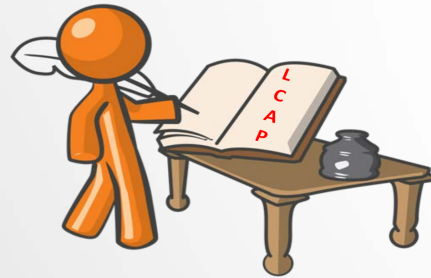


Turning your
LCAP

Into an
Action Plan!



Superintendent Responses from Stakeholder Meetings

FEBRUARY THROUGH JUNE, STAKEHOLDER MEETINGS, 2019

Annual Updates and New/Revised Actions for 2019-20

Stakeholders' Comments



Parent Advisory
Committee



Parents



District English Learner
Advisory Committee (DELAC)
Meeting



Certificated and Classified Staff



LCAP Advisory Committee



Comments/Questions from Stakeholders

Superintendent Responses

- ❖ With regards to students with disabilities, have we looked to see what population the deficiency is happening in? There is a huge amount below ELA standards. It's our mild to moderate populations District wide, though some sites are still lower than others. There is PD on the calendar to support our special education teachers.
- ❖ How does the EL progress report specifically compare to the previous table on ELA and Math? This measures acquisition of the English language. It's assessing progress based on English language standards, as opposed to academic standards.
- ❖ How many students are considered long term EL? About 100, looking at both long-term learners as well as those who are at risk of becoming long-term learners. This information is determined by how long they have been in the program, and how they are progressing.
- ❖ How many absences are considered chronic? If students are allowed 18 for the school year, let's say they're at their 18th day in May, and the school year is over in June. We start over at the end of the school year. How does that address the issue? Kids who are chronically absent are always chronically absent. You can look back in their cums and see the pattern every year. The new system will start flagging kids before they reach their 18th day. Principals are also putting interventions into place early to prevent kids from even getting to that 18th day. Actions are being taken to prevent absences before students even reach the chronic level.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Letters sent home just end up in the trash and don't do much to remedy absences. I have felt, as a teacher, this year has been the worst in terms of absences. Every year has been getting worse. Parents just let their kids stay home because of stomach aches, or other reasons that aren't a legitimate illness. [The letter is strongly worded and gives encouragement and support tactics to aid parents in getting their kids to school.](#)
- ❖ Have you noticed which groups show a higher rate of absences? [We see this problem in a wide range of students: specifically EL, students with disabilities \(mild to moderate\), Filipino, Hispanic, Homeless, and socially-economically disadvantaged. Huge correlation between absences and academic performance.](#)
- ❖ The postcard was helpful. It doesn't apply to me, but for the parents that do have the absenteeism, it may be a wake-up call. Is this a busing issue? Are there a lot of children who need transportation and don't have it? [Absenteeism is an adult problem. Transportation is available, routes have been looked at and it's not an issue that we've seen.](#)
- ❖ I believe you should speak directly to the parents. They should be held responsible. I've seen situations where older siblings sometimes have to stay with the younger siblings who are home sick. [The District's Social Worker support is crucial with families like these. This is where early intervention will be especially helpful, to address circumstances like this with families who are struggling.](#)

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Will the District provide a yard supervisor training on a PD day? Yes, maybe during spring break. Dr. Randall is looking into this.
- ❖ Benchmark units cover Science, and 6th graders must focus on 4 units of Science. Can we use Benchmark to also help us push this forward? Yes, but Benchmark does not go in depth and we need to make sure that we are teaching the NGSS in our classes.
- ❖ Why don't we have our own physical education teacher? Our teachers are all teaching PE and know the standards for PE.
- ❖ Is PE mandated? Yes, 200 minutes every 2 weeks.
- ❖ Who are the BIAs supporting? The BIAs are behavior intervention assistants and they work with children under the supervision of Dr. Kait Leonard, who is our Behavior Intervention Specialist.
- ❖ Is the library support written in the LCAP? Yes, under Goal 2.
- ❖ Is District Conference happening this year? Not this year - we had a lot of input that what we do at the District Conference is also what we are doing at the Many Families One Community (MFOC) event.
- ❖ Who attends the SELPA meetings? Superintendents

