

LCAP Update

Student Wellness and Stakeholder Engagement

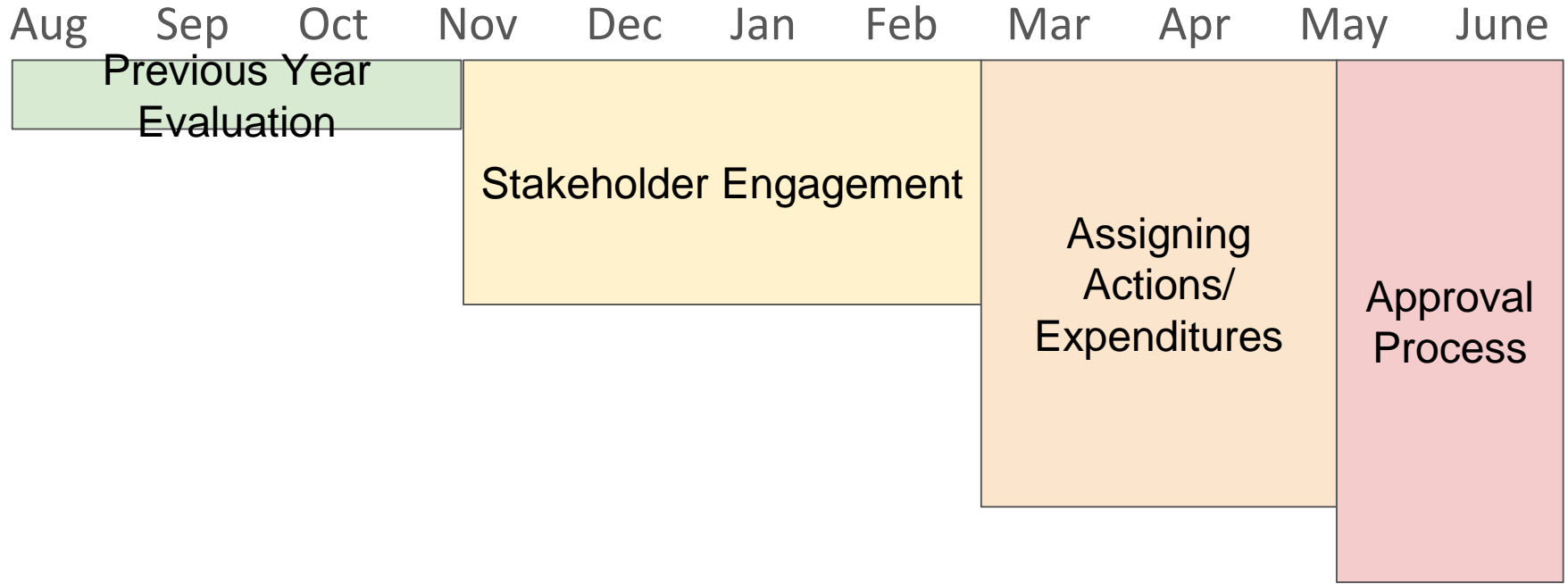
April 19, 2018

Heather Olsen, Assistant Superintendent of Education Services
Molly Barton, Assistant Superintendent of Student Services
Leslie Poyner, West Ed



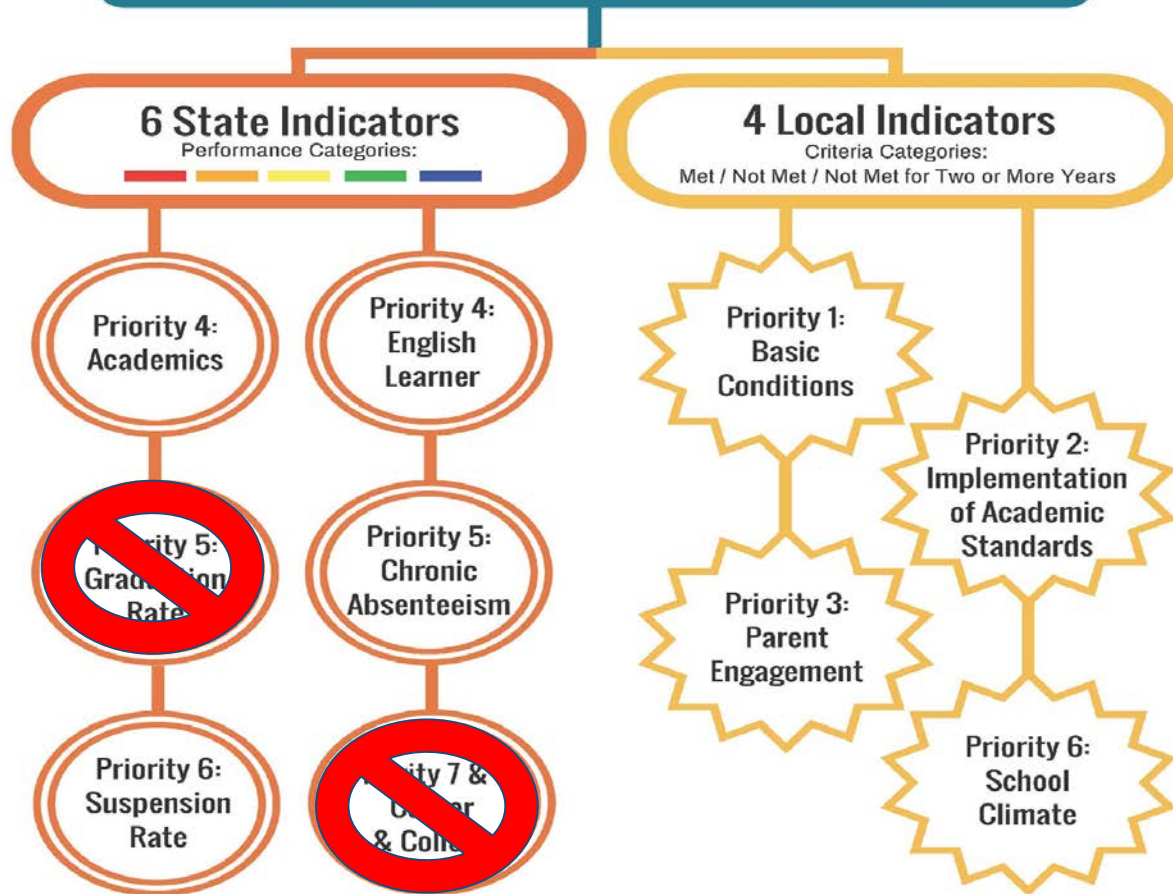
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LCAP Calendar at a Glance



LCFF Evaluation Rubrics

10 Indicators to Measure Performance



SMFCSD STUDENT WELLNESS

2017-2020 LCAP Goal 5



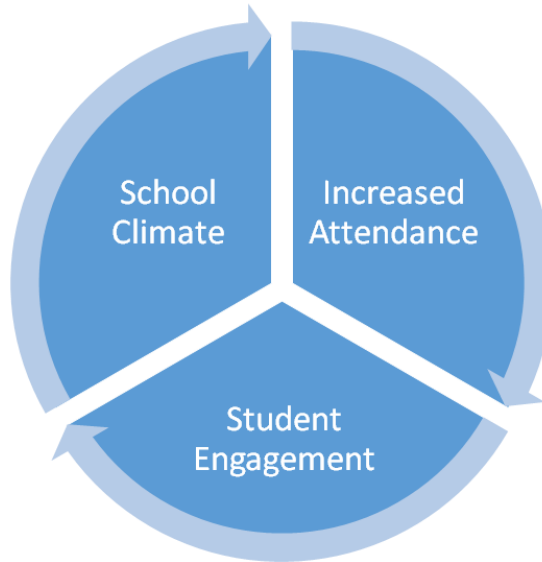
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Goal 5

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

- Priority 5: Pupil Engagement
- Priority 6: School Climate

Positive school climate results in increased attendance and student engagement. Increased student engagement and attendance contributes to positive school climate.



