

2024-2025 LCAP Presentation Questions from Parents/Guardians

On May 22, 2024, a meeting of the District Parent Advisory Committee and the District English Learner Advisory Committee was held to share proposed updates to the LCAP. There were 41 attendees: 15 in person and 26 online. Below are questions asked by attendees, followed by answers to the questions.

1. Q: What was the iReady goal on the LCAP? A: This is our first year using iReady diagnostic assessments, and thus all data this year is baseline data.

2. Q: How many children are there in the district? A: 4,420

3. Q: I'm noticing EL student percentages are both significantly low in both testing periods. ELs are significantly lower than other groups. A: Yes that is true. However, when we consider the progress of our multilingual students, we have to look at both the students identified as English Learners as well as those who have been reclassified as Fluent English Proficient, or RFEPs. As soon as English Learners reach grade level proficiency, they are moved into the RFEP category, and you can see that they are scoring really high in both English and Math.

4. Q: What are the 2 additional library clerk hours for? More hours to make that work more meaningful, like tutoring? A: Yes. Elementary Libraries will provide STEAM opportunities and literary connections during bimonthly class visits and recess programming. This is in addition to regular browse & borrow opportunities. Middle School libraries will provide ELD/language support through bimonthly STEAM lessons. They will also host other class visits, provide digital literacy/research lessons, and provide before school, after school, and lunch time library services and/or programming.

5. Q: Are there any workshops for special needs students? A: Brenda Veronica, Vice President of DELAC, shared that a new group for parents of students with special needs is being created for the 2024-25 school year. Groups at both the district and school level are being developed. The SWSELPA also provides an ongoing annual series of parent trainings through the Community Advisory Committee "CAC". These trainings are shared out through Parentsquare and are also available on the District website as they appear throughout the calendar year.

6. Q: Can we go over the 4 goals of the LCAP? A: See Figure below.

Goal 1: Increase Academic Achievement: Ensure all students learn through access to high quality actions and services that increase academic achievement and civic, career, and college readiness.

Goal 2: Ensure Access and Equity: Provide high quality actions and services to eliminate barriers to student access to required and desired areas of study

Goal 3: Improve Parent and Student Engagement: Ensure all school sites have safe, welcoming, healthy and inspiring climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.

Goal 4: Provide 21st Century Learning Environment: Invest in optimal learning environments that enhance student learning and ensure safety.

7. Q: What are examples of special education supports? A: Special Education Supports and Services are indicated by a student's individual needs and through the special education assessment process. If there is suspicion of a child's disability and a need for specialized academic instruction, the special education assessment process is initiated. Some examples of designated supports and services may include: Specialized Academic Instruction, Speech and language services, Adapted PE, Occupational therapy, Designated counseling services and Physical Therapy.

8. Q: Are GATE students considered as special needs students? A: While some states consider GATE students to be appropriate for a designated IEP, California does not. In the case of students who qualify for both an IEP and are also GATE we would consider these students to be "Twice Exceptional," and they would qualify for the supports and services of their individual IEP along with their GATE designation.

9. Q: Do social workers provide services for homeless students? A: Yes. Social workers work with the schools and community to support the needs of students who are experiencing homelessness or are housing insecure.

10. Q: Community Liaisons - are they part time? They are very important and should be full time. A: Yes, Community liaisons currently work part time. In our Community Schools grant applications, schools highlighted the importance of this role and their desire to increase their hours to full time.

11. Goal 4 questions

11.1 What is LESDs plan for providing Digital Literacy and Citizenship lessons for all TK-8th grade, especially with the rise of AI technology? A: Teachers deliver grade level Digital Citizenship lessons. Will begin to include AI learning within that. We will have an AI Task Force next to plan and address AI.

11.2 How is LESD planning on addressing how our teachers are receiving PD to prepare them for teaching with AI and how are students going to start using it as a learning tool in the classroom space? A: We will start an AI Task Force for the

2024-25 school year to address AI teacher learning and how it fits into classroom instruction and learning.

11.3. Great question about digital literacy! I would love to see LESD sign up and promote with the “wait til 8th” campaign; as many districts have. A. We will look into it.

11.4. Are we also teaching students basic skills that do not include technology? Finland has a top educational program that also includes these basic skills. A: We provide a well-rounded educational program that includes things such as Makerspace learning, garden, wellness/nutrition, social-emotional learning, physical education, etc. Our 21st Century programming provides learning opportunities to address creativity, communication, collaboration, and critical thinking across all content areas and learning spaces.

