

LCAP Meeting

Nov. 10, 2015

LCAP Goal 4: Positive School Environment, Climate, and Culture- with Equity at the Core and Support for the Whole Child

Goal 4 Positive School Environment, Climate, and Culture –with Equity at the Core and Support for the Whole Child.

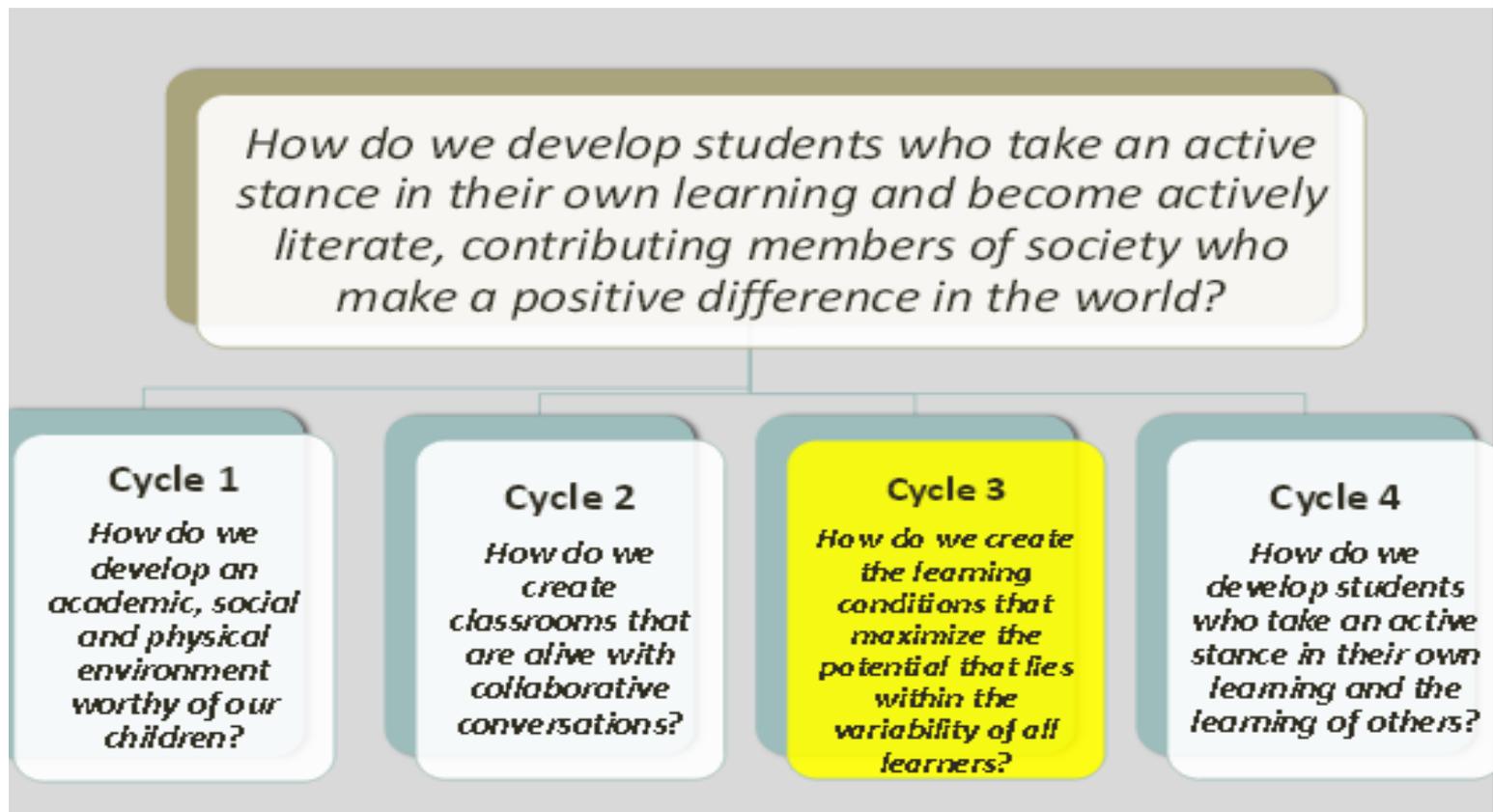
- Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

Three Objectives of Discussion Today

- Topic 1: Closing the Achievement Gap with High Expectations for All
- Topic 2: Access to a Broad and Challenging Curriculum
- Topic 3: Positive School Environment, climate and Culture- With Equity at the Core Support for the Whole Child

Topic 1: Closing the Achievement Gap with High Expectations for All

- The Focus of Our Work: Learning Cycles



Topic 2: Access to a Broad and Challenging Curriculum

- **Office of Language Acquisition**
- -CELDT training & ELAC support
- -Cluster ELST work & Wiki Space Updates
- AP Classes offered in different schools
- Dual Emersion Schools/ Biliteracy Classes

Topic 3: Positive School Environment, Climate and Culture- With Equity at the Core Support for the Whole Child

- **PBIS** (Positive Behavior Instruction Support) - evidence based, system-wide method of improving student behavior with an emphasis on school climate and building relationships
- Has grown to 90 sites
- Current focus: Completing PD for Elementary/ K-8/ Middle sites (three days), refresh practices (two days) for all sites that have already had PD to examine current practice
- Offer two- hour, mini sessions for Levels of Misbehavior and Supervision

