events that raise awareness of this risk at PAUSD schools.	and harassment are not engaged in nor tolerated 4) Empowerment of all community members to interrupt and report incidents of sexual assault, violence and harassment 5) Provision of methods for rectification and reporting that are clear and responsive	Y
20-Mar	Lead exposure flushing of all water fountains for 1-2 minutes after every weekend to decrease lead exposure especially near youngers classrooms until lead pipes are clean over or fountains tested	This year PAUSD has begun flushing all water drinking fountains after every weekend to ensure that any lead that might settle due to lack of use is flushed out. School with Lead pipes are currently being added to the Facilities Master Plan to change the lead pipes to copper. Meanwhile with copper pipes, the flushing program and filters are being installed to trap sediment. The City is required to do lead testing as well at the drinking fountains. They are currently beginning their assessment of PAUSD's water fountains.	N
20-Mar	Encourage communication w/facilities + school staff to provide space for support services. Consider ??		
20-Mar	Consider how physical environment may affect wellness + safety, supervision, space for mental health + support spaces, professional spaces for support service staff	Decisions about use of space include balancing site and district priorities for providing services (teaching and learning, mental health, counseling, etc), productive working conditions, and flexible spaces. Wellness Centers were created in the high schools in the past year and space is provided for physical and mental health support. Supervision needs are determined on a per-pupil basis. Space available for support staff is determined at the site level, on a space-available basis.	N
20-Mar	camera in bathroom better surveillance of his/her areas in school.	Cameras in restrooms are not under consideration at this time. Cameras have been installed in some locations in the district to increase surveillance. Cameras will never be located in restrooms, locker rooms or other areas where there's an expectation of privacy. It's illegal and also against Board Policy.	N

Dec 14	Emphasize mental health and how it helps.	Wellness Outreach Workers (WOWs) organize schoolwide outreach efforts at both high schools. They work with student from programs like Sources of Strength and ROCK to talk about physical and mental health. In the middle schools and high schools similar work is beign done by the school counselors, psychologists and mental health staff. Mental health is also included in the LCAP Wellness and Safety goal.	Y
Dec 14	Connect families to support for mental health, suspension, etc.	Administrators, counselors, teachers and psychologists make referrals to mental health providers on campus and students can access services on site. Staff including parent engagement specialists, the district social worker, school counselors, psychologists, mental health therapists and our Wellness Staff also help support families in the process of accessing support outside of the school system.	N
Dec 14	What is race, gender, special ed breakdown in absenteeism data?	Please refer to the LCAP Dashboard for race subgroup data on absenteeism. Additional subgroup data will be reported on the Dashboard in the 2018-19 school year for absenteeism, once two years of data is available to present both status and change on this measure. https://www.caschooldashboard.org/#/Home	Y
Dec 14	Suspension data # reflects # of students suspended, not # of times.	State suspension data is reported by the number of students suspended, but district and site staff also look at students who are repeatedly suspended to provide supports and interventions for these students. This is ongoing work and a continued area of need in our district.	N
Dec 14	Suspension. Connectedness becomes less when you are suspended several times. African American suspension is alarming, red. Homeless students have increasing suspensions. Are African American and homeless students well served?	The District Social Worker is our McKinney Vento (MKV) liaison and monitors and communicates with all MKV families and provides support to address needs of students and families. Addressing suspension disprortionality as indicated on the CA Dashboard is an LCAP action under the Wellness and Safety goal. In addition, student focus groups were held at the high school level to learn from HUR student's school experience to further inform our practices and resources.	Y