Actions & Services Driven by Data

- California Healthy Kids Survey
- Attendance
- Counseling Services

Implement programs and services that will result in students feeling safe and cared for and increasing student engagement.

California Healthy Kids Survey

- A component of the California Healthy Schools Survey (CalSCHLS)
- Developed for the California Department of Education by WestEd
- The oldest (since 1999), largest, most comprehensive state effort in the nation to provide local school-communities with their own data on school climate, social-emotional and mental health, and learning supports and engagement through a survey system sponsored by the California Department of Education
- Provides data on youth *health risks* and *resilience* which can be used to monitor progress toward promoting youth well-being and school success
- Administered every other year to 5th and 7th grade students
 - SMFCSD opting-in for annual administration of the core student module

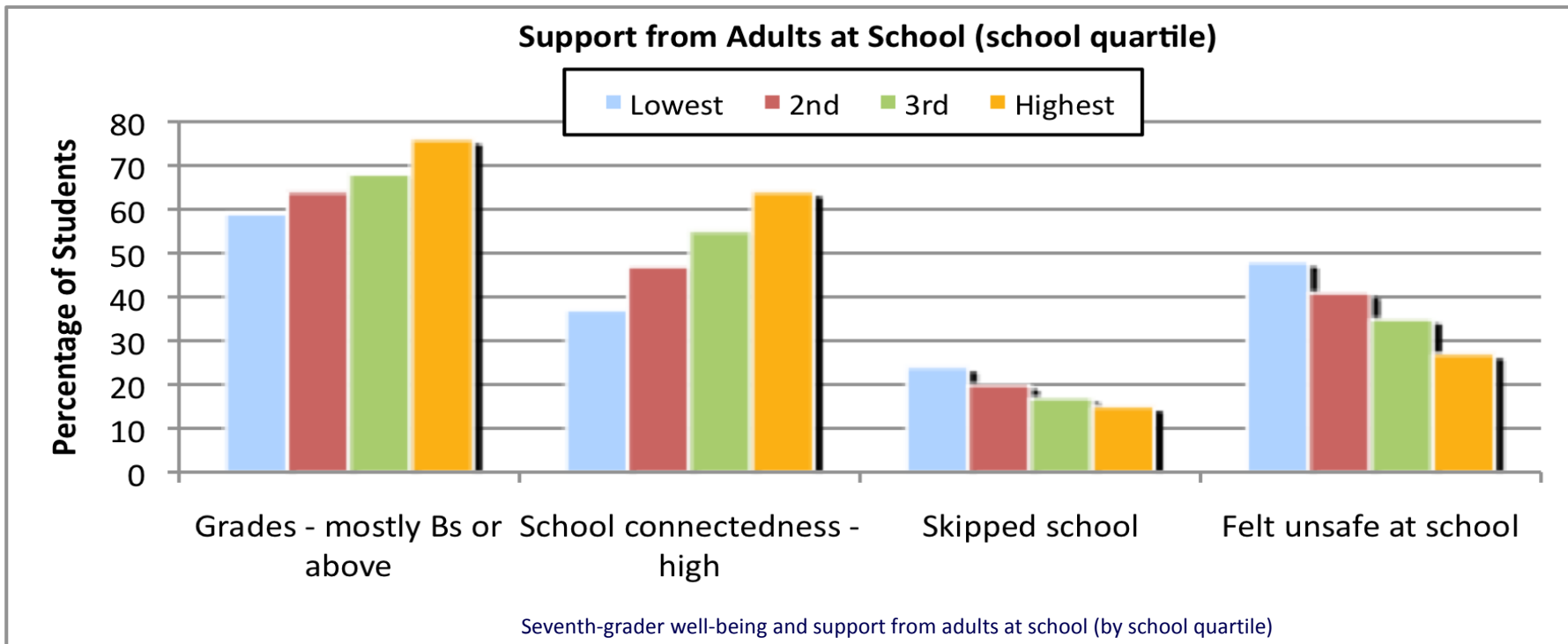
California Healthy Kids Survey

Measures protective and resilience factors linked to success in school, career, and life

Eight Key Indicators

- School Connectedness
- Academic Motivation
- Caring Adult Relationships
- High Expectations
- Meaningful Participation
- Feel Safe at School
- Students treated fairly
- Students treated with respect

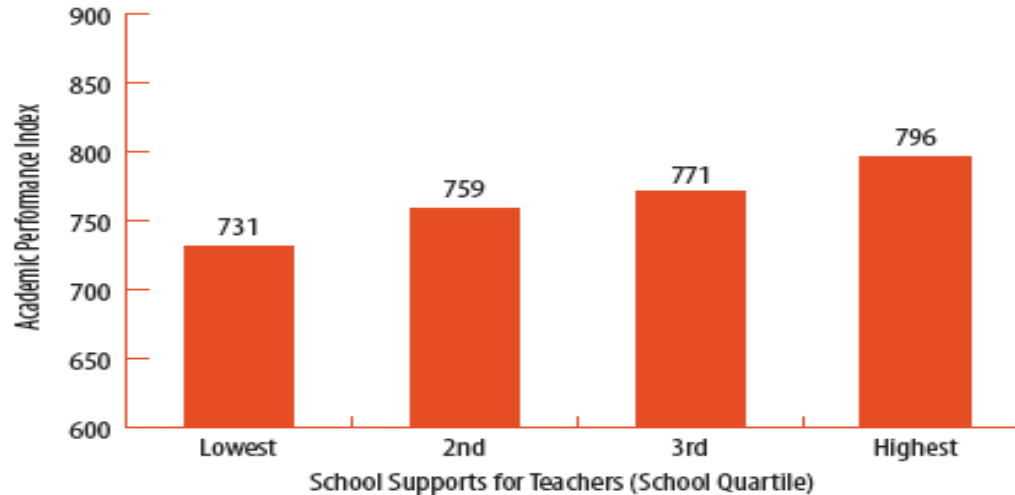
California Healthy Kids Survey: Why is it important?



California Healthy Kids Survey (2012). Seventh grade well-being and supports from adults at school.