Student Health and Wellness

- **3 Year Implementation Timeline**

- Wellness policy and framework
- Alignment of WIC reauthorization
- Healthy, Hunger-Free Kids Act
- Health clinics / partnerships
- Wellness center implementation model
 - Working across departments to meet needs at a school site
 - Place where we can have agency support on the campus (mental health, legal aid, housing assistance, restorative circles, trauma informed practices, food pantry, clothing and supplies)
- **Current state**
 - Monthly meetings with administrators
 - Youth in Transition Focus: What the barriers to feel successful in their school?
 - Students Served
 - Homeless, foster, military , refugee, probation
 - This work is done with student events; supplies, giving back to the entire site
- **Next Steps-** increase community and agency; partnerships to support youth in transition

Restorative Practices

- **Office of Youth Advocacy**

- Different departments of SDUSD working together to be in alignment to support student need
- Restorative practices- consequences and restorative part happen hand to hand
- Restorative practices- understanding the impact and repairing harm
- Nation Conflict Resolution Center- works with SDUSD to help place restorative practices in our schools

Topic 1+2 / Feedback from the Day

Closing the Achievement Gap with High Expectations for All/ Equity at the Core Support for the Whole Child & Access to a Broad and Challenging Curriculum

LCAP Topic: 1&2

What is working? What should continue ?	What is needed?	What are the priorities?
<ul style="list-style-type: none">-Stakeholders in decision making-Identifying areas of priority by looking at data in detail	<ul style="list-style-type: none">-school site outreach to community and parents to understand importance of attending cluster meetings to improve student achievement and make decisions on district policy-data broken down by cluster and LCAP groups	<ul style="list-style-type: none">-project based curriculum to support common core

Topic 3-Feedback from the Day

Positive School Environment, Climate and Culture- With Equity at the Core Support for the Whole Child

LCAP Topic: 3

What is working? What should continue ?	What is needed?	What are the priorities?
<ul style="list-style-type: none"> • Restorative practices • Nursing and wellness program • Access to resources 	<ul style="list-style-type: none"> • Having nursing everyday • Counselor everyday • Staff having cultural proficiency and training • School wide implementation, training and buy in • Recognizing and acknowledging citizenship • Community building between staff and families 	<ul style="list-style-type: none"> • High school resources utilized K-12 • Celebrating good citizenship • Funds to support programs at support sites • Staff training and entire school buy in

Topic 3-Feedback from the Day

Positive School Environment, Climate and Culture- With Equity at the Core Support for the Whole Child

LCAP Topic: 3

What is working? What should continue ?	What is needed?	What are the priorities?
<ul style="list-style-type: none"> • Restorative practices • Nursing and wellness program • Access to resources 	<ul style="list-style-type: none"> • Having nursing everyday • Counselor everyday • Staff having cultural proficiency and training • School wide implementation, training and buy in • Recognizing and acknowledging citizenship • Community building between staff and families 	<ul style="list-style-type: none"> • High school resources utilized K-12 • Celebrating good citizenship • Funds to support programs at support sites • Staff training and entire school buy in

LCAP Meeting

January 23, 2015

Goal 5- Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities.

Parents and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services

Goal 5- To empower families to be engaged in family engagement to support their student learning

- SDUSD Systematic Family Engagement- Resources in the communities to help our families (*a draft*)
- *Understand where we are to know how to move forward*
- *Empower each and every family to support student learning*
- *Connect, communicate and learn through networks*
- *Listen, heal, and build trust to take action together*

Top 3 Family Engagement Strategies

Pre- K & Elementary

- Talk with your child as much as possible (alignment Collaborative Conversation)
- “Brain- building activities” (alignment Unlocking the Genius and Agency)
- Read with your child (alignment Social and Emotional Environments Worthy of Our Children)

Top 3 Family Engagement Strategies Middle and High School

- Communicate with the school and teachers about your child's progress (alignment Social and Emotional Environments Worthy of Our Children)
- Decisions; supporting your child in learning to become independent (alignment Agency – support your child in learning to become independent)
- Learning about education and how it connects to their future (alignment Collaborative Conversation and Unlocking the Genius)

How might we empower each and every family to support their child's learning?

- Fish Bowl Activity -Parents and Students: sharing of insights, quotes, stories, hearts, minds, collaborative conversations-listening to each other's, agreeing, disagreeing, building on each other's ideas
- Discussion of Empowering families to support student learning- relationships building / sharing ideas and thoughts

Share Out: Empowering Families

- Having an event with a measurable outcome. Collecting data and having direct steps that will address the data.
- Using parent surveys
- Sharing of resources
- Engaging the students with community meetings
- marketing needed
- male role models

How might we empower each and every family to support their child's learning?

- **District Staff** –discussion of what was heard from parents and students
- **Comment:** How do we use classified staff to help support parent involvement? (ranging from bus drivers/ cafeteria workers)
- **Comment:** Training needs to be available in order to know how to communicate with one another.
- **Comment :** *How can we make this a plan a reality?* Training across the board for not only certificated, but classified as well.
- **Comment:** Having clear goals per cluster. Having a plan which follows the students for the 12 years. Using data effectively/ and ensuring professional development is being followed up on.

Share Out of Ideas

- Cluster Fairs
- Use of technology / Facebook & snap shot
- Use our partnerships – store front; store counters; supermarkets
- How well are we doing w/marketing?
- The right marketing approach
- Personal marketing approach
- Personal invitation

Share Out of Ideas

- Network via family workshops (multiple locations, dates and time)
- Each school site has a resource center
- Show families that they are valued; make recognition public
- District provides a toolbox to school to use
- Professional development with stakeholders in regards to parent involvement monthly/quarterly
- Are we staying focus?
- Co-constructed goals for action items results and feedback
- Shared decision making

More LCAP Information

- Sandi Webpage
 - “Our District”
 - LCAP