

STUDENT SERVICES DEPT. UPDATE

Governing Board Presentation • 12/7/2017

Student Services

- Supporting the well being of the whole student : academic, behavior and social/emotional
- Determining student needs and areas of growth through various data points and analyses
- Providing supports and resources to address gaps in student achievement and reduce the loss of instructional time from absences, office referrals and/or suspensions and expulsions

LCAP Goal #3

- Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development and enable them to learn and thrive in their classrooms.
 - ▣ MTSS: Multi Tiered Systems of Support
 - ▣ Counseling Program
 - ▣ Supporting students behavioral needs
 - ▣ Attendance

MTSS: Multi Tiered Systems of Support

- Attending a series of MTSS trainings by the Orange County COE & CDE
- Current district MTSS team: Student Services, Instructional Services and Special Education.
- Aligning current supports and services to meet the specific needs of the student, not based on label/classification.
- Half our schools received the grant of \$25,000 The district MTSS coordinator has applied for the remaining 6 sites.
- Participating sites took the first FIA (Fidelity Integrity Assessment) to determine each site's current capacity in the following areas:
 - Strengths: Administrative Leadership and Parent/Community Engagement
 - Challenges: Integrated Education Framework

Counseling Program

- 7 school-based counselors plus a current posting for a counselor at Sherman Oaks.
- Training has included: Behavior support plans, suicide protocol, and Brief Intervention. They will also be trained in ASIST (Applied Suicide Intervention Skills Training)
- Support all 3 Tiers through:
 - Restorative circles, group counseling, classroom presentations. (Tier 1)
 - Facilitators and/or members of SST, PBIS Tier 2 meetings.
 - Individualized Counseling (Tier 3)
- Regular Counselor meetings provide professional development, networking, and aligning best practices.

Supporting Student Behavioral Needs

- Using Data Zone to look at trends, and warning indicators for academics, behavior and attendance.
 - Data can be disaggregated by ethnicity, gender, grade, etc.
- Using the SST process to assist staff to identify the function of the behavior and provide appropriate supports.
- Providing time at administrators' meetings to discuss and problem solve specific behavioral challenges their sites are experiencing.
- Collaborating with Special Education to develop a bank of resources for staff and administrators to support students with behavioral challenges.
- Reviewing SWIS data with school sites for referral trends such as time of day, staff issued referral, and location.
- Efforts are showing positive trend: current suspension data = *31% decrease in suspensions from the first trimester last year.*

Attendance

- Current district attendance rate is 97.3%. Highest average 6th grade; Lowest Kindergarten
- Attendance recognition programs being established by Community Liaisons to acknowledge excellent and improved attendance
- 21% (1,548) of students in TK-8 had perfect attendance for Trimester 1
- 262 students in 16-17 missed more than 10% of the school year. They were either identified as chronic (missed 10% of the school year) or severe chronic (missed more than 20%). Of the 262, 175 have improved their attendance this school year.
- Community Liaisons work with this group and their families directly.
- Student Attendance Review Board (SARB)
 - Community liaisons, 1 nurse, and 1 representative from enrollment are present at every SARB hearing.
 - Student Services provides a presentation about the effects of absences and student attendance with data points.
 - District Attorney provides a presentation to families about the requirement of school attendance.
 - Referrals made to the district attorney's office 2016-2017 school year: 46 students

LCAP Goal #4

Parents/Guardians will feel encouraged and invited to participate in their child's learning experiences both at school and at home.

- ❑ School Linked Services (SLS) / Measure A
- ❑ Community Liaisons

School Linked Services/Measure A

- Current school sites receiving Measure A funds are Campbell Middle and Rosemary with a Campus Collaborative coordinator.
 - We were able to move some services to Monroe Middle, and the entire campus collaborative will be there next year
- The Campus Collaborative consists of parents, school staff and community members who determined the needs and wants of the school community. As a group, decisions are made to address the identified areas and the implementation of services and resources.
- Rosemary School has partnered with Julie Goo, our STEAM TOSA, to provide a new coding class for parents.
- Campbell Middle and Monroe Middle have partnered with Foothill College's Family Engagement Institute to provide a series of workshops through their *Navigating Middle School* course.
- SLS provides Uplift Counseling referrals at all school sites except Village, Rolling Hills, Forest Hill and Marshall Lane. These schools receive support through an MFTi like all of our sites.

School Linked Services/Measure A

Partnerships:

Uplift, Sylvan Learning Center, Catholic Charities, Mayor Chappie Jones office, SIREN, Foothill College - Family Engagement Institute, Healthier Kids Foundation, Rotary Club, Home Church, City of San Jose Project Hope- Parks and Recreation department, Campbell Community Center, San Jose Police Department, Campbell Police Department, Campbell City Library, Tzu Chi Foundation, First 5- Santa Clara, and El Camino Hospital

Community Liaisons

- Every school site is supported by a community liaison/campus coordinator. FTE varies based on site demographics.
- Connect families to resources that are preventing student success:
 - ▣ Physical and Mental Health needs
 - ▣ Basics of food, clothing, housing, transportation and emergency financial support
 - ▣ Legal Needs such as renters rights and immigration seminars
- Currently supporting the families of students who were chronic (10% absenteeism) and severe chronic (more than 10% absenteeism) through home visits and outreach to prevent excessive absenteeism.
- Supporting McKinney Vento families and Foster Youth students by minimizing and/or eliminating barriers to school.
- Monthly meetings are used to link liaisons with community agencies and professional development.