Dec 14	Lot of behavior issues happen during unsupervised and transition periods. Secondary supervision is minimal (and elementary too). Need more data on this.	Secondary principals have requested additional time from campus supervisors to improve campus climate and safety. This request is included in the district Equity Plan and the budget is pending Board approval on June 19, 2018. This items is not included in the LCAP but will be funded.	N
March 6	Measuring bullying with number of Form A complaints?	Form A complaints submitted to the district office are entered into an excel sheet, followed up on and tracked by the Coordinator of Student Services. Work is being done to synchronize this tracking process with the new Roots system for incidents of harrasment and sexual misconduct.	N
Dec 14	Are there any advisory/mentoring programs to help students be more connected to school?	The district recognizes student engagement/connectedness and has included this as a measure in the Wellness and Safety goal. The district is working towards systemic SEL implementation in all secondary schools and part of this work is looking to enhance advisory and mentor opportunities. In 2018-19 Gunn will be implementing their mentor SELF program in both 9th and 10th grades, and Paly has a teacher advisory program for all students, which includes components of School-Connect SEL instruction. The middle schools will be considering how best they can expand on times in their school schedules to help students build trusted relationships with adults. The district office also has a contract with a mentoring program to serve Foster Youth.	Y
#####	Protect the environment—energy saving, trash recycling, paper saving.	The district has a Sustainability Program Manager who focuses on education, programs and processes. The position is fully funded by cost-savings from sustainability efforts in the district.	N
#####	Food service. Is there a way to provide healthier food? Edible school yard is a model to look at.	We are currently working with the Living Classroom and utilizing the Student Resource Center (SRC) Garden at Hoover to grow and harvest food, held student tastings at Hoover and Fairmeadow, and use the food grown in salad bars at all sites. A collaborative group of Food Services, PTAC, and the Living Classroom applied for a PiE grant to expand the edible school yard, but it was not awarded this year.	N

	<p>Nutrition. Ensure that students have access to balanced, affordable, and tasty food. And ensure that students eat.</p> <p>#####</p>	<p>The Food Services Department provides three item options daily in elementary and approximately 10 item options in secondary plus a buffet salad bar with fresh fruit and vegetable options daily at all sites. We cook and prepare all food fresh daily, with the majority of our produce locally sourced. We keep the food as affordable, healthy, and tasty as possible, and all families with limited economic means can apply for the free and reduced lunch program. We are always accepting ideas for improvement to Alva Spence: aspence@pausd.org. Staff cannot force students to eat, but elementary students sit at the tables and site staff encourage students to eat before playing at snack and recess time.</p>	N
	<p>Create a connection with parents to address school absenteeism.</p> <p>#####</p>	<p>Site staff including FES, school counselors, psychologists and administrators work with the Wellness and Support Services Staff (district nurses, social workers and student services coordinator) to build relationships with and provide interventions to students and families who have patterns of chronic absenteeism.</p>	Y
Dec 14	<p>Engagement must be in an environment that is comfortable to parents. Use online resources?</p>	<p>Each EL Specialist/Coordinator, Family Engagement Specialist and Primary Language Tutor can provide resources online and in other medias to support parents.</p>	Y
20-Mar	<p>Challenge Day. Follow up on Challenge Day and contact + repeated contact with challenge day kids. Challenge Day Kids' Club. Repeat challenge day each year. Follow up reunion sessions. Expand challenge day to whole school and PAUSD kids.</p>	<p>Challenge Day is site funded and is left to the discretion of each site administrator.</p>	N
20-Mar	<p>Action: create focus group of low-income or HUR students and meet with them regularly, frequently w/focused questions, with goal to uncover ways to increase sense of belonging, decrease misc. negative experience.</p>	<p>The Equity Coordinator meets regularly with HUR students and families across the district and has hosted an Equity Lecture Series with opportunities to learn and also for HUR families to share their experiences and offer recommendations to the district. The Research and Evaluation Department in partnership with Wellness & Support Services Department conducted a student focus group including HUR students at the high school level and individual meetings with Foster Youth to learn about their school experience and inform future practices.</p>	N