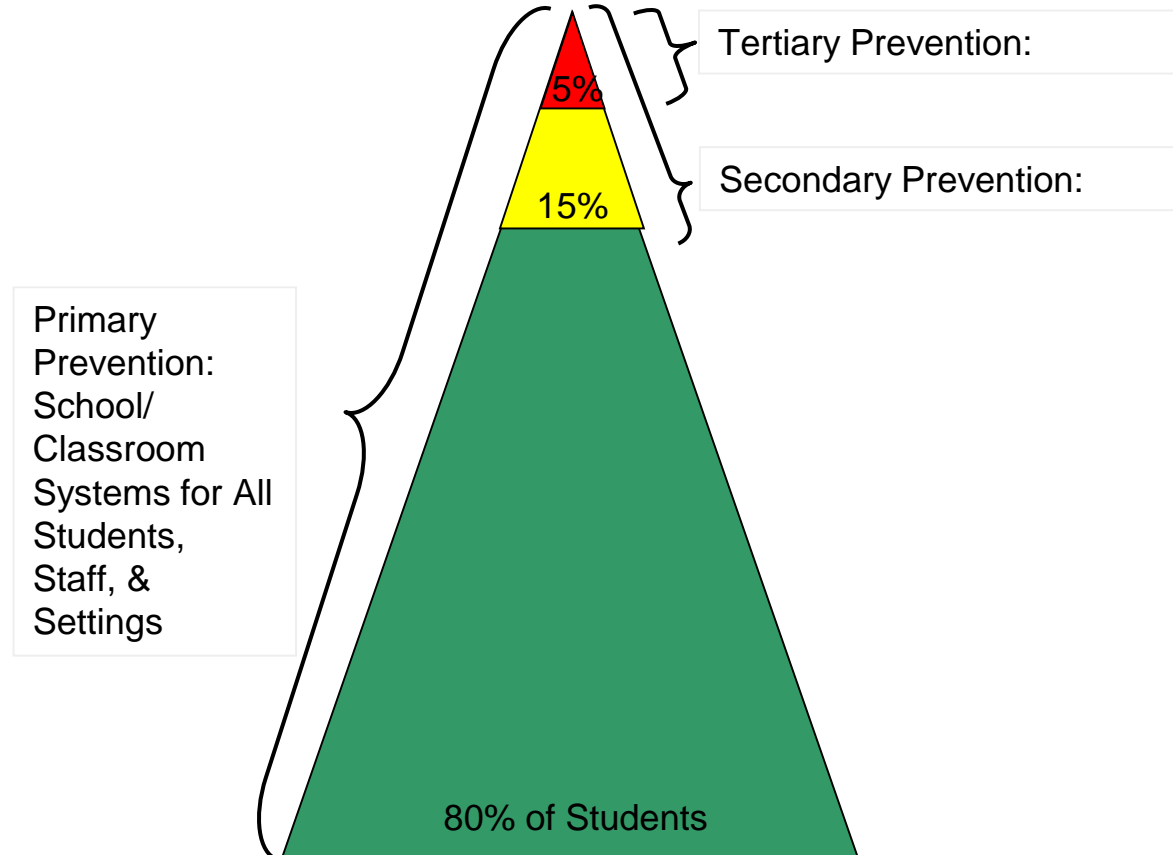
California Healthy Kids Survey: Why is it important?

Figure 5. Academic Performance Index by School Supports for Teachers

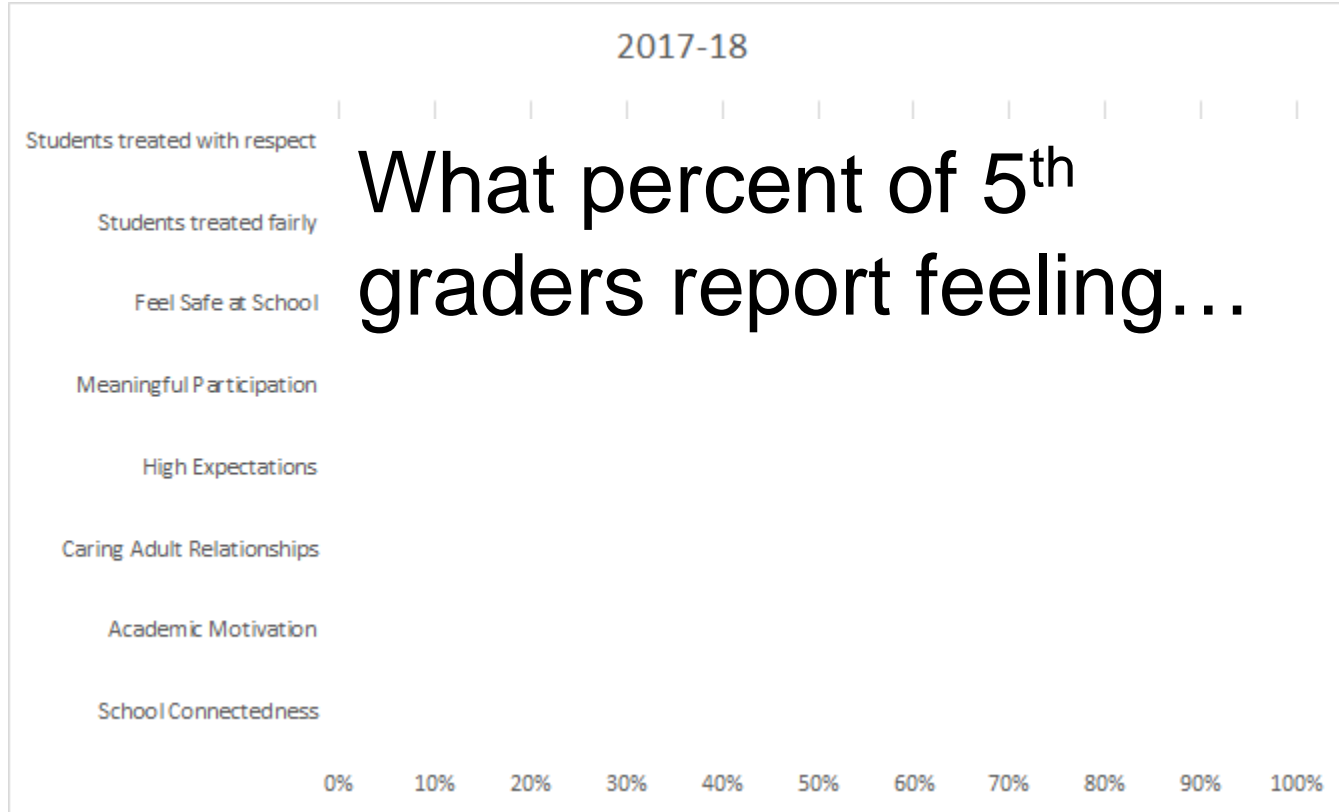


O'Malley, M. D., Hanson, T., & Zheng, C. (2012).
CalS3 Factsheet #4 <http://californias3.wested.org/tools/research>

California Healthy Kids Survey: How can we use it?



