

## LCAP Notes – March 20, 2018

<b>Goal 1 High Quality Teaching and Learning</b>	<b>Goal 2 Equity &amp; Access</b>	<b>Goal 3 Wellness and Safety</b>	<b>Goal 4 Governance, Compliance Communication and Relationships</b>
<p>1) Action 1.2 Provide full time reading specialist, fully paid by the district, at every elementary site</p> <p>2) How do you know if your reading specialist will produce results? You need to measure the learning growth teachers produce.</p> <p>3) 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?</p> <p>4) 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.</p> <p>5) 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.</p> <p>6) Help teachers find high quality hands on projects and simulations that support higher order thinking. Help teachers phase out outdated projects such as wax museums, book projects that are craft related etc.</p> <p>7) Make sure student progress in math and reading/ writing is measured at mid-year so that support can be offered when needed mid-year.</p> <p>8)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</p>	<p>1) Full-time reading specialist at every elementary site, so all children, no matter what their background has equal access to fair reading support.</p> <p>2) 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.</p> <p>3) 8<sup>th</sup> to 9<sup>th</sup> grade transition, academically gets way harder for kids. Need letter T11 grade prep and transition for 9<sup>th</sup> grade.</p> <p>4) 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.</p> <p>5) Access to after school programs for VTP students. We need support in high school, like we have it in middle school from the FES.</p> <p>6) 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.</p> <p>7) Do you want to close the academic gap? Reading specialist are essential at all sites -100% - paid by the district. PiE will no longer support funds for Reading specialist.</p> <p>8) Assistant Superintendent, Elementary Education.</p>	<p>1)Full time Psychologist at every school. For safety of all students</p> <p>2) SEL expanded to all grades in high school</p> <p>3)Wellness and Safety need several ore behavior support personnel. So many outlier behaviors out kids can learn with all the disruptions</p> <p>4) SEL- Create a 9<sup>th</sup> grade short survey – no more than 10 questions to ask about-a-1<sup>st</sup> year of H. School support from adults</p> <p>b-Stress levels</p> <p>c- Where there needs?</p> <p>d-Was it a smooth transition academically</p> <p>5) Crate an SEL</p> <p>6<sup>th</sup> grade student short questions survey on</p> <p>a) Did they feel supported their 1<sup>st</sup> year of middle school</p> <p>b) How many adults did the student feel helped them connect with them, supported</p> <p>6) 8<sup>th</sup> to 9<sup>th</sup> transition</p> <p>8<sup>th</sup> grade needs to be harder&amp; more demanding so kids are prepared for 9<sup>th</sup> grade homework</p> <p>7) More behavior support at elementary school. 1-behavior expert person at each school.</p> <p>8) 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>9) Train playground aides, who are the front-line responders to respond to</p>	<p>1) Form A –Bully UCP – form complicated form – parents need simpler explanation about form</p> <p>2) All employees leaving district sit in on exit interview data shared with supervisors, cabinet, board</p> <p>3) Formal vs informal complaints parents need help</p> <p>4)Hiring process standardized ??? out if any without abuse for example- and then don't hire</p> <p>5)Parents don't fully understand <u>Bully Form A</u> and UCP form and when and how t file-Parent info night</p> <p>6)-Make sure community parents and non-PAUSD parents get follow up emails &amp; communication.</p> <p>-Include relevant data-sharing as appropriate w/ community partners.</p> <p>7)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</p> <p>8)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.</p> <p>9)Provide adequate space and a professional space for district leaderships, teachers + staff to be able to perform at their best ability.</p> <p>10)Communication director is needed.</p> <p>11)UCP explain</p>

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<p>optional. PIE believes district should support basic needs like reading.</p> <p>9) 100% Reading specialist paid by district at every school. K-5</p> <p>10) Alternative to traditional education in the HS. More engagement</p> <p>-Non- traditional instruction.</p> <p>11) Please implement support for students starting in Kinder. Making sure they are at grade level and that they continue at grade level.</p> <p>12) Enhance history (World history, U.S history) curriculum in middle school. Also provide honor math in 6<sup>th</sup> grade.</p> <p>13) Teachers sometimes need outside help in recognizing how their own implicit biases and professional knowledge impacts their students. Consider having principals, TOSA's, or trained staff observe and offer constructive feedback to teachers in how their teaching affects the achievement of all their students. To overcome implicit bias, teachers need a lot of support and sometimes outside feedback.</p> <p>14)100% District funded reading specialists</p> <p>PiE will only pay for science and math enrichment, not for reading because reading is essential &amp; elemental not enrichment or optional.</p> <p>PiE believes district should support basic needs like READING.</p> <p>15)AMO: Make sure student progress in math, reading &amp; writing is measure at mid-year so that supports can be offered when needed mid-year.