12. Questions about chronic absenteeism

12.1. Before we get to Saturday school, is there any plan to reduce chronic absenteeism? A. Yes. Reducing chronic absenteeism is a top priority for LESD. This past year, the Department of Student Services met with school attendance clerks and site administrators to review monthly attendance reports and reach out to families who were experiencing high absenteeism. The goal to reduce absenteeism remains a top priority for the coming year and will require parent, student and staff education, positive motivation, and careful monitoring throughout the year.

12.2. To motivate students to come to school every day? A. Motivational campaigns including contests and positive recognitions, along with personal encouragement from staff and parents, will help motivate students to come to school every day.

12.3 Could we give students who are out sick for 5 days the work to do so that they are not counted as absent? A. Students are provided the work to make up so they do not fall behind if they are out sick, however, they are counted as absent because they are absent. During times when a student must be absent for longer than 5 days, a short-term independent study (STIS) may be utilized. Families must agree to the STIS contract to ensure the student is completing a minimum of four hours of classwork daily in order for the student to be counted as present for each day. During times when a student must be absent for extended periods beyond the 15 days for medical reasons, the student may be placed on a home/hospital learning plan.

12.4. Is there any data on what are the primary factors causing chronic absenteeism? A. Studies show a number of factors that impact chronic absenteeism. AttendanceWorks is a resource that provides school districts and families with information and resources to address the root causes of chronic absenteeism. There are four broad categories of reasons for absences, which are summarized in the figure below: barriers to attendance, aversion to school, disengagement from school, and misconceptions about absence's impact.

Barriers	Aversion	Disengagement	Misconceptions
- Chronic and acute illness - Family responsibilities or home situation - Trauma - Poor transportation - Housing and food insecurity - Inequitable access to needed services - System involvement - Lack of predictable schedules for learning - Lack of access to tech - Community violence	- Struggling academically and/or behaviorally - Unwelcoming school climate - Social and peer challenges - Anxiety - Biased disciplinary and suspension practices - Undiagnosed disability and/or disability accommodations - Caregivers had negative educational experiences	- Lack of challenging, culturally responsive instruction - Bored - No meaningful relationships to adults in the school (especially given staff shortages) - Lack of enrichment opportunities - Lack of academic and behavioral support - Failure to earn credits - Need to work conflicts with being in high school	- Absences are only a problem if they are unexcused - Missing 2 days per month doesn't affect learning - Lose track and underestimate TOTAL absences - Assume students must stay home for any symptom of illness - Attendance only matters in the older grades - Suspensions don't count as absence



www.attendanceworks.org

Source:

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>

12.5 Comment. There are mental health reason why students are absent and other circumstances causing those absences

12.6 Comment. I also feel it is a culture issue that we need to address. I hear a lot of parents thinking it is not a big deal to not have your kids attend. As a Hispanic in the community I have heard it all, for example the day of the eclipse mom's didn't want to send their kids to school and kids were absent. **A:** School sites are contacting parents consistently and regularly to address daily absences. Attendance clerks work closely with Social Workers, Counselors, and site Administrators to continue to support students and parents to offer supportive services to mitigate school attendance issues- medical, social, and or emotional support. Extended learning opportunities through Saturday School (Academy) where indicated students are identified and invited to attend Saturday School based on their overall academic performance, chronic absenteeism, and staff recommendations. In addition, targeted support is provided for students with attendance concerns through a yearly cycle of the Student Attendance Review Team (SART) held at the sites before making a referral to the Student Attendance Review Board (SARB). We continue to promote positive attendance through our Positive Behavior Intervention Supports incentives. We will continue to explore the factors contributing to chronic absenteeism with district and site administrators in order to address them effectively. Home hospital services are also provided for students with serious chronic medical issues.

13. Q: Is there an opportunity for parents to review the LCAP? A: Yes, the LCAP will be presented to the Board of Trustees on June 13, 2024.

14. Q: Since we know PBIS "works best" could we find a way to merge that with other programs that we have to improve? For example, having PBIS merge within the PS Arts program as well as PBIS merging with the library. A: Positive Behavioral Intervention Supports (PBIS) is an effective, research-based structure that clearly outlines school expectations for the school community. PBIS expectations and incentives are being implemented throughout the school day. Site leadership teams are working to incorporate these practices across the school, which supports arts and library experiences for all students.

15. Comment: Parent support is the linchpin. It is vital to offer any resources and programs to help collaborate with the schools and district to actually implement the programs, resources, and supports that are proven to show results in current data to improve the outcomes for the students and families that are in need. A. Well stated - we agree wholeheartedly.