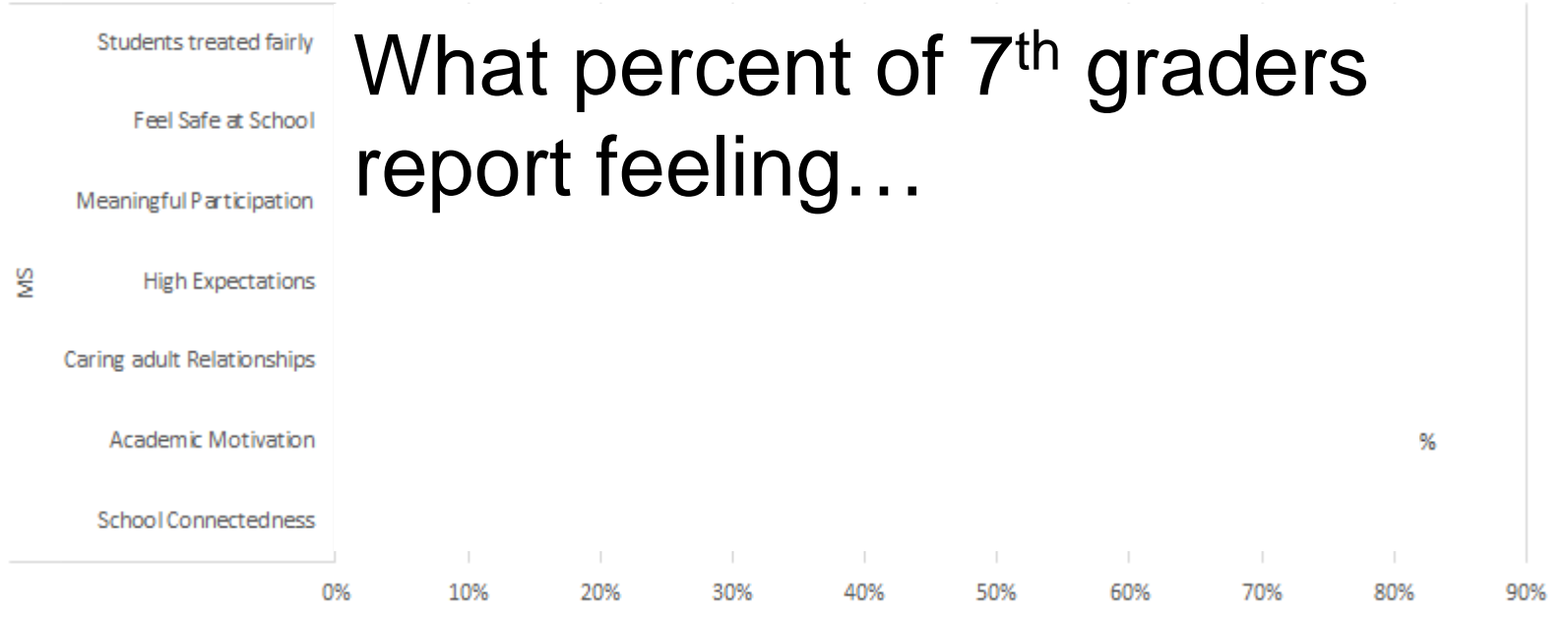
California Healthy Kids Survey - 5th Grade



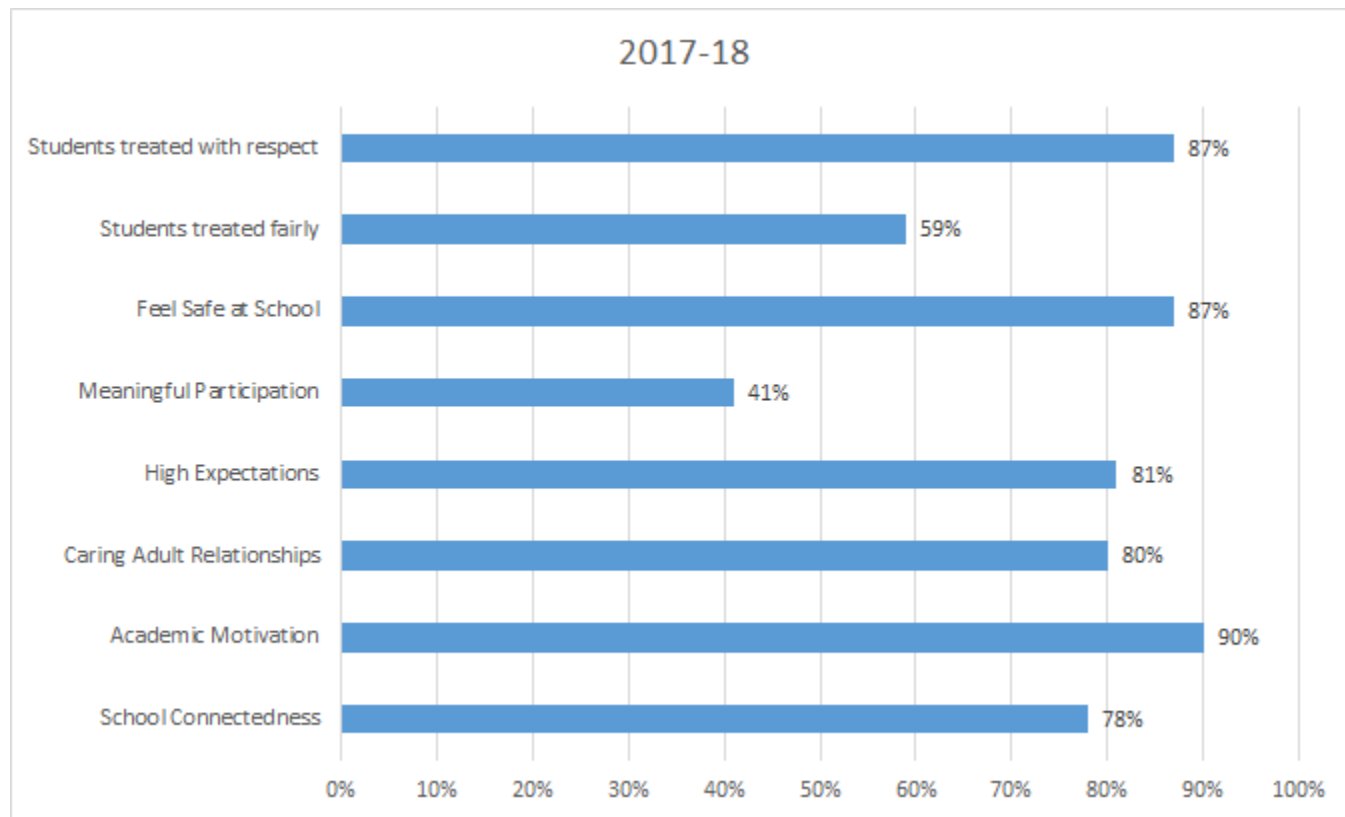
California Healthy Kids Survey - 7th Grade

