

The draft revisions of San Juan's Local Control and Accountability Plan (LCAP) were reviewed at the committee's May 17 meeting. Education Code 52062.a.1 states: *The superintendent of the school district shall present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee established pursuant to Section 52063 for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee.*

The superintendent's responses to the comments from the May 17, 2018 meeting regarding the proposed draft are below.

Math Revisions

- [Regarding revision of support Integrated Math 1 classes and new course pilot] How many schools are going to be part of pilot of new low ratio course? Are teachers getting the support to write curriculum? Sounds like a lot of responsibility having to 1) write curriculum 2) can we have larger classes?
- Is there an assessment to find gaps in what the students' needs are?
- The idea of reducing the number of students (class size to 16) is very good, but also if you can make use of these extra activities being prepared for these students and make them available to other math teachers, this is proactive. This way they can help more students.
- Having the teachers assessing in real time and creating curriculum puts them in a powerful position to address the needs as they come up. Sounds like a ton of work but it's a pretty powerful dynamic when it's organized well.
- Curriculum (worksheets) also perhaps online. Every time we have a discussion about IM1 we ask if teachers are attending trainings.
- Are those the new teachers that are diving into this work or does it vary by school? Is the district working with the administrators or the math department in terms of evaluating who can have that flexibility that is needed for the math foundation class, in the advisory capacity?

Response: We are in the final stages of securing approval for the Math Foundation Workshop course and determining how this fits into school schedules. It is anticipated that in the first year, 4-5 schools will offer the workshop course, with more adding it in subsequent years. The class size, teacher, curriculum and the instructional strategies are all important to help students overcoming past struggles and get ready for Integrated Math 1. Teachers will be writing the curriculum this summer and using available assessment data (MAP, CAASPP, etc.) as a starting place to determine needs. We suggest that teachers are identified to teach this class with great care because the teacher is what will make it successful. With the right teacher and the right instruction students will make progress. New or veteran, it doesn't matter as long it's the right person who connects with the kids.

English Learner Related Revisions

[Regarding the recommendation for adult education options for older immigrant/refugee students entering the US schools with little English, thus with limited chance to graduate]

- Would the adult education course transpire on school site so that students are allowed to remain with their peers?
- Are there supports to keep the students engaged off the school site?
- The idea sounds good, but where is the transportation for them to take them back and forth?

- In the content area, do they have bilingual assistance?
- EL Roadmap Rollout is July 31st at Sacramento County Office
- Percentage of teachers who complete EL roadmap and related trainings

Response: This is still in the planning process but conceptually a student has a choice of full enrollment at either a comprehensive high school, an adult education program or a blend of the two. This should be determined with the student and family around what is best to meet the individual needs of that student. As this program develops, barriers like transportation will be addressed.

Regarding professional learning for teachers

- If training is available for teachers and we are investing in it why are we making it an option for teachers? Why not mandatory?
- If the district can't make a teacher go to trainings or post a syllabi, how are you going to make a teacher go to a forum?

Response: This is a challenge but there are many avenues for professional learning for teachers. We make every effort to ensure that there are models which meet the needs of each teacher (school-based, afterschool, Saturday, summer, on line). The goal is to ensure teachers have and use the strategies necessary to support all of the students in their classes.

Young Student-Related Revisions

[Regarding the recommendation for the social-emotional intervention technicians]

- For the 5 intervention technicians, what would be their case load?
- What sort of training or education do these instructional aides have?
- Does there need to be more ongoing support for the teacher? So if that's the case, is there a plan for an IA to come in or ongoing counseling? I can't imagine a 2 week plan would work?
- Do you have additional teachers in the classroom or instructional assistants in kindergarten? Are we able to train instructional assistant for the teacher to work with students one to one?
- There's that idea of having the student associating with a trusted adult. Would the IA be assisting and working with that trusted adult that's been identified for that student? When the IA leaves will the trusted adult, could, perhaps, have some connection with this, when this IA leaves could the trusted adult help with the transition or still be somebody on the school site or still connected to the system?
- Use parent volunteers (train them) to help in TK-2 classes with behavioral challenges.

