

## East Side Equitable Communities and Local Control & Accountability Plan (LCAP) Community Engagement

May 22, 2019

# + ESUHSD Equitable Communities



- All students are **welcomed** as they are
- student **strengths** and areas of **growth** are **known** and **supported**
- adults can **positively respond** to the social-emotional, wellness and academic needs of every student
- All students are provided **tasks** that **demand production through and beyond DOK 3** so that they can **communicate** like scientists, mathematicians, historians, artists, literary critics...

**CORE VALUES:** *Equity* *Inclusiveness* *Commitment to Excellence* *Diversity* *Professional Capacity*

*Equity Policy 0105: Every student receives what he or she needs to thrive socially, emotionally, and academically.....interrupting inequitable practices and biases and creating inclusive and just conditions in our schools.*



# Input :



## ■ LCAP Student Advisory Committee

- 3 representative focus students from each site (goal of 27)
  - 4 times, 4 hours each meeting
- 
- ## ■ Facilitated by Coordinator Jenner Perez and Californians for Justice
- Onboarding to LCAP, LCFF, and California Dashboard
  - Reviewed surveys and developed current survey
  - Looked at updated dashboard
  - Reviewed our own LCAP, goals and actions
  - Reviewed changes to LCAP allocation
  - Ranked Actions to see what was most valued and made recommendations

# + Survey 18-19: Greater Representation



## ■ Developed by LCAP Student Advisory Committee

- Offered on line, invited by email and efforts from school sites via the LCAP SAC
- Included previous questions regarding plan and additional questions regarding school school culture and race developed by LCAP SAC
- 7,528 total responses (Increase of 1,158)
- 2952 Students identified Free and Reduced Lunch (Increase of 679)
- 1,041 Students identified ELL (Increase of 369)
- 180 African American Students (Increase of 64)
- 74 Students identified Foster Youth or Homeless (Increase of 46)
  
- Data was able to be analyzed by student, targeted students, parent, staff, ell status, and ethnicity

# Q6: What form of parental involvement should the East Side Union High School District work to increase?

■ Answered: 7,380 Skipped: 148

ANSWER CHOICES	RESPONSES	
Parent volunteers	29.82%	2,201
Parent attendance at school meetings	24.54%	1,811
Parent involvement in school and district improvement plans	33.33%	2,460
Parents checking on student grades	36.95%	2,727
Parents involvement in creating career and college plans for their students	41.65%	3,074
Parent participation in school activities	19.96%	1,473
Parent communication with teachers and counselors	48.63%	3,589
Total Respondents: 7,380		

Q7: The LCAP plan for ESUHSD for 2018-2019 school year identified actions to meet the community's priorities. Which of these actions are most important for you to continue in the future? (check the top 3)

■ Answered: 7,439 Skipped: 89

ANSWER CHOICES	RESPONSES
Offer coaching, training and supports for teachers to improve teaching and learning	40.30% 2,998
Offer increased Summer School opportunities for students	39.83% 2,963
Improve school climate and supports for all students	38.33% 2,851
Maintain Class Size	34.92% 2,598
Programs to develop belonging and positive school culture	30.74% 2,287
Maintain the number of Counselors at school sites	30.41% 2,262
Provide Software for students to plan for Post-High School Work and College/University attendance	29.91% 2,225
Increase After-School Programs for course passage and/or recovery	29.09% 2,164
Continue Social Workers at school sites	22.89% 1,703
Programs to increase school attendance	19.48% 1,449
Continue Parent Centers and Parent and Community Involvement Specialists at school sites	12.74% 948
Total Respondents: 7,439	