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Is the Fire Dept. involved in our lockdowns? No, these lockdowns are due to the Active Shooter Training.
- ❖ Did CAASP recognition go away? No, it's in spring near the next testing period.
- ❖ Did enrollment increase due to TK moving up to the 4-year marker? We have not seen an increase in our District.
- ❖ Is Leona Cox a Title I school? Yes
- ❖ Some of the subgroups have gotten worse. African American went way up, but the blue and the green percentages stayed the same. The Filipino subgroup doesn't show a lot of negative impact. How were they able to manage that? Overall, it's almost exactly the same from 2017-2018. How did we define these subgroups? The state defines it as 30 or more that are testing. Last year, we spoke about the African American student group, and now the data shows that it's even more of a concern. We need to identify where these students are and how this reflects their needs. Children are not all the same. They need access to all the same things, but they need to be treated differently based on what they need.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ The African American population grew from last year and maybe that reflects the changes as opposed to teaching approaches/testing procedures. Principals have been provided an intervention sheet. It shows students who are just under or just above the target met so that the students can be monitored closely. Sites are able to start running intervention groups right from the beginning. A closer look at Claims will help teachers support students individually.
- ❖ All teachers have access to standards and targets from the previous year. Everything is color-coded and clearly defined so targeted groups are easily identified. The same percentage of students are meeting the standards from last year to this year. We need to address why there hasn't been more growth.
- ❖ 2016 was the first year children had common core. How are you defining students with disabilities? Any students with an IEP, physical or learning disability (speech, DHH, etc.).
- ❖ IFEP and RFEP are doing better across the board than EO students. That's true nationwide. Students who master a dual language typically perform better.
- ❖ ELPAC was used for the first time last year. This may be the reason why there was a difference, are the standards measuring EL students growth? The ELPAC is a very rigorous assessment and it is measuring students acquisition of the English Language.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ As an EO family, we would love for our kids to have the opportunity to learn another language because the data for bilingual students is so strong. If we look at the EL data, even though they are still struggling, they are really the only group that showed improvement. [That reflects the work we are doing in the classroom. Last year was the first year we had strong ELD materials for the teachers, this is part of our new adoption.](#)
- ❖ Sulphur Springs hasn't seen growth in Math, which has initiated conversations around how to overcome where they are stuck. Think Central makes it hard to access the data. The goal is to find a solution that makes it easy to address the problem. Number sense has been a problem across the board in upper grades. [Vertical-Teaming is taking place to try and lay a firm foundation for students and helping the whole school move forward across all grades. Teachers are going to look for those resources to teach kids what they need to know and to fill in those gaps.](#)
- ❖ Are teachers the only ones who are able to reach out and request the support of the resource center or are parents able to as well? Is there a specific requirement that needs to be met? [Parents are able to go directly to the resource center, or they can meet with the principal to gain access to the resources available. We will be setting up a direct phone line and email address for Ashley and the resource center.](#)

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ The representative from Mitchell School shared a comment on Goal 1, Action 7: Safety drills are especially important for students who are new to school sites. Dr. Kawaguchi went on to say that the Sheriff Dept. personnel is also on site during the drills to ensure they were done correctly. Director of Curriculum and Instruction added that drills occur throughout the school year, so newly arrived students are also trained.
- ❖ Where can I go to help me with English. I need more practice with Speaking English. Director of Curriculum and Instruction shared information regarding College of the Canyons' free ESL classes.
- ❖ My daughter also needs help with English. Director of Curriculum and Instruction explained the Designated and Integrated ELD supports EL students receive. She also explained that there are online resources through CLEVER that can support students. Teachers can supply log in credentials.
- ❖ The representative from Mint expressed gratitude for all the ways the District supports Spanish speaking families who don't speak English.
- ❖ The representative from Canyon Springs shared that she was very happy that her son was reclassified this year and thanked Dr. Kawaguchi for the changes she was implementing in the District.
- ❖ The representative from Mitchell asked if the LCAP was a plan just for Canyon Springs, or if it was for all schools. Dr. Kawaguchi explained that it was a District plan and that additionally each school had a school plan to support their schools' unique needs.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Director of Curriculum and Instruction shared that teachers are feeling much more comfortable giving the ELPAC test this year. We have trained 4 staff members to give the very extensive initial test - which is a very high stakes. All teachers were calibrated to insure accuracy.
- ❖ Could we take some of those questions you were getting around ELPAC and turn them into a FAQs for new families? That way it would be a resource for everyone on the website. [Absolutely, great idea.](#)
- ❖ A few kinder parents have mentioned that certain things would have been great to know at the beginning of the year. Sulphur is creating a pamphlet to give to new families at the beginning of the year to help them feel informed and welcome.
- ❖ Are TOSAs now our designees to go to conferences instead of teachers? [No, teachers are still given the opportunity to attend.](#)
- ❖ Do we think increased enrollment will stay? [We are always pushing for increased enrollment and we want families to know that our schools provide an excellent education to our children.](#)