#####	Early behavior support and intervention is necessary. Elementary behavior interventionist needed.	We currently have ____ behavior instructional coaches for elementary. An increase of Behavior interventionists are included in budget requests from the Special Education Department and in the Equity Plan and are pending the final, Board-approved budget on June 19, 2018. These positions are not included in the LCAP but will be funded.	N
#####	Disaster preparedness—educate staff, parents, and students. Measure levels of preparedness.	The district has a Risk Management Manager who coordinates disaster preparedness across the district.	N
March 6	Add harassment to bullying action	Harassment is one of the three elements under Ed Code, specifically 49000.4 that the district considers to define if the behavior met criteria for bullying or not. This is not at local district discretion.	N
20-Mar	Find more effective ways to address bullying especially physical bullying to keep vulnerable kids safe.	Bullying prevention and intervention is included in the LCAP under the Wellness and Safety goal.	Y
20-Mar	Keep support of safe routes to schools great for kids to walk and bike to school.	The District has an ongoing partnership with the City of Palo Alto to create and teach students and families about safe routes to schools.	N
20-Mar	Combine form A & UCP. It doesn't matter. Bullying is bullying.	The district is reviewing board policy related to bullying. This topic has been discussed in the review process of the BPRC.	N
20-Mar	Effective bullying - prevention, better enforcement of rules in guidebook-regardless of face.		
20-Mar	Use UCP procedures for all bullying incidents and hold students accountable under AR 5144.1 and AR 5144.2		
20-Mar	Encourage students to report and listen to them and follow up so they feel they are supported	Training in 2018-19 will focus on bullying prevention, intervention and response for student and staff.	Y
20-Mar	Survey students about their wellbeing and safety + follow up	Student in grades 5, 7, 9 and 11 participate in the California Health Kids Survey every other year. This survey measures resiliency, protective factors, risk behaviors, and school climate. The district is exploring additional SEL surveys but additional surveys are not being adopted at this time.	Y
20-Mar	SEL expanded to all grades in high school	We implemented SEL instruction at the high schools in 9th grade in 2017-18. Next year, we will be piloting in 9th and 10th grades and supporting the middle and elementary schools as they explore materials aligned with the Washington State Framework and consistent pathways for	

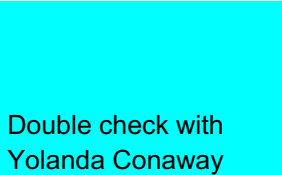
March 6	Need middle school SEL curriculum and pathway for SEL district-wide (2 comments)	washington State Framework and consistent pathways for students to receive explicit SEL instruction. The long-term goal is for PK-12 SEL instruction. An action related to SEL is included in the LCAP under the Wellness and Safety goal.	Y
20-Mar	Middle school: from CDC epiaid report youth aware & mental health program life skills training program sources & strength program	SEL curriculum is being explored for middle school in the 2018-19 school year. School counselors will play a key role in the piloting process. Providing professional learning to support SEL implementation PK12 is included as an action in the Wellness and Safety goal. The long-term goal is for PK-12 SEL instruction. The programs listed in the epiaid report are focused on suicide prevention and are not necessarily SEL programs aligned with the framework recommended.	Y
March 6	SEL intervention in elementary		
20-Mar	Implement SEL program as soon as possible as preventive especially for elementary		
20-Mar	SEL (1) Investigate programs that have been effective in other districts & implement them to achieve LCAP goals. (2) Specifically look at the 3 programs recommended by the CDC epiaid report for elementary & middle school (3) investigate: from CDC epiaid report: Elementary school: Promoting Alternative thinking strategies SEL program positive action	Responsive Classroom is being implemented as an approach in the elementary schools. Providing professional learning to support SEL implementation PK12 is included as an action in the Wellness and Safety goal. The long-term goal is for PK-12 SEL instruction..	Y
20-Mar	Look at SEL programs and go through the adoption process like other curriculum		
#####	Very important to have schools where students feel safe physically and emotionally.	We agree. The actions in Goal 3: Wellness and Safety address student well-being, including a focus on SEL, mental and physical health supports, attendance support, response to bullying and a focus on suspension.	Y
20-Mar	SEL- Create a 9th grade short survey –no more than 10 questions to ask about-a) first year of HS support from adults; b) stress levels; c)	PAUSD administers the California Healthy Kids Survey to fifth, seventh and ninth graders in the fall every two years. This survey includes measures of school connectedness including if students feel connected to a caring adult at school. It also includes measures of school safety. The district is exploring additional SEL surveys but additional surveys are not being adopted at this time.	
20-Mar	Create an SEL 6th grade student short questions survey on a) Did they feel supported in their first year of MS? b) How many adults did the student feel helped them connect with them, supported?		N