2017-18

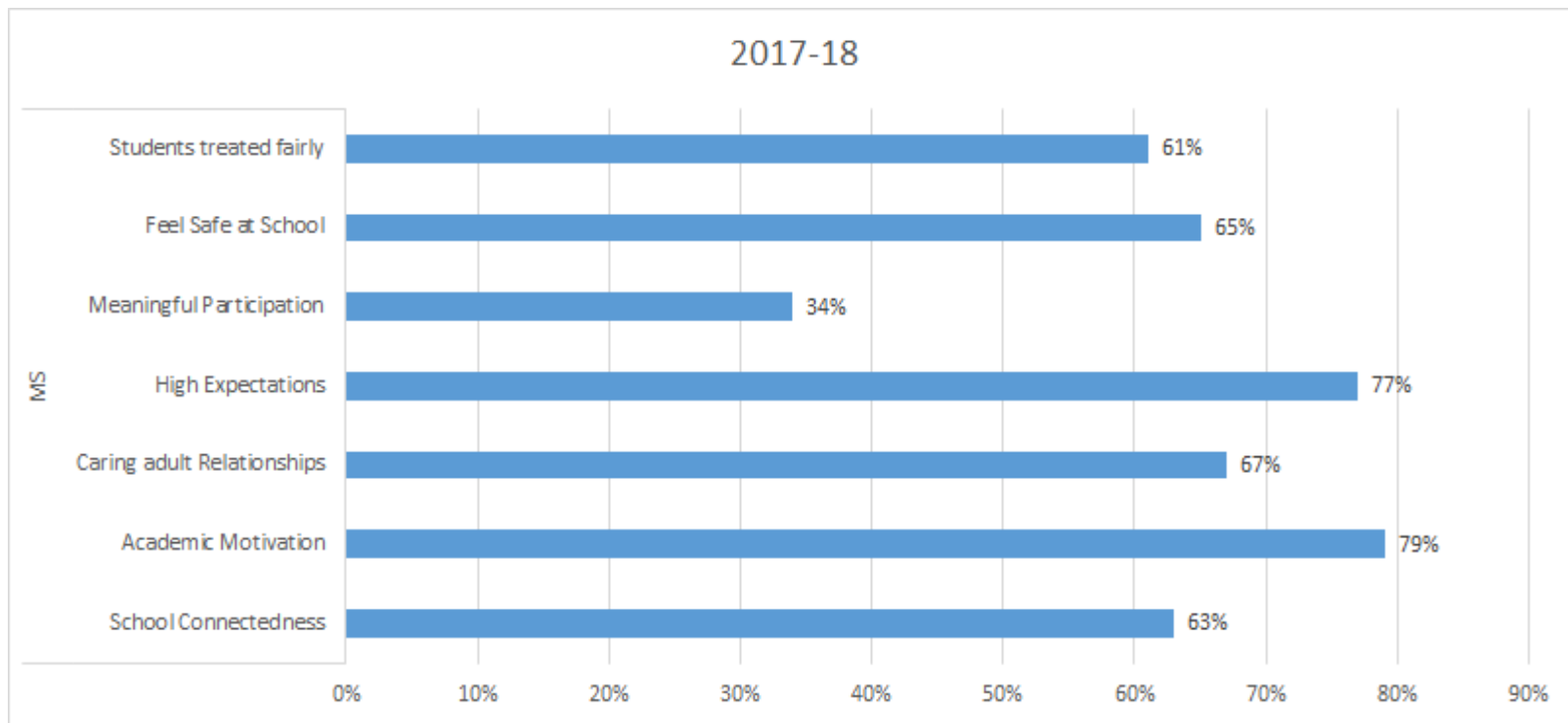
What percent of 7th graders
report feeling...



California Healthy Kids Survey - 5th Grade



California Healthy Kids Survey - 7th Grade



Support for Engagement & Climate: **Elementary**



- **School Counseling and Social-Emotional Support**
 - 3 Elementary School Counselors
 - 2 School Counselors placed at Elementary Schools with largest student populations (Audubon, Baywood, Brewer Island, Foster City)
 - One school counselor oversees 7 Art Therapy Interns and supports 9 schools
 - San Mateo Park has FT intern coverage
 - 5 Youth Service Bureau Trainees provide counseling at 6 schools
 - 1 School Counselor at LEAD through that site plan
 - 1 School Safety Advocate serves Sunnybrae 4 days/wk

Positive Behavior Intervention and Supports

- a systemic approach to positively influence school culture
 - Classrooms
 - Playgrounds
 - PE
 - Lunch courts
 - After school

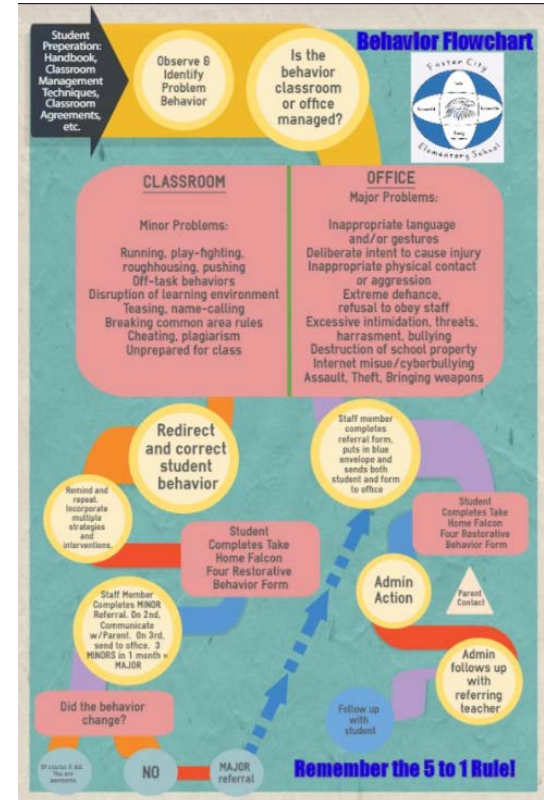
Support for Engagement & Climate: Elementary

- **SMCOE Networks for Success**

- Tier 1 training
- Tier 2 training
- Coaching

- **Schools**

- Leadership teams
- Teach Expected Behavior
- Posters, Videos, Signage
- Incentive Reward Systems
- Communication with Parents



Support for Engagement & Climate: Middle Schools



- 2 Full-time School Counselors at each comprehensive Middle School
- Youth Service Bureau School Safety Advocates at each comprehensive Middle School
- San Mateo and Foster City Police Department School Resource Officers
 - Teach G.R.E.A.T
- District core support team trained by Gender Spectrum Inclusive Schools Network

Support for Engagement & Climate: Middle Schools

Restorative Practices are informal and formal processes that proactively build relationships and a sense of community to prevent conflict and wrongdoing. These practices also responsively manage conflict and tensions by repairing harm and restoring relationships

Restorative Practices Principles:



- Build relationships
- Give students voice
- Create an inclusive environment
- Engage in collaborative problem solving
- Focus on repairing the harm done rather than only on rule breaking
- Empower change and growth
- Enhance responsibility

Support for Engagement & Climate: Middle Schools

- Borel and Bowditch have Restorative Practices (RP) Teacher Leaders
- Bayside STEM has RP Circle options for Advisory Period class discussions and students may request Restorative Circles when having conflicts
- Bowditch's Teacher Leader assists with Restorative Circles as an alternative to suspension
- Abbott piloted Middle School PBIS strategies and will be implementing Restorative Circles in 2018-2019