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Actions 18-19, Goal 2, Purchasing of materials for NGSS, does that mean Mystery Science? VAPA? Yes and our District has written grants to support the visual and performing arts.
- ❖ We utilize dual platforms in our personal lives, but there are a lot of low-income families who don't have access to technology. Sometimes a cell phone browser is not compatible with a web page. I was wondering if there are different opportunities to provide resources that would be compatible on cell phones? With Think Central for example, I don't know if that would be accessible via mobile phones. That is something we can look at and see what kind of work is being sent home and how that can be accessed from a mobile platform for families who may not have computer access. We'll need to check on access to apps, as opposed to just web access. That is something very useful to share out with families. Which programs require apps and which apps are phone compatible as opposed to just on computers or the iPad. Apple vs Android.
- ❖ Parent shared that she did not receive the link to the parent survey. No phone message, flyer, email, nothing. Parents could only see it in a pop-up box on the website. If parents didn't happen to go on the website, they may not have seen it. Dr. Kawaguchi is going to re-open it so it can be pushed out again.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ What info can be accessed in the parent portal? [Attendance.](#)
- ❖ Can new families register through Aeries? [Yes.](#) Castaic sends just one form home reminding them to login and update their information. As opposed to the full welcome packet we send every year. That way parents can only print documents that require updates. For parents who don't have technology available, they open up computer labs and allow them to do it online. They can print whatever they need at the office. Otherwise it's all automatic, updates online. Is there anyway we could roll out a process like this? Especially helpful for families with multiple children. [We can certainly look into it. We just have to make sure everyone will have access.](#)
- ❖ Have we done a Spanish literacy night? Is that something we have planned? [Director of Curriculum and Instruction has bilingual books, so she is playing with the idea of rolling it out with her DELAC meetings \(which she has done for the last 4 years\). Evening meetings have been a challenge with regards to getting families to attend.](#)
- ❖ Can we partner with our already schedule family literacy nights? [We could have a room where we interact with the families who speak Spanish.](#)

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Is there a way to add a goal or relate it to AR? Points vs percentage has been a point of confusion for many families. [That's something we can address at family literacy nights.](#)
- ❖ Can we develop some sort of action that can be implemented at a District level to get families to understand the importance of reading? [Reading in Spanish still helps with literacy. Maintaining fluency in both languages is key.](#)
- ❖ Who initiates the request for family resources? [Staff, parent, principal can all initiate to create multiple avenues to provide resources for families that need it.](#)
- ❖ With regards to the needs of the children, is it strictly behavioral? [It's anything. The increase with anxiety and suicide is very high right now across our nation. That is our biggest need District wide at this time to address. We also provide for physical, emotional and social support.](#)
- ❖ We don't really give kids an emotional first-aid kit on how to help themselves feel better emotionally. [That's something we can certainly educate our parents on more.](#)