Response: The plan is for *social emotional intervention techs* to work 1-1 with a student, based on a behavior plan designed with the parent, teacher and specialist (psychologist, social worker, counselor, etc) for a period of 3-6 weeks. The intent is to make sure the behavior plan is being used successfully prior to gradually releasing this student. The person managing the student's case would still provide support and would work with the teacher and parent longer term to ensure the student's success. This may include other strategies like checking in and out with a specific adult every day.

Training for those hired into these positions is being identified/designed now to ensure they are ready to begin next year. When not assigned to a student, these techs will help out in kindergarten classrooms at middle density schools since Title 1 schools have kindergarten instructional assistants already.

High School Support Revisions and Counselor Discussion

- When I read this report it said high school supports. I translated this to counselors, and I don't see that word being used. And is that being planned? Are we going to increase our counselors? Because right now, you know, we already examined how horrible the staffing ratio is in schools.
- Does this mean part time counselors?
- That's been an issue we have been pushing for more than a year. Is nobody listening? But if 350 is the going rate for counselors, can we do better?
- I'm also concerned that we are adding FTEs unilaterally across the board without looking at our unduplicated students. Schools like San Juan, Encina and even a little bit at Mira Loma where you have a large influx of unduplicated students that the counselors are handling, but you see schools like Bella Vista that are getting the same resources and those counselors aren't having to deal with unduplicated students. I'm concerned about that.
- I respectfully disagree in terms of the numbers. When we talk about the numbers, when we say a counselor has 650 kids, if you don't have a child that is failing a class, or you don't have a child that has behavior issues, they don't see a counselor. I'm sorry, I understand the number- but in reality in the experience in the last 21 years... how many kids have you seen here? And I've asked that for a number of years...and they don't have numbers. I'm not saying that it's bad, good or whatever. I'm just saying we can't keep focusing on the number, because that number isn't a real number in all cases. You are asking for change but I'm asking for the work product. Because we could have 500 more counselors but if they're doing things that they are doing right now, our kids aren't getting any better service.
- From where I'm standing...even the good students... they need to see the counselor periodically. If nothing else, to get some words of encouragement.
- Counselors were cut back in the recession, and they were never restored.
- I speak from experience where the ratio was lower and all the kids were served. And their needs were met. Whether it be academic, college entrance, emotional, social and even handled discipline...is anybody hearing us?
- Even before the cut, when we had more counselors we still had the same kind of issues. Counselors (secondary) reduce ratio
- *importante considerar la cultura de cada estudiante, cuando se hablo de reunirse con los consejeros. Para muchas familias Mexicanas. Reunirse con un consejero es porque el estudiante tiene problemas. Por favor es muy importante que se explique la importaneia del trabajo del consejero especialente en la high school. → It is important to consider the culture of each student, when talking about meeting with counselors. For many Mexican families, meeting with a counselor means the student has problems. Please, it is very important to explain the importance of the work of the special counselor in high school.*
- Use supplemental dollars to pay for an outside agency to come in and do guided college and career prep. Ex: A group to bring in mentors well versed in college admissions and career training tracks.

Response: Increasing high school counselors over the extra 9.5 FTE already funded is not in the LCAP revision for this year. Our schools overall currently have a ratio of 1:366 and the 3 schools with the highest rates of unduplicated students and highest mobility have the lowest ratios (1:300 or less). That however, does not ensure that students are receiving all of the services we may expect them to, based on our experiences in school. The counseling-related LCAP lines have been revised to focus on improving the services that need to be supplied to improve focus and consistency across schools.

- A lot of parents have asked for a centralized college and career center is there any chance of that being moving forward?
- Communication through Naviance. How is the communication happening for parents who don't have computers? What about EL parents who don't read English?
- Allow counselors to stay with their students for 2-3 years because they already know their students and will be able to help them more
- Include the high school librarians to booster and support college and career readiness activities
- Establish career center at each high school to handle college and career information + scholarships, career fairs, college fairs...

Response: At this point we have not discussed a centralized college-career center because the district is so large geographically. However, there was an item in the LCAP that did not get implemented this year due to internal issues. The *college and career readiness specialists* plan was for a two year pilot which will now be 2018-19 and 2019-20. If they are successful at adding capacity to the counseling office we will explore expansion. This year we will see how the combination of the *college and career readiness* specialists along with the team of counselors can be used to increase service and support for students.