</p> <p>16) Help teachers find high-quality hands-on projects and simulations that</p>	<p>Implement Math shelf ipad supplemental math curriculum. It will eliminate you math achievement gap.</p> <p>10)Email postcards to community part.</p> <p>11)Re: Prevention and early intervention strategies, strengthen already existing partnerships. Increase focus on Pre-K including preschool family.</p> <p>PACCC</p> <p>12) 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.</p> <p>13) Ethnic Studies Now</p> <p>*Empower students of color</p> <p>*Raises students equipped to solve 21<sup>st</sup> century problems</p> <p>*Start well overdue conversations on race</p> <p>* Display &amp; challengers fake/fox news</p> <p>*Challenges institutionalized racism, otherwise system continues to favor white males.</p> <p>14) I would like explicit goals to reduce the discrepancies we see on CA dashboard.</p> <p>Namely</p> <p>English Arts</p> <p>Mathematics</p> <p>15) Communication – Making the website more accessible to provide updates.</p> <p>16) Where is the early math intervention it's all about reading. If you increase math for low income-kids you will see better reading</p>	<p>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.</p> <p>10) Overall</p> <p>Wrok constructively with teachers to phase out reward system such as marble jars, stickers, etc. especially as responsive classroom comes in. Help teahers find logical consequences not keeping the whole class late to punish a few students.</p> <p>11) Provide 4 more behaviorist support at every school.</p> <p>We need more help for safety of our children.</p> <p>12)SEL (1) Investigate programs that have been effective in other districts &amp; implement them to achieve LCAP goals.</p> <p>(2) Specifically look at the 3 programs recommended by the CDC epiaid report for elementary &amp; middle school (3) investigate: from CDC epiaid report:</p> <p>Elementary school: Promoting Alternative thinking strategies SEL program positive action</p> <p>SEL program</p> <p>Middle school: from CDC epiaid report</p> <p>youth aware &amp; mental health program</p> <p>life skills training program sources &amp; strength program</p> <p>13)School nurse at every site as recommended by American Academy of pediatrics</p> <p>14)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 &amp; safety of students so if ?? are don't hire in the first place</p>	<p>not just once communicate how to get feedback</p> <p>Remind parents- how to file on a regular basis if concerns.</p> <p>12)Train &amp; coach all teachers in cultural norms high expectations + get feedback</p> <p>13)Communication</p> <p>Terman hired new person – what is role? not communicated to parents</p> <p>give info to parents when new people are brought in &amp; leave</p> <p>14)Survey to parent to follow up on how Form A or UCP experience was</p> <p>15) Formal yearly (or 2x/year) training of yard duty on bullying prevention &amp; adult positive role model</p> <p>16) Start every district meeting with a moment of mindfulness and a small mantra to remind group meeting why each of us (parents &amp; 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</p> <p>17) Programs space for counselor, space for tier 1 &amp; tier 2 intervention special education, and futures programs.</p> <p>18)More Transparency</p> <p>19)Ensure master plan for facilities provides adequate space for programs &amp; professional staff. Consider collaboration space, space for dedicated courses such as art &amp; music and other enrichment</p> <p>20)Acronyms 1 Page Glossary – Re assess need for full time AP at 2</p>
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<p>support higher-order thinking. Help teachers phase out outdated projects such as wax museums book projects that are craft-related, etc.</p> <p>17) 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> <p>18) 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.</p> <p>19) Promote growth mindset vs fixed mindset.</p> <p>20) Pay higher salary to retain highly qualified teachers. Recruit and retain quality teachers.</p> <p>20) Continuous ethnic studies training for all PAUSD staff. Offer 3 to 4 trainings /workshops per year for all staff.</p> <p>21) 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.</p> <p>22) More should be done to promote the choice programs like connections + Spanish immersion (sp. for native speaker) currently only “in the know” families apply.</p> <p>23) Students in the US are known for having a good score in mathematics compared to other countries. Strengthen mathematics skills!!</p> <p>24) Great Progress Look where we are compared to most CA school.</p>	<p>results. Math ach. gap worse than reading.</p> <p>17) Action; increase staff and/or community partnerships (dreamcatcher, FCE, EPATT, College track) to specifically support low-income, HUR students. “Focus” alone (Action 2.3) w/o <u>more</u> \$\$ is not adequate.</p> <p>18) Create a case managers to track and intervene when HUR students fall behind. Prevent kids from falling through huge cracks the district has ignored</p> <p>19) Support Equity plan with full funding</p> <p>20) 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 &amp; academic support &amp; want help with transition to HS.</p> <p>21) 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.</p> <p>22) Promote mindset vs fixed mindset.</p>	<p>15) Consider how physical environment may affect wellness + safety</p> <ul style="list-style-type: none"> <li>-supervision</li> <li>-space for mental health+ support spaces</li> <li>-professional spaces for support service staff</li> </ul> <p>16) 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</p> <p>17) Find more effective ways to address bullying especially physical bullying to keep vulnerable kids safe.