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Parents are often under the impression that, in the long run, there will be a stigma for their children if they receive counseling. They don't want to have anything additional in their children's lives that will negatively impact them. **This service is not something that is permanently attached to your child. They may need a certain skill or support one year, and then never again. That is the goal of such support. It's not something that goes on the student's record. It can be fully confidential.**
- ❖ As teachers, we know there is a Social Worker out there. Can the Social Worker come to staff meetings so she can introduce herself and inform teachers about her role and how her services can be accessed? **Yes, this is a great suggestion and will be implemented.**
- ❖ What qualifies a school for an AP? **Programs and enrollment.**
- ❖ How come you took out NGSS but left VAPA? **Vapa is not required by state. It is not core instruction, but we still want to show it's important in our District, that's why we are keeping it as an action.**
- ❖ Why isn't VAPA part of the TOSAs' focus, especially now that we have 2 generally focused TOSAs? **VAPA is not part of a TOSAs focus right now because ELA and Math are still an area of need. TOSAs are hired to support our core instruction. TOSAs integrate the arts in their lessons with teachers to show how one can use the arts to instruct the core curriculum.**

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Goal 1 Action 9 - monitoring attendance - when students miss class, is there a way to implement a system that updates and informs in a more fluid way? [Attention to Attendance](#), a new software program we have started using. This software system provides quick information to our school personnel to provide supports where needed, and make contact with our families if there is an attendance concern. This system has greatly streamlined our process and allows us easy access to information to support our students to come to school every day and on time.
- ❖ What can we do as a District/parent to support children so that absences don't cause them to suffer academically? It's very difficult, teachers give absent work to take home. But it's not just about the work missed, the children miss the lessons and it causes them to fall very far behind. This is another reason why we invested in [Attention to Attendance](#) so that we can interact quickly, gain a relationship with our families, and provide assistance where needed.
- ❖ Shouldn't there be strategies in place so that students like these can get additional support outside of class time? It would be nice, but it is also the parents' responsibility to get their children to school. We don't want to put something in place that would support the behavior of being absent. We provide intervention where needed, but we don't want to make it easier for kids to miss instruction.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Do Teachers really understand the new A2A System? District staff will need to continue to educate our teachers, with the support of our Principals, to demonstrate how A2A can support families with positive attendance.
- ❖ Is it possible to include ATA training/Information in staff meetings? Yes, this will be implemented in the fall.
- ❖ How many African American and students with disabilities in our district that took the 2018 state test? African American 181 and students with disabilities 421.
- ❖ How is Goal 1 staffing different from Goal 4 staffing? Goal 1 focuses on teachers and administrative staff required to run schools. Goal 4 staff focuses on extra support staff that is needed to support the social/emotional needs of students. Staff in Goal 4 is not mandated by the state to have in place.
- ❖ Can we add anything in Goal 4 about the Family resource center? Yes, this is added to the action that mentions the school social worker.
- ❖ Will there be more emphasis on VAPA for primary grades in 19-20 school year? The District continues to focus on opportunities where it can write for additional grants to strengthen the VAPA program for all students.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Is there another way you can encourage attendance without rewards? The emphasis makes it hard. Reward for one means punishment for another. Letters are okay, but ice cream and other incentives are not fair. **Staff is always open to further suggestions on ways to support and increase positive attendance at schools. Some students need different motivators to encourage them to attend school, and the District not only looks at rewards, but also has the teachers supporting by having engaging lessons and activities in their classrooms to motivate students to attend school on a daily basis.**
- ❖ Dashboard: Not all Hispanics are under English Learners – is this correct? **Yes, not all Hispanics are English Learners.**
- ❖ Will we be hiring someone to oversee the math program? **Educational Services Staff supports teachers with the delivery of our math program. We will hire an outside consultant to support with additional training for teachers in the area of math.**
- ❖ Parent called and spoke to Mr. Medina regarding the Attendance Letter. Parent was very grateful for receiving the letter and for the explanation.
- ❖ Do we still have in-house suspension? **Yes, this is implemented in our District.**
- ❖ If a parent calls in their child sick – do they still get a letter? **Letters are only sent home to families after a certain number of absences.**