Naviance is a planning tool for students, not a communication tool. Parents can look at their child's plans, test scores, results of surveys, etc. We are continuing to build on this in 2018-19 as one tool to prepare for the new graduation requirements. Parent ambassadors and others will help with outreach to parents to increase understanding and use of this tool.

Ombudsman-related discussion

Regarding discussion of LCAP item to examine the conflict/complaint process using an independent group to help identify how we can improve the process.

- Research how other districts deal with complaints and concerns. Someone has to be doing something better than San Juan is.
- Spending \$50,000 supplemental dollars to research a problem that all of us agree is a problem is a waste money. That funding could be better spent on the proposed solution. Ombudsmen.
- Students have been sexually harassed by teachers, students are unfairly graded, and they are arbitrarily graded, students are racially harassed – I don't know what more concrete evidence we need, you will not have 2/3 of a population at Mira Loma come forward with complaints. Culturally, they will not come forward to complain. Rather, they will beat their children. We cannot let this go unaddressed anymore. The process ...with the counseling department and this is a quote, "college applications is a side gig for us. We are too overloaded"...parents must be able to go to someone without any fear of retribution, in an anonymous way...this to me is a deal breaker...
- And it's really a slap in the face... that what we as a group are told, who are here, who are experiencing, we in the community...are being told, no we are going to bring someone from the outside who is going to look at the problem and figure it out and come back and tell us where we should go next...
- That situation needs to be addressed immediately...perhaps legally. I think having someone coming from the outside is a good idea. I don't think that an ombudsman is enough...
- I don't believe its good form to hire someone to evaluate yourself... Ombudsman is a good idea...because that seems to work in every other location...they can target and troubleshoot...
- Campus climate assessment- would help us with all the things we have been talking about...we have asked this for years.

- Parents don't feel heard. And that's known...
- Maybe principals can get training on how to take care of issues such as harassment. And assign one person in the district to address complaints but they should be well trained.

Response: We currently have someone whose role is to address issues that come forward from parents, students, staff, etc. As of the beginning of March, this person has worked on 366 calls along with 33 anonymously reported issues. While this role is not called an ombudsman, it serves as the point where complaints are taken and resolution is addressed. Taking into account the feedback from stakeholders, including the PAC, we need to identify what is working and what barriers are keeping it from working. Much of the feedback now has come from a few schools; working with someone outside of the system will ensure a comprehensive, objective review.

Regarding expanding the diversity of the workforce

- Connect the mentoring activities and focus to recruit/retain diverse workforce to support creating a diverse workforce pipeline for San Juan students to have access to pathways/support to education in SJUSD as a career
- Expand the activity of San Juan Unified enters into a formal agreement with local colleges to create...From DACA college graduates to include DACA and San Juan graduates who fit the LCAP target groups
- Equal opportunity hiring- If we don't set a number for teachers, general staff and administration separately, my fear is that the "minority" fill in will happen at the staff (janitorial, yard duty, kitchen staff, etc.) level and not where it is needed most-teachers and admin

Response: This action has been added to the LCAP. Strategies for recruitment will be developed and implemented next year. These suggestions will be shared with the owner of that action. A companion metric has also been added.

Regarding Student Advisory Committee

- Student advisory committee was proposed over a year ago. The purpose was for students to directly advise the parent advisory committee and potentially the board. This hasn't been implemented in over a year.
- Encourage student involvement in citywide youth leadership opportunities
- Put a student on the school board-other districts have one!! Sac City, Folsom Cordova, Elk Grove
- [Regarding proposal to draw LCAP PAC student members from student groups] Would students be able to join the PAC if they are not part of the group?
- [Regarding proposal to strengthen district student council to be the elected voices of students] How many times has that district student council advised the board or advised any decision makers?

Response: Over the past several years we have strengthened opportunities for student voice in a variety of ways. The Superintendent's Student Advisory Committee began this year and revisions to it are being led by the students, with an interest of getting a variety of diverse voices in the group.

Students do not sit on our school board although each meeting begins with reports from two high schools regarding current issues, celebrations and concerns. This has provided the board with a broad understanding of high school student interests. The plan moving forward is still being refined but expanding and strengthening student voice, especially from our targeted student groups, is the priority.