The Bayside STEM Academy
Restorative Circle Request

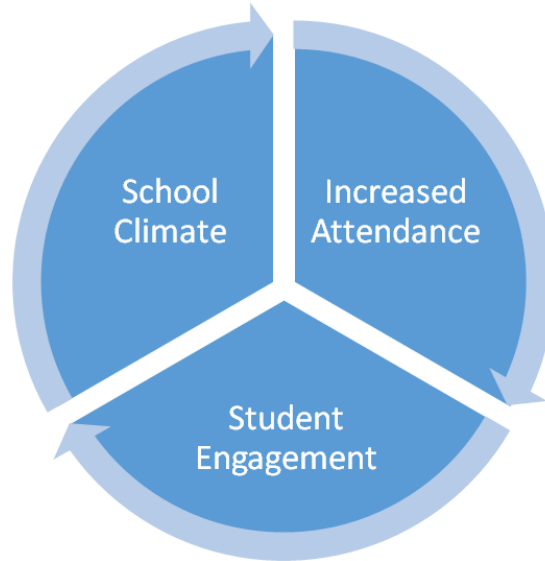
Date: _____

From this ->  To This -> 

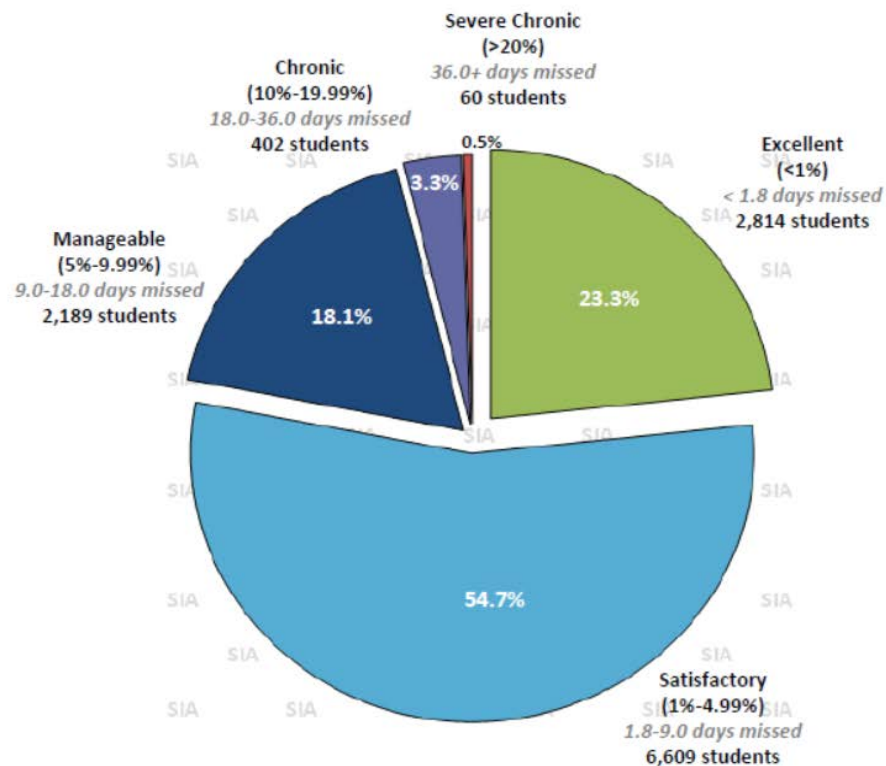
I, _____, am having a problem and would like to
do a restorative circle with _____
_____.

Please return this form to the Office. Thank you!

Positive school climate results in increased attendance and student engagement. Increased student engagement and attendance contributes to positive school climate.



2016-17 Total Absence Summary



- 78.04% (9,423) of your students fall in the Excellent and Satisfactory groups.
- 21.96% (2,651) of your students have missed more than 9.0 days of school.

Data as of 6/14/2017

Support for Physical Wellness

Provide quality health and physical education program

- Curriculum for PE/Sexual Health/Drug Education prevention
 - 5th Grade- Puberty Talks
 - 7th Grade- Teen Talks
 - 4th Grade- Too Good for Drugs
 - 7th Grade- Project Alert
- PE/Classroom/Science teacher or Para-educator Release Time for training
- Teacher on Special Assignment for PE/Health

District-wide Support for Engagement & Climate: Wellness Coordinator

- Provides information to school communities to support Wellness Policy, including food guidelines for classroom celebrations
- Coordinates Health Fairs for 6th graders and Safe Routes to School Activities
- Oversees some aspects of counseling programs and supervision of some Elementary Counselors
- Coordinates Restorative Practices program and trainings
- Helps with supporting and establishing district processes for Suicide Intervention and Gender Inclusion

STAKEHOLDER ENGAGEMENT

2018



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Stakeholder Engagement

District Meetings

- Superintendent Coffee Chat
- District Advisory Council/District English Language Advisory Council (DAC/DELAC)
- SMFC PTA Council
- PTA Special Education Committee
- Special Ed Leadership Team
- Reading Specialists
- Teachers on Special Assignment (Curriculum & Instruction)
- SMFC Community Partners
- SMETA
- CSEA (not yet confirmed)

Site Meetings

- Staff (2 sessions)
- Classified Staff
- School Site Council
- English Language Advisory Council
- Parent-Teacher Association
- Middle School Students

Followed by Stakeholder Priority Survey (closed on March 30th)

Summary Report



San Mateo-Foster City School District

Local Accountability Plan 2017-2020

Actions and Services in the 2017-2018 School Year

Goal #1 Students will attend class in a well-maintained facility, with standards-aligned instructional materials and credentialed teachers

- Provide new materials for English Language Arts and English Language Development in K-8th grade
 - Benchmark Advance (grades K-5)
 - SpringBoard (grades 6-8)
- Continue to implement mathematics instructional materials
- Recruit, hire, and support credentialed teachers
- Provide Physical Education and Music

Goals #2 and 3 All students, including English Learners and students from Socioeconomically Disadvantaged settings will make progress toward meeting or exceeding grade-level California Standards

Goal 2 for All Students

- Implement standards-based math and English Language-Arts/English Language Development curriculum;
- Administer formative assessments throughout the year to inform instruction;
- Conduct ongoing site-based data analysis meetings to monitor student progress
- Provide high quality instructional program to students with disabilities.

Goal 3- Additional Supports for students who are English Learners and/or Socioeconomically Disadvantaged

- Provide Newcomer Program at two Middle Schools
- Provide Math Support Classes at each middle school
- Provide Reading Specialists in each elementary school
- Provide a Coordinator of English Learner Services to support English Language Development curriculum, instruction, and assessment
- Provide opportunities in the summer for additional student learning

Goal #4 Students will use evolving technology to support their learning of the California Standards

- Students access technology devices for learning and assessment.
- Galileo formative assessment data is used to inform instruction
- District Technology Coach supports instruction
- Data Analyst prepares data and reports for teachers and administrators.

Goal #5 Students will engage in ongoing healthy lifestyles supporting social, emotional, and physical aspects.

- Provide additional Counseling support/personnel
- Provide Family Life and Health instruction aligned with new standards
- Provide Grades TK-5: Positive Behavior Intervention and Support (PBIS)
- Provide Grades 6-8: Restorative Practices
- Provide Nursing Support
- Provide Coordinator of Wellness to support student physical health and coordinate mental health programs.

Goal #6 Teachers, administrators, and staff will participate in professional development that is responsive to educational priorities and based on research of effective practices to support student learning.

- Provide professional learning opportunities that support the implementation of new curriculum to all teachers;
- Teachers on Special Assignment provide professional development and support for high-quality instruction and curriculum development.
- New teachers are supported through induction with support provider and New Teacher Institute
- Provide three professional development days to support subject specific learning in Middle School, English Language Arts/English Language Development and Site Initiatives.
- Provide additional professional learning for teachers and administrators on supporting English Learners and/or Mathematics.

Goal #7 Families will participate in their child's education

- Opportunities include:
 - Parent Education and Resource Events on a variety of academic, health, and wellness topics
 - District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC)
 - Translator Services that support outreach to families and encourage participation in school events.
 - Use of electronic means of communicating with parents in middle schools.
 - LCAP Engagement of stakeholders through meetings and district events.



What do we see when we look at our data?



Stakeholder Input



What should we continue?



What doesn't seem to be working?



What can we improve?