Dec 14	<p>Unequal level of connectedness, possibly because of culture, privilege, and access.</p> <p>Connections with caring adults is different between K-5 and higher grades. The ratio tends to go down as students progress through the years.</p> <p>Low connections to adult not reassuring to a parent.</p>		
March 6	<p>In order to achieve, more funding needs to be at the elementary level for our psych time, behaviorists and counseling. Proactive vs. reactive</p>	<p>Elementary principals have requested additional services from Behavior Specialists. This need has been identified in both the Equity Plan and through the Special Education evaluation. Additional psychologist time will also be considered as part of the special education evaluation report. Funding is pending Board approval and available budget. Adding counselors at the elementary level are not under consideration at this time.</p>	<p>TBD (behaviorists and psychs), N, elementary counselors)</p>
20-Mar	<p>Wellness and safety at our schools begins with an organization from the top down that respects and compensates teachers and administrators for the incredibly caring and hard work they provide each day to all students</p>	<p>We appreciate this comment and agree.</p>	<p>N</p>
March 6	<p>Provide 1.0 FTE behavior specialists at all elementary sites to address behavior needs in general ed and special ed. Use SSTs, calls to PAPD, etc as metrics.</p>	<p>Elementary principals have requested additional services from Behavior Specialists. This need has been identified in both the Equity Plan and through the Special Education evaluation. Funding is pending Board approval and available budget. These positions are not included in the LCAP but will be funded.</p>	
20-Mar	<p>More behavior support at elementary school. 1-behavior expert person at each school.</p>		
20-Mar	<p>Provide 4 more behaviorist support at every school. We need more help for safety of our children.</p>		
20-Mar	<p>Wellness and Safety need several ore behavior support personnel. So many outlier behaviors out kids can learn with all the disruptions</p>		
20-Mar	<p>Increase campus supervision!</p>		

March 6	Mental health support for students and families at Greendell. No counselor services at this time.	This is a site request to ensure equitable access to mental health services across all elementary sites, including Greendell. The budget for services is covered by the site, the Wellness & Support Services and Special Education Budgets.	N
20-Mar	School nurse at every site as recommended by American Academy of pediatrics	No funding is allocated for this request.	N
20-Mar	Ensure adequate mental health-- school nurse, counselors at each school to support students as well as district support. Encourage students to talk.	No funding is allocated for this request.	N
20-Mar	Recruiting + hiring process of teachers/staff ensure thorough and well defined process to identify any problems in applicants past that would be detrimental to the wellness & safety of students so if ?? are don't hire in the first place	Potential employees are vetted through reference checks, FBI and DOJ background checks.	N
20-Mar	Train playground aides, who are the front-line responders to respond to conflicts in a way that supports the kids being bullied. Playground aides need ongoing training and support. They are often overwhelmed and want to end a conflict quickly but not fairly.	Training in 2018-19 will focus on bullying prevention, intervention and response for student and staff. This topic is included in Goal 4 with required trainings.	Y
20-Mar	Full time Psychologist at every school. For safety of all students	There is at least one psychologist at every school in the district, although not all psychologists are 1.0 FTE. Increasing psychologist staffing is not under consideration at this time.	N
#####	Psychologists and/or teachers should reach out to EL students to help with socio-emotional development and expressive skills.	Classroom teachers and English Learner specialists provide academic, linguistic and SEL support as needed. Social emotional support for students with identified need is provided by contracted mental health providers. School psychologists focus on assessing students who may have learning difference. For EL students, they work to understand if learning difference go beyond their English language proficiency.	N