# LCAP Student Advisory Committee Recommendations:

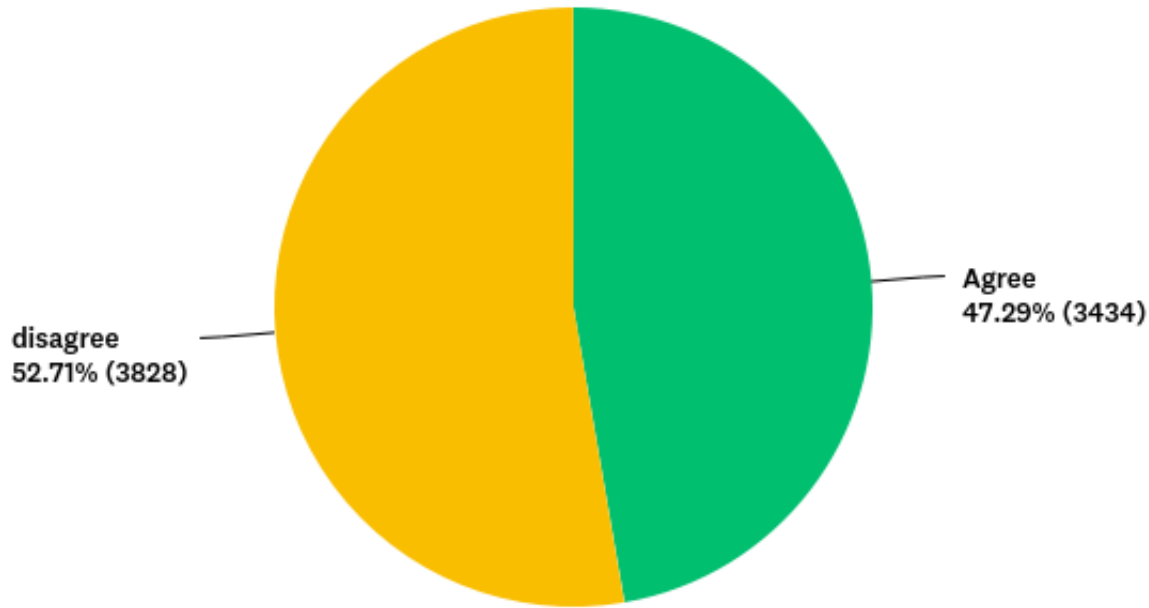


## ■ #7—Student Recommendations

- Teachers should offer same advice/support/opportunities for each student
- **Staff should show same respect to all—seen as learners not stereotypes**
- Staff should provide an evaluation to students for feedback at end of year
- Provide trainings on unconscious bias based on race
- **Train staff on equitable practices**

# Q18: Adults at school have different expectations of students based on their racial/ethnic group.

■ Answered: 7,262   Skipped: 266







# LCAP Student Advisory Committee Recommendations:



## ■ #18—Student Recommendations

- Give teachers training on positive mental attitude
- **Coaching for staff toward equal expectations for all (gender/race)**
- **Coaching for improved interaction with students**
- Coaching to help teachers create bonds with students to help them feel welcome and develop sense of passion/interests in the future
- **Help students develop a stronger sense of self-belief**
- **Work on relationships and treatment so adults do not use power against students**
- **Counselors need to be more in touch with students**
- **More counselors**



# LCAP Student Advisory Committee Recommendations 2019:



## ■ Social Worker/ELLS/Counselors

- Many students unaware of Social Workers—need to advertise
- **Counselors need to meet with students who are behind/or close to falling behind on credits**
- Multiple bilingual teachers increase communication and comfort



# 17-18 Site Based Meetings:



- Held at all comprehensive sites as well as Foothill and Calero  
Averaged over 60 participants per site
- Shared and utilized California School Dashboard with community
- Identified Strengths and areas of improvement in current data
- Summary of community input
  - Keep everything.... And more of everything
  - More after school opportunities (tutoring, library hours)
  - Alternatives to suspension (focus on community service)
  - Classes or more time for help with preparing for college (applications, scholarships, essays, financial aid)
  - ACT/SAT prep classes
  - More training for teachers to able to support their learners
  - Desire for programs to support Improved relationships (school culture)



# 18-19 Site Based Meetings:



## ■ Summary of community input

### ■ English Language Learner Supports:

- More Bilingual Teachers and Aides
- More after school supports

### ■ Counselors:

- More counselors
- More communication with students
- Work more with students who are struggling early-- 9<sup>th</sup> grade & in Fall
- Require at least two meetings a year
- More general availability

### ■ Social Workers:

- More of them
- Have them offer courses and classes to students on wellness issues
- Be more advertised, known and available

# + LCAP Advisory Committee Recommendations



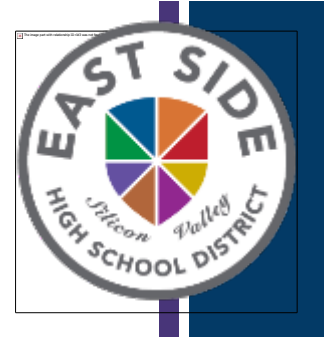
- Coaching for Teachers
- Addition of Counselors (Estimated 8.6 FTE)
- College Night/College Going Activities
- Summer Bridge and Credit opportunities
- Maintain Class Size
- Counselors to Monitor English Language Learners
- Social Workers, Parent Involvement and Community Specialists (+1.0FTE)
- Support for Foster Youth
- School Linked Services to District for Foster Youth