Regarding recommendations for changes to local indicators (metrics)

[Regarding proposal of a metric focused on staff diversity]

- Collectively, I think it's important for our leadership to reflect the diversity throughout
- Isn't there a law in place how you can hire based on the make-up of that school?
- Would it be possible to do leadership and credential teachers?
- It seems like setting it up overall would give us the information.

Response: We are recommending to the board that we establish a baseline for this metric using fall 2018 staff data and set targets for the next two years.

Regarding LCAP changes and notes on PAC recommendations

[Regarding the recommendation around adhering to the grading policy regarding syllabus distribution and grading policies given to the students]

- On the notes it sounds like the response is that you want to change the administration regulation instead of enforcing the one that is there?
- How can we hold them accountable for enforcement?
- The concern I have with not communicating how grades are determined, to me it's intrinsic to student engagement. And that does fall under the purview of the LCAP.
- How can you prepare students for college where they have standards where they will be graded on, if you don't teach them that in high school?

Response: The action to address this concern brought forward is two-fold. It is an old administrative regulation as a whole (1995). While we need to ensure that what is written is being done, we also need to look at the administrative regulation to see that these are still the right guidelines.

Regarding discussion around prevalence of Advanced Placement/International Baccalaureate (AP/IB) references

- Are these the only classes that prepare kids for college (AP/IB)? I would think not, I think your regular classes are college preparatory classes. Where is this love affair with AP and IB coming from?
- Whether or not our efforts to get our students to want to take, to challenge themselves is what that particular indicator it is. And is that recommended at the state level or local level?
- Parents have never heard of AP classes or IB classes.

Response: College readiness has been defined recently by the state through the multiple indicators used in the accountability dashboard. In combination, a-g completion, AP success, career pathway completion, CAASPP scores, and other measures are used to establish if students are college-career ready. Additionally, education code for the LCAP includes that we measure the rate of students passing an AP exam with a qualifying score. Research has shown that students are 10-16% more likely to graduate from college if they have taken AP classes and if they pass an AP test with a 3 or higher, the probability of graduating from college increases by another 6-14%.

Discussion about UCAN participation

- We spent \$80,000...? Did we do that for two years...we have a contract for an upcoming year
- How many students actually went through the programs?

- If you happen to be a middle class student, then UCAN is for you, because they provide you an opportunity to take a tour of the historically black colleges [and universities]. That’s great, but as long as I’ve been working here at San Juan with students, there’s not one student that have actually graduate. We get all the information from them. We hear about all the scholarships... these scholarships are provided when you...I have a really serious problem that it doesn’t work for kids of color that are low income

Response: Last year we spent \$73,000 for the second year of UCAN. We had 110 students participate last year. We are scheduled to continue the program this next year and there are multiple organizations beside UCAN with whom we work. The narrative you are sharing is new to me. I will keep an open mind as we evaluate the programs, so I appreciate and welcome the feedback.

General Comments around LCAP Approval

- I have been doing this now for 4 years, and I was on my phone to find the language and statute around this groups’ input. And what it says in state law, the PAC advisory committee is supposed to have authentic and meaningful engagement. Not just get our opinion but authentic and meaningful engagement. I think what the district has forgotten, (and I refer to the board) is that when LCAP was enacted it freed up from a lot of categoricals and a lot of regulations...a lot of paperwork...a lot of bureaucracy from how schools have been funded before. But honestly, not having the ombudsman approved, not having school climate assessments approved that we’ve been doing for 4 years, although I had a good talk with the superintendent, I appreciate that time, but that’s not the point. This committee. - I don’t feel meaningfully or authentically engaged. For me, I think that there are other avenues I’m going to try to pursue and get this district to do things that need to be accomplished.
- Last year a similar motion was made and I disagreed with the motion that I made. A year later I’m on board with that kind of motion. I said this jokingly-but I’ve been radicalized, I didn’t set out to be, but I’ve been radicalized. And I’m beside myself and this is the best that I can do.

The draft revisions of San Juan’s Local Control and Accountability Plan (LCAP) were reviewed at the committee’s May 17 meeting. The questions below were not discussed during the meeting but were emailed in following the meeting’s close. The superintendent’s responses are shown below.

