

LCAP Committees Questions

June 12, 2014

Arundel

1. Will there be more specific action items on how things will get implemented?

Answer: Yes. In the summer and fall of each year, the district will engage in a process involving board members, staff and administrators, as well as students and community members to review progress made on the implementation plan. From this review will emerge a revised implementation plan to set a course for and guide work in subsequent years.

2. Will the PBL repository be accessible by parents?

Answer: Yes. Dr. Tom Keating and the 21st Century Learning Design Teams will be responsible for having a repository accessible online that can be shared with parents.

3. If we are truly aligning curriculum, why do we still allow for different math curricula in 4th grade? How do we know that students using Envision vs. Everyday Mathematics will be equally prepared for the Smarter Balanced testing?

Answer: To say we have different curricula in math in 4th grade does not accurately reflect our current situation. Common Core State Standards (CCSS) for 4th grade are what all teachers are expected to teach. The curriculum materials we purchase from publishers must be aligned to and support our implementation of Common Core standards. In the case of 4th grade, the District has deemed both Everyday Math and Envision as being appropriate resources to support instruction in CCSS. Neither of these programs by itself will ensure success on Smarter Balanced tests. The next generation of CCSS Math curricula is just beginning to be come available. As such, we are evaluating and developing more curricula that will more tightly align to both CCSS and Smarter Balanced testing.

4. How can we share MARS assessments with parents?

The District is committed to sharing MARS data, along with other assessment results. Parents will have access to these.

Brittan Acres

1. Why is “Extended School Year” so limited? Why can’t all students who are below grade level attend a summer school? Can the district provide a broader “summer school” for students who need more support? This would help English learners, students with disabilities, and general education students who would benefit from the additional learning opportunities.

Answer: Extended School Year (ESY) is established by the Individuals with Disability Education Act (IDEA) and thus is very different from “summer school.” Rather, it is determined on an individual student basis and it must be found *necessary*

for the provision of a Free and Appropriate Public Education in order to be offered. It is designed for “maintenance” of skills not acquisition of new skills. That said, as a district we would love to be able to fund such expanded learning opportunities through a “summer school” model as well, but we are unable to do so at this time, due to lack of funding. ESY services are determined annually based upon data collected and reviewed by the IEP team. Staff must carefully consider established criteria such as loss of critical skills for students with severe disabilities, students who demonstrate significant regression corresponding with limited recoupment of previously acquired skills, and other special circumstances.

Heather

1. What happens if the Tinsley students can't participate in the After School Reading/Math Center? Is it really equitable for these kids not to have this opportunity due to transportation? Could we provide a bus or van? On Wednesday, could the bus run twice, once for early release and then for the After School Program?

Answer: The District is very interested in the possibility of offering after school programming to Tinsley students so that they can participate not only in the Reading/Mather Center, but also partake in SMART-E. We have been researching costs and scheduling to try to make this happen.

2. How are Legarza PE teachers trained? Do they have ongoing professional development around children's behavior, conflict resolution and other skills related to teaching? How does Mindy meet, collaborate, and work with Legarza staff?

Answer: Legarza Coaches are all trained in the California Physical Education Model Content Standards in grades K-8, to include, among others, the development of motor skills and movement patterns needed to perform a variety of physical activities, and students assessing and maintaining certain levels of physical fitness to improve their health and performance. Legarza Coaches attend Professional Development days and meetings with the middle school PE teachers to collaborate and coordinate lesson plans. Coaches meet daily with supervisors and have a quarterly review with the Legarza administration. At the beginning of the year, all PE staff are trained in current SCSD behavior management and conflict resolution strategies. In 2013-14, SMART-E and counseling staff provided the training for Legarza. Legarza constantly seeks feedback from School Principals and teachers on how to better serve students. Regular collaboration with the two district elementary counselors has taken place as well. Lastly, Ms. Hill coordinates all of the above with all constituents, including the Director of Legarza, the principals and staff.

3. Can SMARTE add a typing program to their vendor programs, or in their summer program to support increased typing needs for CCSS and SBAC?

Answer: It is the District's preferred strategy to incorporate keyboarding skills into the school day. Integrating keyboarding as an authentic part of classwork and as an opportunity to practice on the web-based tutorial program, Typing Club, throughout the students' school career is the priority. The draft Technology Plan encourages additional web-based practice after school hours and at home as an effective implementation of flipped learning.

4. When the district decides on the Facility Master Plan, specifically the possible relocation of CLC, can the LCAP advisory give additional input or revise the LCAP? (How will it affect the learning environment, outdoor learning space, P.E. in large grade level groups, noise impact for the K-2 wing?)

Answer: Yes, absolutely. The LCAP is intended to be revised annually, based on a wide range of collected data. The revised LCAP will certainly include data determining the further development of the Facility Master Plan, including a determination of where SCCLC will eventually be relocated. It is estimated that this entire process will take at least two years.