# + LCAP Advisory Committee Recommendations



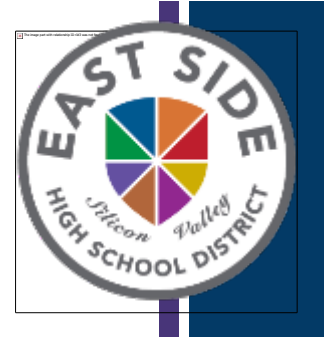
<p style="text-align: center;"><b>Goal 1</b></p> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>(1.1) Coaching for Teachers</li> <li>(5) Counselors 400 to 1 435:1 by site</li> <li>(10) College/FAFSA</li> <li>(16) 60 credits 9<sup>th</sup> grade</li> <li>(19) AVID YB/HIS 8 schools offered through other funding source</li> </ul>	<p style="text-align: center;"><b>Goal 2</b></p> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>(1) Quality Teachers</li> <li>(2) Classified Staff</li> <li>(4) Summer Bridge</li> <li>(5) Cyber High – credit recovery</li> <li>(6) Class Size</li> <li>(8) MTSS</li> <li>(11) After School S-E supports referrals to partners</li> <li>(13) Saturday School</li> <li>(16) Summer school /After school</li> <li>(17) New Hope for Youth</li> </ul>
<p style="text-align: center;"><b>Goal 3</b></p> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>(3) Add librarians</li> <li>(5) Counseling EL</li> </ul>	<p style="text-align: center;"><b>Goal 4</b></p> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>(3) relationship centered practices</li> <li>(4) AASL Network</li> <li>(5) credit recovery</li> <li>(6) equity initiative</li> <li>(7) cultural responsive pedagogy</li> </ul>
<p style="text-align: center;"><b>Goal 5</b></p> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>(3) PCISs (Addition 1.0 FTE)</li> <li>(1) Social Workers</li> <li>(6) Bus Passes</li> <li>(10) teaching in an extended period– Block schedule training</li> <li>(11) Tutoring after school</li> <li>(4) Juvenile Justice social worker</li> <li>(8) Foster youth training</li> </ul>	

# + Local Control and Accountability Plan--Changes



- Current Year Expenditures \$23,091,631
- Current Year Allocation \$21,964,000
  
- Next Year Allocation \$21,880,000
- Anticipated impact of 3.25% \$900,000
- Anticipated cost of Counselors \$1,400,000
  
- Removal of TOSA positions, Professional Development for 19-20
- Contracts and agreements with outside agencies to be reviewed for 20-21

# + Local Control and Accountability Plan--Removal



- Removal of Teachers on Special Assignment at sites
  - Adjustment of coaching levels to match need
  - Professional Development for 19-20
  - Readjustment of afterschool program dollars to unduplicated counts
  - African American Student Leadership Network to .6 FTE
  - Progress monitoring for underperforming students
  - Long Term English Language Learner student monitoring
  - Total reductions of estimated at \$2.8 million
- 
- Contracts and agreements with outside agencies to be reviewed for 20-21





# Adjusting Plan Toward “Common Assurances “ to Meet Outcomes



- Development and annual check-in of Four Year Plan informed by College, Career and Interest surveys
- Meeting with students at least twice a year
- Monitoring/Intervention of Underperforming Students
- Monitoring/Intervention of English Language Learner progress in Graduation and A-G
- Monitoring/Intervention of Foster/Homeless students
- Welcoming, credit analysis and monitoring of non-cohort students
- Registering Check-ins and Interventions into SIS
- Collaborating with IST meetings and Advisor/Administration



# New Asks and Aspects to Meet Outcomes

- Counselor to follow grade cohort
- Meeting with Families





## Next Steps:



- Introduce annual update achievement and finance data into plan
- Incorporate recommendations from the LCAP Advisory Committee and LCAP Student Advisory Committee
- Incorporate School Site Actions funded by LCAP into Plan
- Present Plan to the Board and Public (June)
- Submit Plan for Final approval (June)