20-Mar	Budget Adult supervision of students during times/spaces of where verbal/physical bullying aggressions have been reported, so as to address factors which allow such incidents.	Training in 2018-19 will focus on bullying prevention, intervention and response for student and staff. Secondary principals have requested additional time from campus supervisors to improve campus climate and safety. This request is included in the district Equity Plan and the budget is pending Board approval. This item is not included in the LCAP but will be funded based on Board approval at June 19, 2018.	N
20-Mar	When white/Asia children bully black/brown children there needs to be actual consequences. Our students of color count and we see the inequality.	Reporting and responding to incidents of bullying has been a focus in the district for the past several years. When the victim is a member of a protected class and includes unlawful discrimination, including discriminatory harassment, (such as sexual harassment, sexual violence or harassment based on a protected characteristic), intimidation, bullying, and retaliation Board Administrative Regulation 1312.3 addresses the steps that are followed for investigating, interim measures, reporting and corrective actions/remedies. An action related to bullying prevention and intervention is included in the LCAP in Goal 3: Wellness and Safety.	Y
Dec 14	School climate: a really great discussion about the opportunity to look at the data deeper and take that information to families who couldn't be here. The big takeaway was giving the students a voice, and helping them resolve complaints to get support from caring adults, as well as transparency. How do we keep these conversations at the forefront and keep people informed?	Four community stakeholder workshops are schedule on 5/17/18 to further review data and inform meaning action. These workshops will examine for componenets including: student connectedness to trusted adults, student perception of adults who beleive int hem, meaningful student participation and decision-making, and academic motivation and growth mindset	N

<p>submitte</p>	<p>in the interest of overall school climate, which would include student safety and connectedness, and as our target students that we discussed yesterday at the LCAP meeting are comprised of a number of students with challenges, some with disabilities, some from low income families, and presumably a number of these target students may be of color, it seems to me that it would be extremely important to make sure that PAUSD meets all of its legal obligations to these vulnerable populations, as well as the whole student population. Given that these students already face challenges to learning, helping these students to feel safe and supported would promote learning. They will have an easier time of this if not confronted by discrimination, harassment, intimidation and bullying. Thus I would propose to include as a factor in the Priority 6: School Climate area, that PAUSD meet or exceed all state and federal laws and regulations and Board policies which apply to prohibiting discrimination for its students, including adhering to PAUSD's own complaint procedures, which are designed as a mechanism to ensure compliance with the state and country's anti-discrimination laws. I would propose that we do this via the LCAP through the following means for assessment and tracking: 1) all oral complaints, whether considered to be related to protected group or not, regarding bullying of any type, intimidation,</p>	<p>Pursuant to the Resolution Agreement with the Office of Civil Rights, PAUSD is tracking all complaints, offering the UCP process to anyone who notices school staff, either verbally or in writing, of an alleged or potential policy violation. The Office of Civil Rights continues to monitor this process for the next three years.</p>	<p>N</p>
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Double check with
Yolanda Conway

See how
connectedness gets
written into LCAP (add
response after 5/23
meeting)