In the **Detailed Summary of PAC Recommendations:**

Culture, climate and Safety-2.4 Recommends that the board mandate school climate assessments at two high schools and two middle schools and/or K-8 schools.

- *Staff believes that several schools will engage in this work as it relates to their WASC or site plans around climate. This would be in addition to the sites already focused on a three-year learning community grant.*
- How many of our schools are on Accreditation Probation with WASC? What additional supports or actions does the district supply for a school on Accreditation Probation with WASC?

Response: The assistant superintendent of secondary schools works with the site’s leadership groups to review the findings and plan how the concerns are best addressed. This may include bringing in outside

consultants if necessary to address the findings and move out of probation. Currently we have one school on WASC probation.

How is San Juan seeking out student input in its efforts to expand student leadership?

Response: Students on three district groups have been providing input and SSAC has received input from over 1,000 students from a survey they developed. In the fall, additional input will be collected from district student council.

- If communications of illegal, threatening or violent activities occurs using district provided student email accounts, will the district detect the threat? If the district fails to detect a threat using district provided student email accounts, is the district assuming a liability they do not need to assume and possible legal and financial consequences?
- How many schools did not have School Site Councils which would have met Ed. Code requirements because member positions were OPEN or VACANT (or employees of the school were listed as PARENTS which would not be in compliance even if they are parents at the site)? What % of SJUSD school site councils are properly composed?
- What % of schools with an ELAC send a representative to at least one DELAC meeting? What % of schools with an ELAC send a parent representative to at least one DELAC meeting?
- Please describe the superintendent and staff work toward creating and implementing a plan for developing the civic literacy of all students (per Board of Education Resolution No. 2781).

Response: The items above are not connected with the LCAP draft.

These questions about the **Superintendent’s Student Advisory Board** were presented in October. The answers included many phrases such as “not yet”, “currently no”, “will evolve” and “as develops”. Hopefully the time since October has allowed current answers to these questions to be more complete.

1. **Election procedures-**

How long does an elected student stay in office?

2. **Membership-**

How does the SSAC prioritize diversity & appointing targeted students?

3. **Interaction-**

How is the SSAC being advertised? Who is it being advertised to? Are there methods that allow students who are not on the council to give input to council members? What groups (school board, superintendent, LCAP, etc) does the SSAC interact with regularly, as a part of their normal functions? What about student groups like student government?

4. **Official stuff-**

Does the council have bylaws? Does it have a budget? Is it in any district Board Policy or Administrative Regulations that make it an official body? How much power or authority does the council have?

Response: Superintendent's Student Advisory Council, an advisory group for Mr. Kern, has wrapped up its first year and has developed a recruitment video and application to find high school student members for next year. This year the group conducted a survey of high school students and had responses from over 1,000 students. This is being used to provide information related to the project areas of the group. During the year, SSAC has interacted with the superintendent, the school board president and staff related to projects or initiatives they are discussing.

Since it is unclear whether the **Superintendent's Student Advisory Board** or **district student council** or both may be advising and making recommendations on LCAP items, the following questions are about the **district student council**.

General Note: Strengthening district student council to play a greater role in advising on LCAP-related work is a proposal. Therefore, the responses below are likely to change over time as the group's focus changes.

1. **Election procedures-**

How long does an elected student stay in office?

2. **Membership-**

How does the **district student council** prioritize diversity & appointing targeted students?

3. **Interaction-**

How is the **district student council** being advertised? Who is it being advertised to? Are there methods that allow students who are not on the council to give input to council members? What groups (school board, superintendent, LCAP, etc) does the **district student council** interact with regularly, as a part of their normal functions? What about student groups like student government?

4. **Official stuff-**

Does the council have bylaws? Does it have a budget? Is it in any district Board Policy or Administrative Regulations that make it an official body? How much power or authority does the council have?

Response: Currently, district student council is comprised of members of student government from all high schools and meets several times a year with a variety of students participating. Each meeting has a different focus with different departments from the district office invited for Q & A sessions. In addition, the students do a lot of share-out and trouble shooting for events at their sites. They are able to network and share ideas. The students who attend the meetings are