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 board item on February 18, 2021 and are being presented here to support further board discussion.

Est. 1854

- 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.
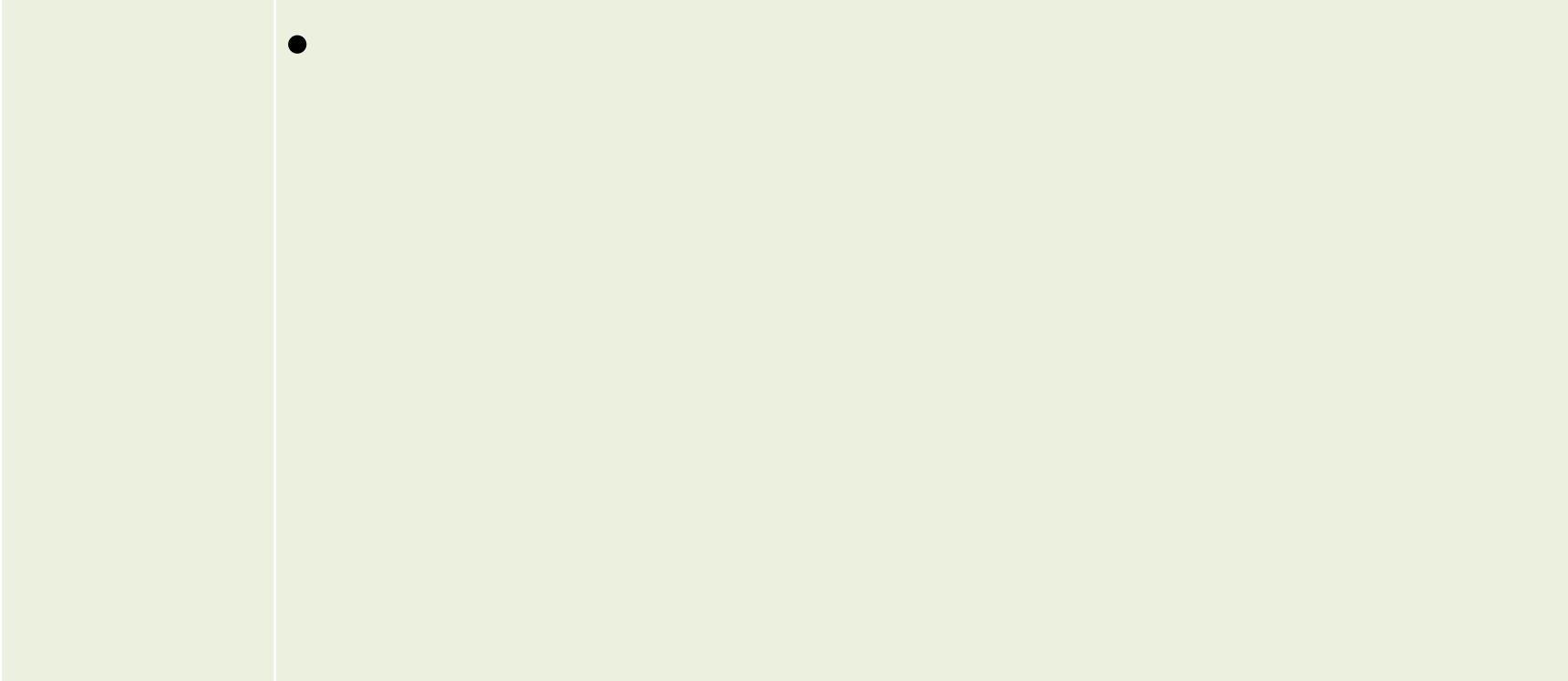
The recommendations are guided by four overarching priorities:

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

	• Coherent, consistent, and effective implementation of UDL practices (supported by training and coaching)
	• All classrooms use the district's adopted instructional

•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

	- 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	Recommendations
” Lack of mental health (MH) counseling services	” Annual Mental Health checks; tiered support
” Lack of flexibility surrounding assignments, due dates, and assessments	| Regional equity
” <10 min. counseling meetings	” 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

Reduced Mental Health stigma

Reduced Mental Health crisis

Increased student productivity

Priority Area: Career Preparation

Context	Recommendations
" 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	" 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
: V R F L D O P R E

Priority Area: Student Voice

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