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Sulphur Springs needs a crossing guard, how do we get one? If a site is in need of a crossing guard, the Principal fills out a request and this is submitted to the City. The City then determines if a crossing guard is needed by conducting a study.
- ❖ With regards to the CA Dashboard, do students with disabilities count in general Ed. or special Ed.? They count in special education.
- ❖ Is the CAA done at the same time as the regular state test? Yes
- ❖ Is it concerning that the African American and Students with Disabilities group are in yellow? Yes, the District has interventions in place to support these students in English Language Arts and mathematics.
- ❖ Can you have a student that is in more than one group? Yes, a student can be, for example, an English Learner and Hispanic.
- ❖ With regards to ethnicity, how come there are only certain choices on the form? The choices come from the State of California, Districts do not control the options.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ The new testing system is better. Parents can see the growth from one year to next. It is important to remember that students in yellow are almost to proficiency.
- ❖ Is there a way to see if students with disabilities are affecting our lower drop in absenteeism? Yes, the District knows where the absences are occurring and the lower drop is not due to students with disabilities.
- ❖ How many days can you miss or use independent study? Students who miss 5 or more days may ask for Independent Study.
- ❖ It would be nice if a student that is sick or at home can check on “think central” to check assignments and get credit. Yes, this is an option that teachers can explore.
- ❖ If child misses school due to being sick, does the excused letter count against us still? Yes, the State does not excuse students, even if they have a note. The State only funds schools on positive attendance.
- ❖ Is foster youth training for all 9 sites? Yes, this is mandated, as stated in AB490.
- ❖ The support mentions intervention outside of school day. Does that apply to special ed. students too? Students that require extra support are provided intervention. For some students with disabilities, they are offered Extended School Year, if the IEP team feels that it will benefit the child.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ I remember when there was a homework hotline in schools a long time ago. Can we consider using a TOSA from 2:00-4:00pm to support with math? They could be videoed than televisioned across the district. Parent stated that many families can't get access. YouTube is a great resource. Parent stated it would be a great benefit to have 30 minutes of tutoring after school. It would be nice if there was a website to go to for extra support. **It is communicated that Ed Services should host more parent workshops.**
- ❖ Will a BIA be assigned to every school? **No, BIAs are only to support students that need a higher level of intervention so that the child can access the curriculum in the classroom.**
- ❖ Behavior Intervention Specialist- will Kait still attend be attending our meetings and supporting BIAs? **Yes, Dr. Kait Leonard is still supporting our BIAs and staff by working with children with high behavioral needs.**
- ❖ If student is sick 5 days and you bring a doctor's note will you still receive a letter? **Excused and unexcused absences get notices. The school staff will check-in with the family to see how they can support them.**
- ❖ Does A2A apply to Extended School Year? **No, A2A is only for days during the regular school year.**
- ❖ In Mathematics we see Hispanic students are yellow and EL group is green. Why, aren't they the same group? **Our ELs come from many other countries and speak many languages. Not all Hispanics are English Learners.**

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ How do English Learners get extra support? English Learners receive extra support as needed, just as all students who may be at-risk. In addition, students that are English Learners receive 30 minutes of direct English Language Development daily in their classrooms. Intervention support for students that are English Learners occurs during the school day, before and/or after school, depending upon their levels of need.
- ❖ Will each school receive an Assistant Principal next year? No, sites receive an Assistant Principal based on the types of programs at their schools and enrollment count.
- ❖ What does the school social worker do? School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, and classroom support, consultation with teachers, parents, and administrators, as well as, provide individual and group counseling/therapy. In addition, School Social Workers work with families to support their child attending school on a daily basis if there are concerns around absenteeism.
- ❖ In our District, have we thought about providing English classes for our families? Yes, the District is working with the Golden Oak Adult School to see if we may be able to offer classes for families during the school day.

Comments/Questions from Stakeholders

Superintendent Responses

- ❖ Saugus is offering Dual Language Immersion classes, will our District be offering this too? [At this time, the District is not looking at offering Dual Language Immersion classes. There are a lot of components to consider before opening a Dual Language Immersion program in a District. This option will be explored at a future date to see if this may be an option for our District. A lot of research and planning needs to be considered before opening a program in our District.](#)

Thank you for the continued partnership among all stakeholders
to provide an outstanding education for our children.