Megan Ferrell

	Meeting Observations, Questions, LCAP Requests	Superintendent's Response	Included in 18-19 LCAP ?
March 6	Develop specific internal and external communications goals, including short- and long-term and crisis	There is a consistent request from stakeholders to hire a Communications Officer to handle and improve district and site communications, serve as web master, and create consistent and effective practices in support of district work. This position is not under consideration at this point in time.	N
#####	Communication is both ways parent-teacher and		
20-Mar	Make sure community parents and non-PAUSD parents get follow up emails & communication. Include relevant data-sharing as appropriate with community		
20-Mar	Communication director is needed.		
20-Mar	Communication. Terman hired new person – what is role? not communicated to parents give info to parents when new people are brought in & leave		
20-Mar	More Transparency		
March 6	Link to website with information on compliance.	Information about Title IX Compliance is available on the PAUSD website: https://www.pausd.org/board-	Y
20-Mar	Form A –Bully. UCP- form complicated. Parents need simpler explanation about form.	Bullying policy in BPRC now; upgrades for reporting tool are being considered; there is a flow chart on district website for parents; Form A has instructions; also option for anonymous bullying complaint on website.	N
20-Mar	Parents don't fully understand Bully From A and UCP form and when and how to file-Parent info night		
20-Mar	UCP explain not just once communicate how to get feedback. Remind parents how to file on a regular		
20-Mar	Formal vs informal complaints parents need help		
20-Mar	Directive to staff – all staff and district employee are responsible for - to ensure compliance of all applicable state and federal law and regulations of PAUSD policies.	A requirement of employment includes compliance training and abiding by all state and federal laws and regulations, as well as	Y

#####	Comply with all federal and state laws and policies—including EL and special education. Survey annually.	The EL and special education departments are audited annually to assess compliance with federal and state laws.	N
#####	Comply with BP and AR. Use online and remind staff to reference it. Provide staff with yearly test on BPs and ARs (major themes and knowledge).	All employees have access to BP and ARs through the district website. The expectation is that BPs and ARs are followed, The BPRC regularly reviews and updates the BPs and ARs and	N
#####	Continue with yearly mandatory training on state and federal laws, including Title IX and civil rights.	We are continuing mandatory staff training on Title IX, in accordance with our district's Office for Civil Rights Resolution Agreement.	Y
#####	Annual survey of special education and EL families. Gather data to see if they received services they are entitled to under the law, identify needs, and allocate	The EL Office sends an annual survey to all English Learner families.	N
20-Mar	Programs space for counselor, space for tier 1 & tier 2 intervention special education, and futures programs.	Facilities Master Plan is included in the 2018-19 LCAP and will consider space/facilities needs across the district.	Y
20-Mar	Ensure master plan for facilities provides adequate space for programs & professional staff. Consider collaboration space, space for dedicated courses such as art & music and other enrichment		
20-Mar	Provide adequate space and a professional space for district leaderships, teachers + staff to be able to perform at their best ability.		
20-Mar	Safety fences around school that teachers have keys to like Barron Park. Visitors- everyone has to sign in and only allow to classrooms if expected.	The District's Safety Committee continues to review facilities and practices. Visitors are required to sign in and sign out at every	N
20-Mar	All employees leaving district sit in on exit interview data shared with supervisors, cabinet, board	employees leaving the district at the end of 2017/18 and Employee exit interviews are included in the	Y
20-Mar	Hiring process standardized ??? out if any with-out abuse for example- and then don't hire	Background checks are completed for all hires.	N

20-Mar	Acronyms glossary needed	The LCAP team recognizes the need to help all stakeholder groups understand the acronyms included throughout the LCAP and will find/create an acronym glossary to share in the LCAP process next year.	Included in LCAP meetings, but not in the LCAP.
#####	Complaint log data	Complaint log information for Uniform Complaints is available on the district website at: https://www.pausd.org/complaint-procedures/log-discrimination-complaints-reports .	N
20-Mar	Make all staff take a yearly test (beginning of the school year) of the PAUSD policies that apply to students civil rights open book test - search	PAUSD provides annual training on Title IX, Mandated Reporting, Sexual Harrassment Prevention	N

