

**LCAP Comments
2015-16
Notes for Superintendent Feedback
Superintendent Feedback**

Conditions for Learning:

Basic Services/Implementation of State Standards/Course Access

Area of Concern	Comments	Superintendent Feedback
Course Access	We would like targeted tutoring and additional add-on supports	A middle school focus has been targeted through the 2015-16 budget allocation. Foster Youth tutoring has been made a goal.
Goal 7.3	The use of RTI's is well noted, and could possibly be combined with the IDEA/Child find mandate for your specific sub-groups	All elementary sites have a RTI plan and are being aligned with IDEA.

Engagement:

Parent Involvement/Student Engagement/School Climate

Area of Concern	Comments	Superintendent Feedback
Parent Involvement	Communication and notification to parents via alternative delivery options beyond the usual email via Infinite Campus: i.e. texting, robo calls	The Parent Liaisons and Equity Coordinator have developed a communication plan to expand alternative forms of communication
	Enlisting middle and high school students serve as tutors and mentors for transitioning new students.	The Paly Social Pathways has started a partnership with the Department of Academic Supports to provide internships that center on tutoring opportunities.
	Offering ELL students the opportunity to assist other students in a language class in native language-this directly correlates to the developmental assets of students by promoting a community culture that values diversity and youth	The English Learner Department will look into this option for the 16-17 school year.

	Youth as Resources-giving ELL students the opportunity to provide a service to their new peers benefits everyone and provides value while they transition into the district.	The English Learner Department will look into this option for the 16-17 school year.
School Climate	Organizing afterschool school based play dates as a welcoming inclusive experience for our children-this might be where our inclusion TOSA's and parent liaison could step in.	This has occurred at Walter Hayes, with support from the Parent Liaison program and will continue to expand in 16-17.

Student Outcomes:

Student Achievement/Student Outcomes:

Area of Concern	Comments	Superintendent Feedback
Other Student Outcomes Goal 9.1	Could you describe the strategies used in this intervention and how it promotes college pathways? Also why is this being implemented at Barron Park only?	College Bound will be going through a revision in 16-17. Barron Park uses extra funding due to high numbers of low income and English learners
Goal 9.2	I would like to know more about the afterschool and summer programs for struggling students and summer enrichment programs for high school students that are marginalized culturally, racially or due to socio-economic circumstances.	There are several programs that target Tinsley and low income students, RISE UP, Junior RISE UP, Summer Bridge
Goal 12.2	What is the timeline for this model to be completed and implemented? As described in the plan a broader access approach could generate community participation in underserved sub-groups. Please note that the CAC has reached out to Spanish, Chinese and African-American families and found that many families that have children that are struggling and those that are ELL or new to the district encounter greater hurdles accessing services and navigating the terrain.	Parent Liaisons have created a communication plan. The communications officer has also been creating systems and protocols to address access to information translated into the home language.

Uncategorized General Comments	
Comments	Superintendent Feedback
<p>Given the wide range of issues families may have in transitioning to the American system (language barriers, course alignment, sequence, and prerequisites, philosophy, lack of experience and knowledge about the system), they suggested that having a brochure listing all of the programmatic supports available to their children and the families would be most helpful. Many feared about supports accidentally or were referred to by a staff member, or had no idea they even were offered. Having a quick reference guide would decrease the ability to miss any opportunity that would have or might have been a positive for learning and getting familiar for their children.</p>	<p>The parent liaison has created brochures for elementary sites, and will be expanding to secondary. Translations of the brochures are in progress.</p>
<p>A centrally located and comprehensive on boarding (registration process and beyond) plan that has a simple starting point for students and their families immigrated to the US and the educational system. So the parents are not left so alone to figure each step out by asking or following someone around who looks like they know what they are doing, have one or two simple instructions for where to start registering and what to bring to prove residency and move to the next steps. Once arrived at step one, have parent representatives and student representatives to give tours and answer questions they may have. Each step of the process should be outlined in a chart, listing the position responsible for each, and listed sequentially through registration and ending at the first PTA meeting and for students, the first Friday night football game.</p>	<p>The Student Service Department is working on a Welcome Center for the 16-17 school year.</p>
<p>Provide parent webinars or videos that can be translated into a variety of languages that introduces district leaders, contains mini-lessons that emphasize cultural norms and protocols of the school and country such as how to contact the schools and teachers and in what manner to address them to get assistance and other little mini-lessons about very basic matters and processes Americans take for granted. They note that is the topic seems to simplistic to do in a min-lesson than that topic definitely needs to be recorded.</p>	<p>The Educational Services department will investigate this suggestion</p>

<p>Provide more opportunities to access peer tutors and teachers after school and also keeping a common area open and available for students to be at school and get work done until at least 4:30 or 5:00pm.</p>	<p>Middle school tutoring was allocated in 15-16.</p>
<p>Shift the thinking of the teachers who recommend that students get outside tutors to assist with the materials. Some cannot afford tutors and wonder why the teachers do not identify these topics and then include them in the new learning or repeat the topic for those who do not understand. Make the same level of tutoring available to kids that they have outside of the school system for the ELD students.</p>	<p>The Minority Achievement and Talent Development Task force has addressed this issue and is part of the 12 high priority recommendations. All teachers will be trained with Unconscious Bias over three years.</p>
<p>Gunn needs to try and hire a Chinese counselor as this is a major aspect of the school and a large percentage of the students are Chinese and having an adult to identify with is proven to have positive effects of children and their learning.</p>	<p>This information will be shared with secondary site principals.</p>
<p>Provide training in person and also have follow up video tutorials on the web on how to get an account for Schoology and how to use it for accountability with the children, better understood what the students are learning and what the sequence is of that learning.</p>	<p>The IT department does offer parent classes, and many sites have had the IT department attend family events, there is also events planned at the district office.</p>
<p>Many parents were surprised about the donations and amount of the donations the school asked and teachers asked to give. It did not feel voluntary to the parents, but felt more like an urgent and emergent matter. They all questioned if they could be required to give new for things at school and then looked at the Board Policy surrounding that issue.</p>	<p>This information will be shared with elementary principals.</p>
<p>Consider setting up peer guides or peer transitional specialist that are assigned to a student new to the school and walk around and show them the campus, classroom, cafeteria and walk them through a list of protocols and learning. The protocols should be designed and better through the various adult groups for editing and enhancing the preliminary document. Also, ideally this guide or transitional specialist could be able to translate in the language and provide services as needed to parents and to the students. This could build a potential relationship that the families trust and then can call upon when new issues and questions arise.</p>	<p>The Educational Services department will investigate this suggestion.</p>