</p> <p>18) Implement SEL program as soon as possible as preventive especially for elementary</p> <p>19) Encourage communication w/facilities + school staff to provide space for support services. Consider ...</p> <p>20) Look at SEL programs and go through the adoption process like ather curriculum</p> <p>21) Address sexual harassment/assault under this goal</p> <ul style="list-style-type: none"> <li>*protect the girls first!</li> <li>*proactively engage in preventive efforts, through trainings/publications/events that raise awareness of this risk at PAUSD schools.</li> </ul> <p>22) Keep support of safe routes to schools great for kids to walk and bike to school.</p> <p>23) Use UCP procedures for all bullying incidents and hold students accountable under AR 5144,1 AR 5144,2</p> <p>24) When white/Asian children bully black/brown children there needs to be</p>	<p>biggest schools Ohlone and Escondido</p> <p>21) Parents need to better understand</p> <ul style="list-style-type: none"> <li>-Bully Form A</li> <li>-UCP</li> <li>-Process for expulsions</li> <li>-Process for suspensions</li> </ul> <p>Ask students services to create a handbook</p> <p>21) Ask for BOE to look at the 2 largest elementary schools- Ohlone Escondido</p> <p>Allocate resources for each school to have a full time AP- Large schools (is) behavior concerns, evaluation are large #</p> <p>22) Improve governance of BOE Needless BOE, no overreaching goals or director</p> <ul style="list-style-type: none"> <li>-Pull yourself together BoE &amp; demonstrate positive and respectful leaderships</li> </ul> <p>23) create a comprehensive parent survey administrated by an outside group to determine if students are receiving services and benefits entitled by law.</p> <p>24) Directive to staff – all staff and district employee are responsible for</p> <ul style="list-style-type: none"> <li>- to ensure compliance of all applicable state and federal law and regulations of PAUSD policies.</li> </ul>
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<p>Thank you P.E for the funding to allow PAUSD more options.</p> <p>25) 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 &amp; regulations that PAUSD policies area based upon.</p>	<p>23) Access for high quality for tutors for kids who need but can't afford. Then at the secondary level.</p> <p>24) -Offer Ethnic studies courses to all students</p> <ul style="list-style-type: none"> <li>-Empowerment for students of color</li> <li>-Raising students who are equipped to solve 21<sup>st</sup> century problems</li> <li>-Start well overdue conversations on race</li> <li>-Dispell and challenge fake/fox news</li> </ul> <p>25) Action 2.4 Extended school year</p> <ul style="list-style-type: none"> <li>-Needs measureable outcomes</li> <li>- Needs content</li> <li>-It is a summer camp more than a summer school</li> </ul> <p>26) 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 &amp; obstacles and adjust District resources and plan to improve CCI measure. (Could/should take more than 1 year)</p> <p>27) District should conduct exit interviews for HUR (esp. black) families who leave the district to find out why. Many do so due to bias.</p> <p>28) Initiate a comprehensive parent survey for ??? tell parents, administrated by an outside group to gather data for decision makers.</p> <p>29) Need a better rollout of parent engagement specialist in the community</p> <p>30) What base line?</p>	<p>actual consequences. Our students of color count and we see the inequality.</p> <p>25) Addressing sexual harassment belongs here. Our girls come first! Not saving staff jobs (think Diorio) or compliance but what do our girls need. 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.</p> <p>26) Action: create focus gap of law-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. AMO: separate out these students SEL indicators?</p> <p>27) Challenge Day</p> <ul style="list-style-type: none"> <li>-Follow up on challenge day and contact + repeated contact with challenge day kids</li> <li>Challenge day kids club</li> <li>-Repeat challenge day each year</li> <li>-Follow up reunion sessions</li> </ul> <p>For challenge day &amp; group</p> <ul style="list-style-type: none"> <li>-Expand challenge day to whole school and kids PAUSD</li> </ul> <p>28) Combine form A &amp; UCP It doesn't matter bullying is bullying. -Budget Adult supervision of students during times/spaces of where verbal/physical bullying aggressions</p>	
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	<p>Ensure that IEP goals measurements are updated quarterly most often than not goal progress is not measured quarterly.</p> <p>31 What is the expected parent engagement?</p> <p>Example</p> <p>-Do you want parents that just drop off students</p> <p>-Or parents who is at school every day.</p> <p>Who does CA data link to assessment at a local level (ie. Elementary school &amp; classroom testing</p>	<p>have been reported, so as to address factors which allow such incidents.</p> <p>29)Effective bullying - prevention, better enforcement of rules in guidebook-regardless of face.</p> <p>30)Survey students about their wellbeing and safety + follow up</p> <p>30) Increase campus supervision!</p> <p>31) camera in bathroom better surveillance of his/her music areas in school.</p> <p>32) Ensure adequate mental health school nurse counselors at each school to support students as well as district support. Encourage students to talk</p> <p>33) Encourage students to report and listen to them and follow up so they feel they are supported</p>	
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