White Oaks

1. Are we eligible for economic recovery target funding?

Answer: In the current budget projection, four of the five charter schools, including White Oaks, are expected to receive a small ERT payment (a combined total of about \$25,000 this year). However, it is possible that this could change once the State certifies 2013-14 funding. The first certification for 2013-14 will be available in July 2014, and the final certification will be February 2015.

2. Could the program improvement status ultimately affect the current funding levels of the District?

Answer: We do not believe there will be any immediate impact on current funding levels. At this time, there is no known direct correlation between Program Improvement (which is a federal designation) and the LCFE (which is a state model). We intend to stay in close contact with the County Office of Education regarding this question and will inform the community if and when we learn anything different.

3. Will there be opportunities for 4th & 5th graders to maintain relationships and build confidence by supporting the younger learners in K-3? Is this being considered as part of the planning for the new school? Could this include joint PBL projects? The connection between upper grade learners and lower grade learners has been an important part of the K-4 environment at White Oaks.

Answer: Central Middle School is already discussing ways in which the 6th through 8th grade students might provide mentorship to the grade 4-5 students, but they have not yet begun conversations regarding possibility of the 4th and 5th graders working with the younger kids at the elementary sites. This will be further explored over the

next two years as the Grade 4-5 Design Team deliberates on the development of curricula and instructional approaches. Further, as technology-infused PBL unfolds, we expect there to be increased opportunities for further cross-age collaborations.

4. What is the plan for addressing sex-education in the District as part of student wellness for all children? Parents want to see a program that addresses needs before 8th grade.

Answer: Wellness Coordinator Mindy Hill and Nurse Crystal Collins developed a 4th grade Hygiene Unit this year and distributed it to all principals. All 6th grade science teachers are trained to provide instruction in Puberty Talk, and Ms. Hill works with PAMF to collect data about effectiveness of that unit. Teen Talk works with 8th grade science teachers to provide comprehensive sexual education.

Central

1. When the district is trying to get input from parents in the community it needs to make sure to include time for dialog at these meetings. Can the district work on the structure of the meetings to improve on this?

An example was given of past 21st c. learning meetings, which were later billed as the first Community Strategic Plan Meetings. One of the members of the parent advisory group felt that this was not clear at the time.

Answer: Yes, absolutely. The 21st Century Learning Meetings are a good example of the District having learned after having started the process that it would be most valuable and efficient to utilize those meetings to engage parents and teachers more deeply in conversations to further develop the strategic plan. The District did shift the conversation about half way through the series of meetings and it only served to make those conversations richer. This year's Parent Information and Engagement (PIE) Nights were a good example of having shifted these meetings to incorporate more hands on learning experiences and dialogue for and among parents.

2. With many teachers being out of the classroom so often for training how can we limit the negative impact this can have on the quality of teaching and learning?

Answer: It is important that the District do all it can to hold professional development during the days and times when teachers are in session but students are not, such as the 3 days before school starts for students and early release Wednesdays. Over the past several years it has been a practice to provide professional development during the summers, often providing stipends (in years where there is sufficient funding) to teachers for their participation. The District will begin discussions as to whether such days can be increased.

3. Access to Technology - How are students with economic challenges supported? Specifically with students who have no Wi-Fi access at home.

Answer: Principals are well informed of students' personal home situations and whether they have access to computers, devices and to the Internet. When there is a known need, principals provide Chromebooks and/or laptops for home use at no cost to these students with a signed parent-student equipment care agreement. Principals have also provided families with resources for low-cost (\$10/month) Internet service.

4. When can we expect an increase in the hours for our library technician? This should include after school hours. This would be in place to support the PBL learning. What about a possible media specialist shared between the two middle schools as a start?

Answer: District Administration is discussing these very plans. It is clear that additional multi-media and other technology support are of great need. We have heard this uniformly from teachers and parents over the course of this LCAP process. Currently, administration believes that each school should have at least the equivalent of 1.5 FTE of combined Media Specialist/Tech Support. The Board will be discussing this, along with an additional list of 16 priorities for program enhancement, over the course of the 2014-15 school year. It should be noted that with negotiations having reached impasse, it was decided that we needed to wait for the results of impasse before expending any new dollars for positions such as those mentioned here.

Tierra Linda:

Tierra Linda decided to hold its LCAP Parent Advisory Group meeting through an email exchange. There were no specific questions asked that had not already been addressed in the school's LCAP. It should be noted that a Co-President from the San Carlos Teachers Association was invited to partake in the Parent Advisory Group exchange, though she is not officially part of this advisory group. She stated, "Teachers have taken on the numerous challenges of 'raising the bar' for both students and themselves, yet their salaries do not reflect the amount of effort they are putting in. Teachers greatly desire to be fairly compensated for their professional growth."

Response: There has been significant disagreement between the District and SCTA with regard to teacher compensation and its connection to professional development. The District has already addressed this with SCTA and looks forward to bringing closure to this matter through the mediation and, potentially, fact-finding processes.