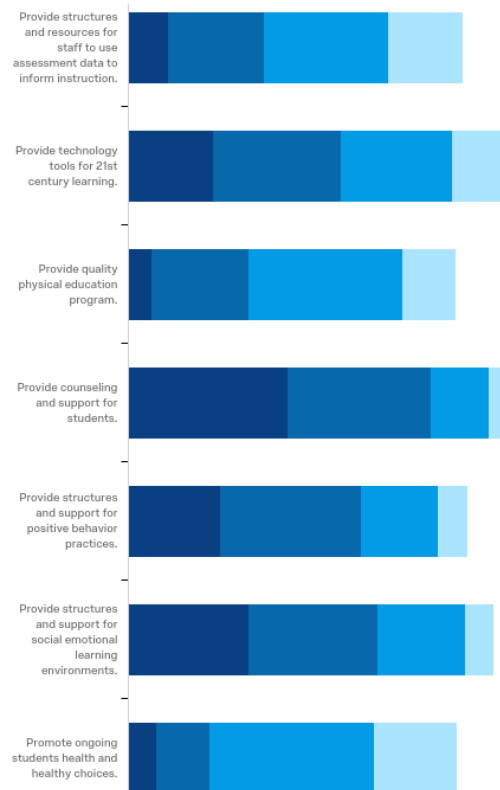
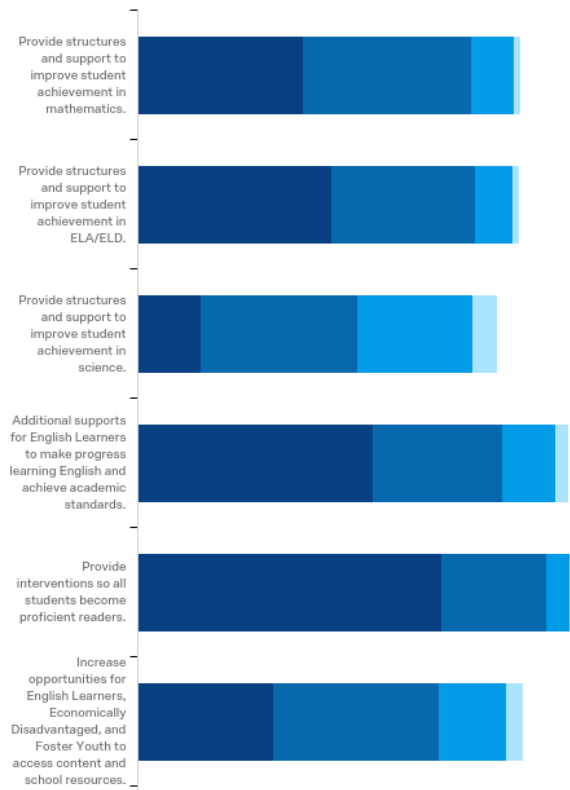
LCAP- District Plan

- Addresses the **instructional needs** of all students
- Requires **special attention** be paid to the specific needs of students who are low income, foster youth, or English learners.
- We address groups of students who are in the red indicator or two or more levels below all students)
 - English Language Arts- Students who are Hispanic, Pacific Islander, homeless, and students with disabilities
 - Math- Students who are African American, Hispanic or Pacific Islander, homeless and students with disabilities

LCAP Survey Participation

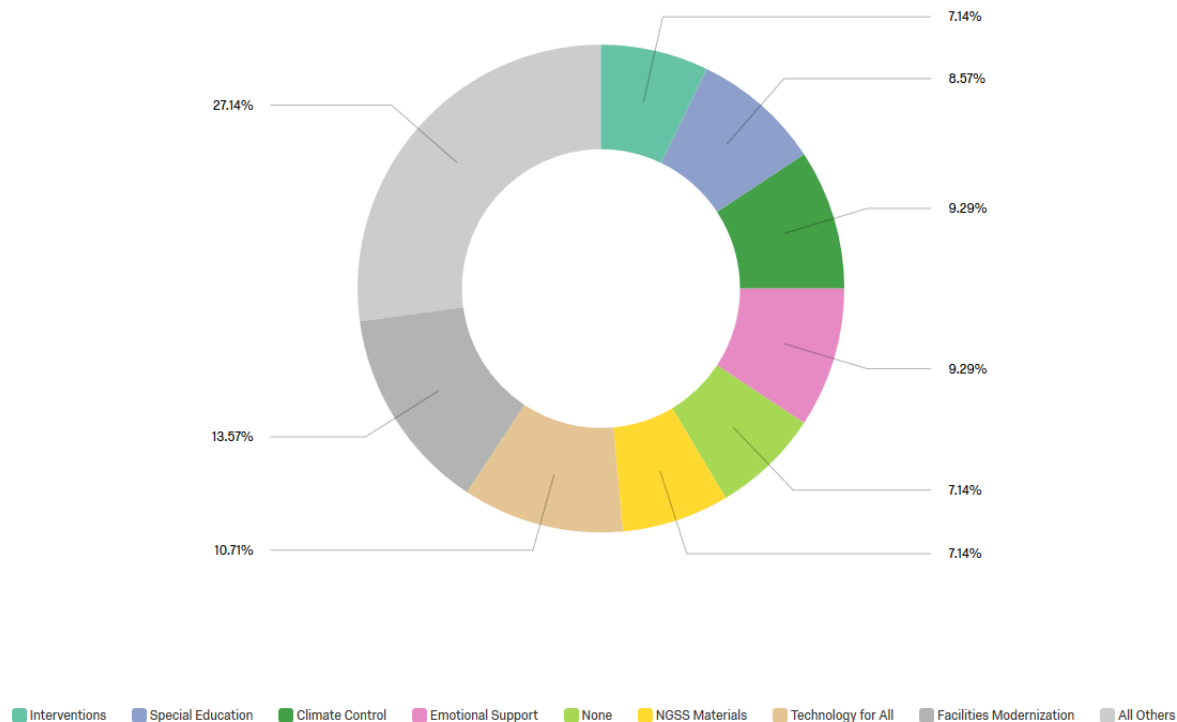
	2017	2018
Staff	390	452
Community	538	1,200

