



March 4, 2021 Board Meeting Agenda Item No. 7.3

Presented by:

LCAP Parent Advisory Committee (PAC) Members: LaShanya Breazell, Miguel Cordova,
Maria Rodriguez, Renee Webster-Hawkins

Student Advisory Council (SAC) Members: Sara Faraj, Abby Morioka, Isa Sheikh
Vincent Harris, Chief Continuous Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator



Present recommendations for board member feedback, inform district planning and LCAP development:

- LCAP Parent Advisory Committee recommendations
- Student Advisory Council recommendations

NOTE: These recommendations were initially presented as part of a board item on February 18, 2021 and are being presented here to support further board discussion.





- The following recommendations were developed by the LCAP PAC over the 2019-20 year and fall of 2020.
- They build upon the priorities shared in the PAC's June 2020 presentation to the board, the input supporting the 2020-21 Learning Continuity and Attendance Plan, and priorities shared by past LCAP PACs and other district groups.
- The LCAP PAC will continue to provide input throughout the LCAP development process. These recommendations were submitted in December 2020 following a 2019-20 PAC goal to provide initial input earlier in the LCAP process.



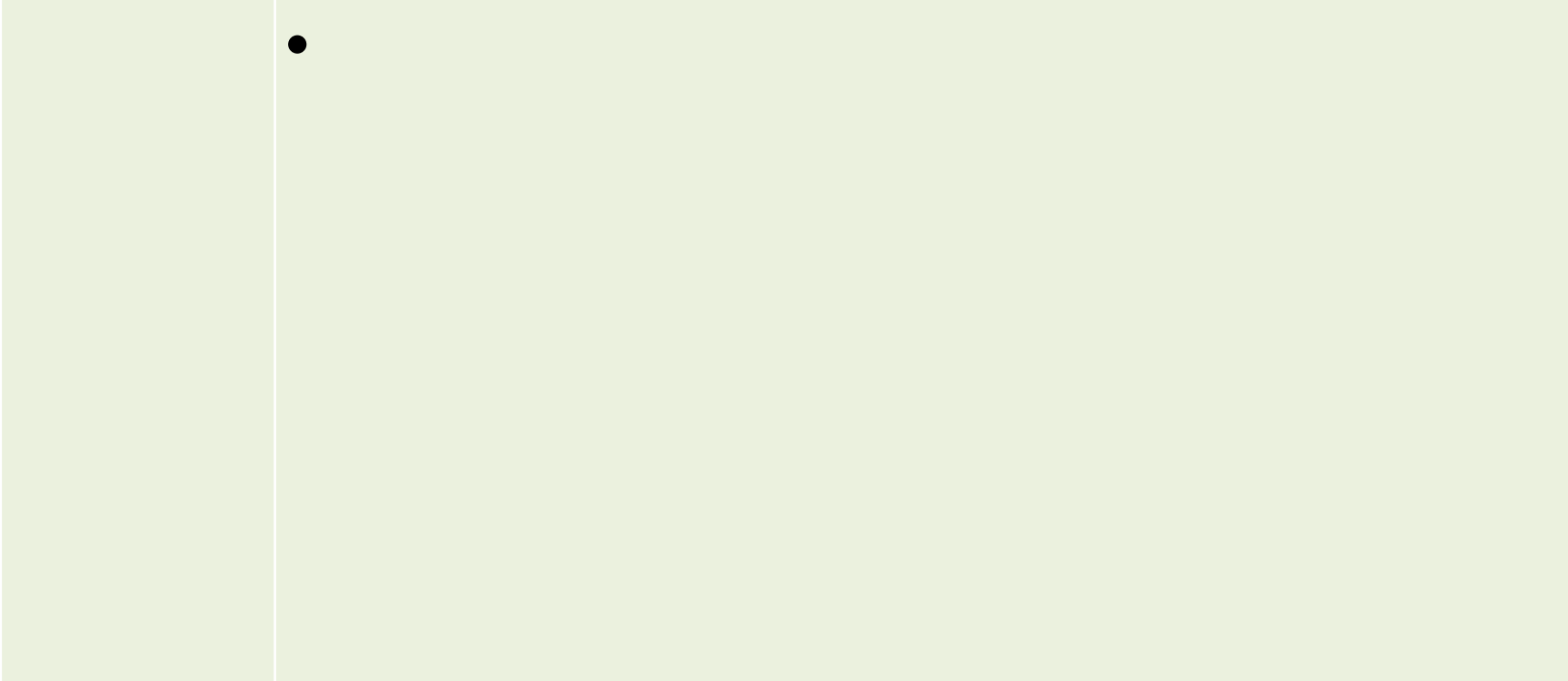
The recommendations are guided by four overarching priorities:

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-

These priorities represent through-lines that underpin the larger set of more specific recommendations.



- Coherent, consistent, and effective implementation of





- Provision is guided by data-based decision making
- Proactive



- Liaisons/Case Managers for students with the highest needs
- Individual Student Support Plans for students with the highest needs
- Regular mental health and social-emotional check-ins to assess needs
- Services for Homeless Youth and Foster Youth
- Student Support Centers at all school sites



- Shift the district's start date earlier in August in order to maximize competitive advantage in the hiring landscape (this also benefits students academically in multiple ways, and in work)
- Incentivize teachers to go to target schools



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	<ul style="list-style-type: none">• Resources and capacity building opportunities for parents/guardians to support learning at home, including how to access/use technology• Inclusion of parents in site and district decision making• Effective staff support and translation services for all stakeholder groups (DELAC, AAAB, CAC)



SCUSD SAC

Policy Recommendations

Priority Area: Mental Health

Context

- ” Lack of mental health (MH) counseling services
- ” Lack of flexibility surrounding assignments, due dates, and assessments
- ” <10 min. counseling meetings

Recommendations

- ” Annual Mental Health checks; tiered support
 - | Regional equity
- ” Increased student support centers
- ” Mental health trainings for teachers and students
- ” Alternative behavioral intervention programs
- ” Resources for students with 504/IEP

Policy Outcomes: Mental Health



Priority Area: Career Preparation

Context

- ” Not all students want/have means to pursue college
- ” Stigma surrounding trade occupations
- ” Inequity in career preparation throughout the district
- ” High demand but low supply for trade jobs

Recommendations

- ” Expand Rosemont’s Engineering, Construction, and Design (ECD) program
- ” Expand School of Engineering and Sciences (SES)’s career preparation
- ” Expand the post-secondary options available to students
- ” Provide students with information regarding trades jobs, training programs, etc.

Policy Outcomes: Career Preparation

Normalize changing
mindsets regarding
career path

More students
informed about
trade programs

More students
pursuing trades
careers

: VRFLDO PRE

Priority Area: Student Voice

Context

- ” Not all students have access to conversations
- ” Lack of diverse representation in SAC and listening sessions
- ” Student concerns not addressed

Recommendations

- ” Listening sessions scheduled during school operation hours
- ” Better publicization of opportunities
- ” Anti-bias training for staff
- ” Interpreters for families and students who do not speak fluent English

Policy Outcomes: Student Voice

More students can
share their opinions,
needs, wants

Policies
tailored to

Priority Area: Lasting Effects of Distance Learning

Context

- ” Young students, English Language Learners, others struggling over Zoom
 - | Focus, connection
- ” Resource/technology inequity
- ” Mental Health challenges
- ” Ineffective college preparation
- ” 504s and IEPs have not been renewed

Recommendations

- ” Bolster tutoring programs
 - | Regional equity
- ” Increase student support programs
- ” Flexibility for completing assignments
- ” Reject normalcy, embrace creative solutions

Policy Outcomes: Lasting Effects of Distance Learning

Reduced learning
losses

Improved
educational
outcomes

Improved
Mental Health:
academic
growth