20-Mar	Start every district meeting with a moment of mindfulness and a small mantra to remind group meeting why each of us (parents & staff) are here “we are here” to provide high quality teaching and learning to each student through equity, access, wellness + safety. We trust + assume best of intentions and vow to practice a mindset of listening and kindness	Based on this feedback, we began our spring LCAP Community Meetings with the quote, "We cannot accomplish all that we need to do without working together," and remarks expressing appreciation for everyone in attendance with positive intentions and shared goals around improving student experiences and outcomes in our district.	Included in LCAP meetings, but not in the LCAP.
March 6	Improve behavior support training for bus drivers and behavior reporting protocols between district drivers and sites.	Bus drivers receive training yearly. This year they received equity training. This feedback will be taken into consideration when	N
March 6	Include training on school safety.	School safety training is conducted each year in accordance with	N
20-Mar	Train & coach all teachers in cultural norms high expectations + get feedback	Over the past three years PAUSD has provided systematic training to teachers in the area of Unconscious Bias. The New Hire Equity Workshop series will continued to be required of all teachers hired in PAUSD and	Y
20-Mar	Formal yearly (or 2x/year) training of yard duty on bullying prevention & adult positive role model	Training on district policy and procedures, including bullying prevention and intervention is included in Goal 4: Governance, Communication, Compliance and Relationships.	Y

March 6	Concern that this will take an excessive amount of professional learning time. Consider online training	As appropriate and possible, trainings are offered online and	Y
March 6	Assure safe transportation for VTP students to and from school by adding an extra support person on each bus, and providing training for drivers.	Currently there are two bus aides that rotate on buses. Expansion of this is contingent on the current	TB D
March 6	Consider making better use of school site councils for community partnerships and information. These parents are knowledgeable and invested in schools.	The LCAP Team works in partnership with principals to create opportunities to engage site councils in providing input on the LCAP to best reflect our community priorities.n The LCAP	N
20-Mar	Survey to parent to follow up on how Form A or UCP experience was	UCP: Through our UCP process we currently collect data on the number of complaints, the number that rise to the level of UCP, how quickly claims are resolved, the number investigated and resolved using internal resources or external resources, and how many claims result in a finding of policy violations. In March 2018 the Title IX Coordinator reported this information to the Board of Education and plans to make an annual report. Form A: The parents get a copy of the Form A report which documents the investigation, the remedies, and actions taken by the administration; this letter outlines the appeal process and these appeals are handled by the	N

20-Mar	Parents need to better understand Bully Form A, UCP, process for expulsions, process for suspensions, ask student services to create a handbook	Bullying policy in BPRC now; upgrades for reporting tool are being considered; there is a flow chart on district website for parents; Form A has instructions; also option for anonymous bullying complaint on website. For expulsions, process for suspensions - there is a draft of "Parent Notice of Rights and Responsibilities" which will be available for school year 18-19. Information about the UCP process is available on the PAUSD website. Information will be updated over the summer to clarify the UCP process. https://www.pausd.org/about/complaint-policies-procedures	N for bullying; Y for discipline, Y for UCP, website update
20-Mar	Parents need to better understand process for expulsions, process for suspensions, ask student services to create a handbook	This is included as an action in the Governance and Compliance goal.	Y
#####	Special education—what is the current survey measuring? Survey is not easily found. Host of benefits for gather sped data. Not parent satisfaction.	The Special Education Meeting Parent Satisfaction Survey measures parent satisfaction with	N
March 6	504 assessments should not be done by school psychologists. Need to transfer to counselors or other staff as in other districts.	District began discussions about plans to implement this practice; district needs more time to plan and to train school counselors.	N
20-Mar	Re assess need for full time AP at 2 biggest schools Ohlone and Escondido	This position is not being considered at this time. There is currently one elementary AP that splits time between Ohlone and Escondido.	N
20-Mar	Ask for BOE to look at the 2 largest elementary schools-Ohlone and Escondido. Allocate resources for each school to have a full-time AP. Large schools are behavior concerns, evaluation are large #		

March 6	Separate into accountability/compliance and communication and community collaboration.	The LCAP team discussed whether to have four or five total goals and decided to have four, but this recommendation was	N
#####	Need transparency in the process of selecting teachers.	All teachers go through the PAUSD hiring process, which includes paper screening, interviews, observation and	N
20-Mar	create a comprehensive parent survey administrated by an outside group to determine if students are receiving services and benefits entitled by law.	Compliance with the law is a district priority and staff training is included as an action under the	N