Staff Responses- Goals 2-7

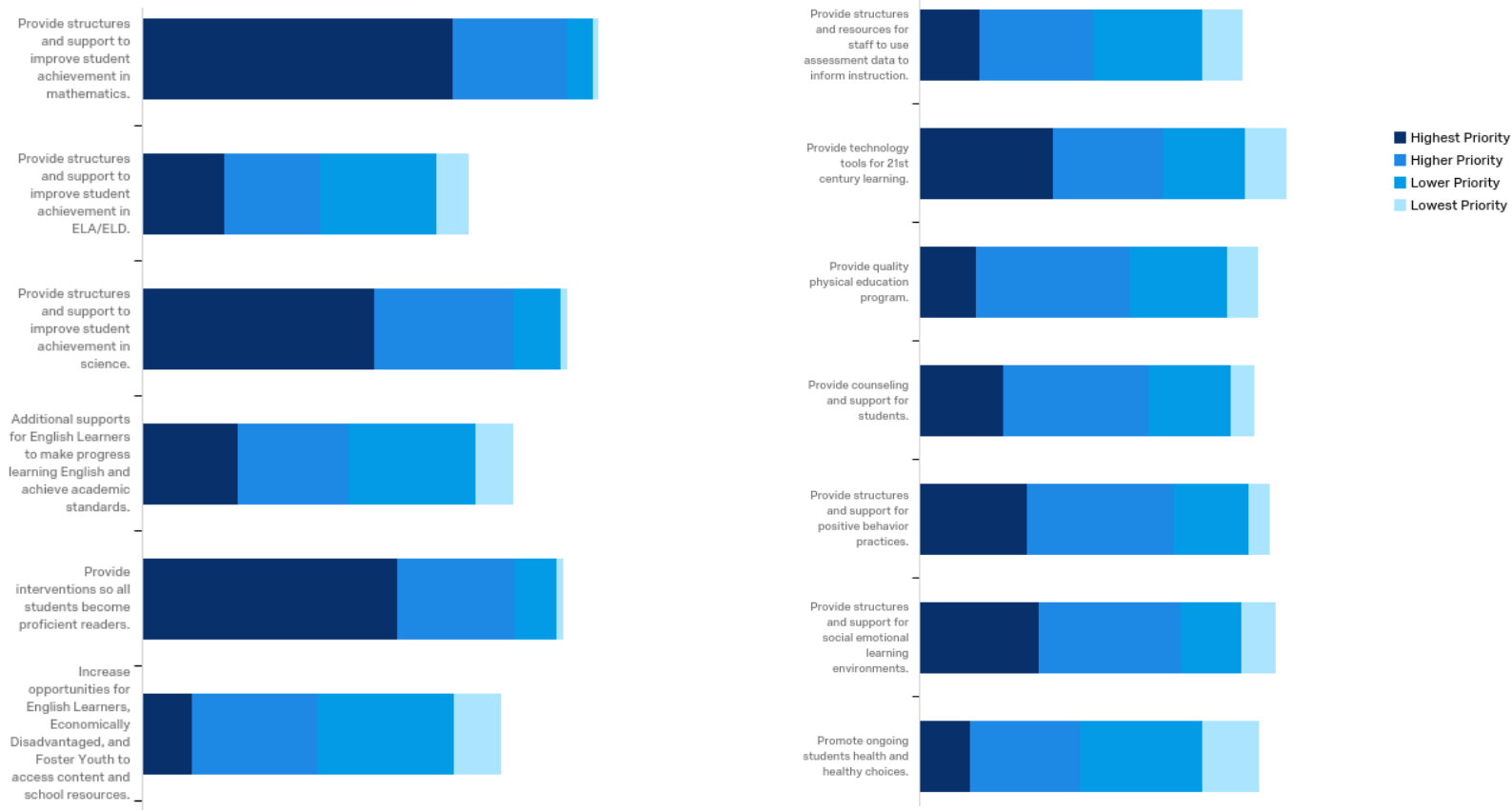


■ Highest Priority
■ Higher Priority
■ Lower Priority
■ Lowest Priority

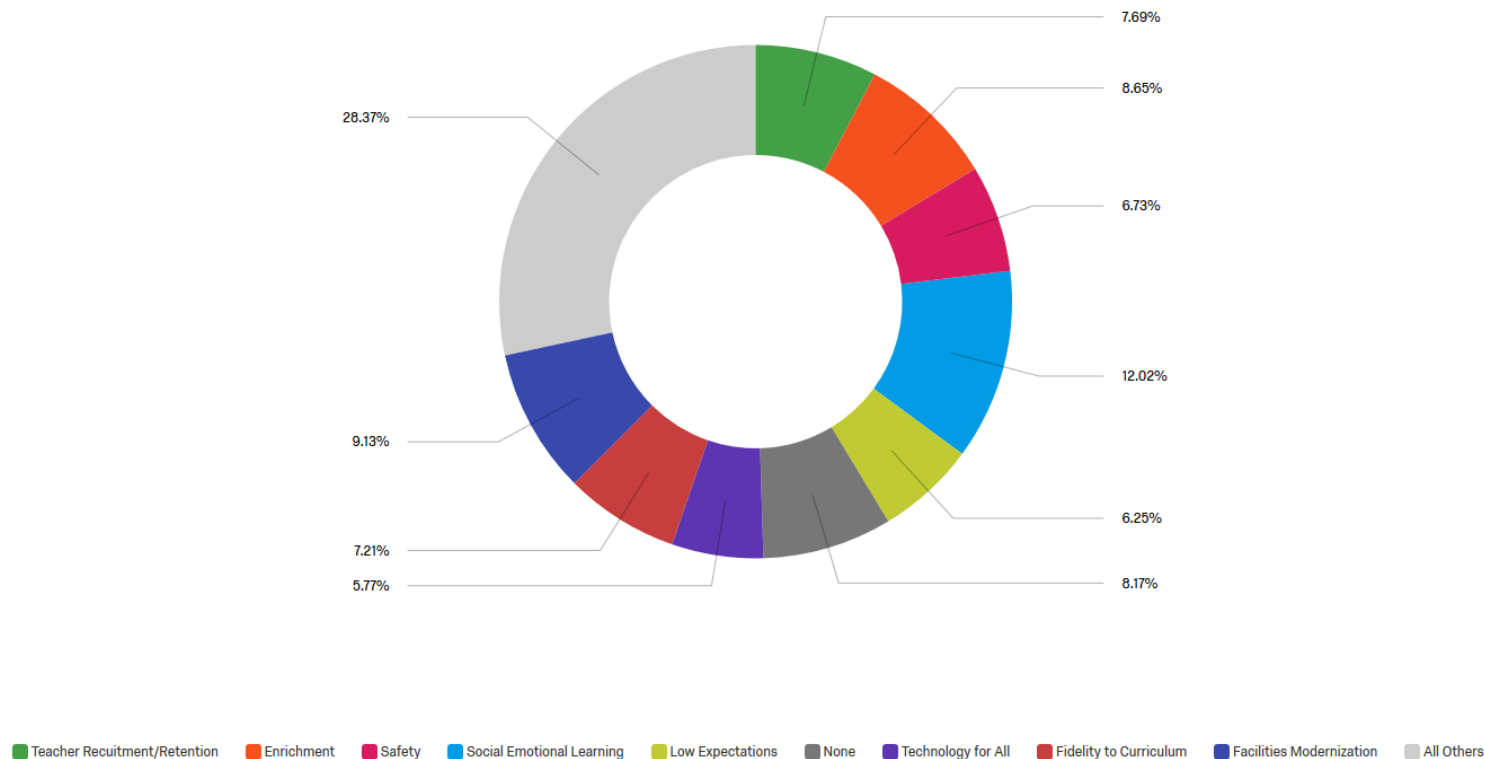
Staff Responses- Goal 1



Community Responses- Goals 2-7



Community Responses - Goal 1



LCAP Stakeholder Survey Results

- Social Emotional Learning was mentioned a number of times by community respondents and emotional support was mentioned by staff respondents.
- Staff priorities were additional supports for English Learners and reading intervention.
- Community priorities were Math and Science instruction and reading intervention.
- Interest in reading intervention was common between staff and community.

Timeline

- ❑ February/March - Continuing stakeholder engagement meetings and LCAP Priority Survey
- ❑ Meeting with principals to develop plans- Feb/April
- ❑ March 13th - Board Study Session- Academic Achievement Data and Programs
- ❑ March 22nd - LCAP Update on Family Engagement
- ❑ March/April/early May - Reviewing Stakeholder Engagement and Refining Actions and Expenditures
- ❑ April 19th - LCAP Update on Social Emotional Wellness and Stakeholder Engagement

Timeline- page 2

- ❑ April/May - (1) Assigning Actions and Expenditures and (2) Principals share the plan with stakeholders for consultation and develop Single Plan for Student Achievement (SPSA)
- ❑ May 7th - Board Meeting –Board of Trustee Stakeholder Engagement and LCAP Update
- ❑ May 18th - Governor's May Revise
- ❑ May 17th - Board Meeting- Draft of LCAP
- ❑ June 7th - LCAP Public Hearing
- ❑ June 21st - Approval of LCAP
- ❑ September - Presentation of Single Plans for Student Achievement and Approval

LCAP 2018-2021

The LCAP is the plan for continuous improvement based on student need, data and stakeholder engagement.



Questions and Discussion for 2018-2019

- Student Wellness
- Stakeholder Engagement