

College and Course Access

LCAP Committee Input	Proposed Actions	Comments	Response
<ul style="list-style-type: none"> ● Free Application for Federal Student Aid (FAFSA) Support ● Support for Counselors ● Understand barriers to course enrollment 	<p>Maintain additional Academic Counseling & College/Career Support at the high schools</p>	<ul style="list-style-type: none"> ● Agreed! Making the CCC position full time and/or hiring another FT school counselor would help increase these services. ● Also, we need this support in Alt Ed. ● The Counselors at the High School level are critical to the well being of every single high school student. Supporting and growing the Academic/College/Career team is essential to student success, student retention and student attraction. Our Counselors do a superb job, but an investment in talent here would help support each student on their path. ● Definitely need more academic counseling as well as full time career/college counselor. Work permits should go back to the City responsibility. We should have a full time guidance and at least ½ time college/ career counseling for all our alt ed schools ● We heard from the counselors at last night's board meeting and their responsibilities now, 	<p>LCAP Update reflects maintaining additional Academic Counseling & College/Career Support at the high schools.</p>

		<p>with the academic and mental health consequences of the pandemic, is untenable. We need smaller case sizes per high school counselor.</p>	
	<p>Equity committee to develop actions based on Orenda study</p>	<ul style="list-style-type: none"> ● This should be a diverse representation including: staff, students, families and community ● ^^ ● Incorporate PD around equity and implicit bias for admins, teachers, counselors, and others working with students. YES to this! ● Definitely need to remove barriers to accelerated classes. ● Need more than one pathway to success, not just college (not all families can afford, FAFSA doesn't provide all \$ needed for all students who apply) 	<p>The district will begin with a representative body from school sites. The committee will determine structures to bring input from educational partners. The district is vetting providers to support the district's commitment to equity and implicit bias training for staff.</p>
	<p>Strengthen counseling calibration including scheduling processes, identifying barriers to access, early warning system for at risk students</p>	<ul style="list-style-type: none"> ● Absolutely! At PHS counselors and admin already collaborate with all dept heads to make sure that all requests are being taken into account. And when building the MS we look at EL, SPED students first. ● Include Affinity groups ● Include facilitated coaching/ processing circles for staff and teachers feeling triggered 	<p>Educational Services and Student Services will collaborate to lead calibration between the school sites.</p>

		<ul style="list-style-type: none"> ● Change the block schedule to provide more classes, thus more access to electives. 	
	Increase access to a-g courses at Alternate Education sites	<ul style="list-style-type: none"> ● I am concerned that this is setting the alt ed sites up for failure. While I believe that there can certainly be a-g courses offered, we are limited in our ability to provide coursework that meets the requirements AND the staff authorized to teach it. ● Support dual enrollment of students at alt ed? ● Staff and student support for a-g course work is necessary ● Avid 	Education Services will continue to work with Alternate Education sites to explore opportunities to increase a-g and CTE pathway access for students.
	All seniors fill out a FAFSA (or CA Dream Act)	<ul style="list-style-type: none"> ● At PHS, we offer a financial aid week, financial aid help during the day, and multiple evening events to help all students and parents complete this. Despite ongoing efforts and multiple follow ups, usually only about 50-60% of families complete it. I would love ideas on how to increase this? ● While not every student will want to complete the form (parent tax information is sometimes hard to get) I believe it is good to have opportunities for every student to fill one out with support, and in Alt Ad, this is a must. 	Strategies for improving FAFSA completion will be part of the counseling calibration conversations.

		<ul style="list-style-type: none"> ● With proper support by guidance counselors, this is low hanging fruit. See Success Networks being done in Marin at Tam, Redwood and Shoreline Unified where FAFSA completion has risen to almost full equity in just about 3-5 yrs (See MARin Promise Partnership) https://www.marinpromisepartnership.org/posts/learning-brief-improving-access-to-financial-aid/ 	
	<p>Develop college support programs such as AVID, Junior Achievement, Girls Inc.</p>	<ul style="list-style-type: none"> ● Yes! Would love to see AVID at the high school levels. ● In addition, start AVID at the Junior Highs and continue into HS as stated above ● ^^^ Train more junior high teachers for AVID, offer AVID as an elective? ● Avid looks quite promising and may help in many areas of need - counseling support, equitable access 	<p>Education Services will explore interest for programs at school sites.</p>
	<p>College Career Grant Manager</p>	<ul style="list-style-type: none"> ● Yes, but additionally, we need this support in Alt Ed! ● Dedicated staff to pursue Grant funding would be meaningful. ● To include all secondary, comprehensive as well as alt. Ed. students 	<p>A TOSA will be hired to manage CTE grants, work with staff on aligning pathways to the CTE Model Curriculum, build calibration between sites, and form partnerships with industry.</p>

	<p>Reduce barriers to accelerated classes (GATE testing for all 3rd grade students, pay for AP, SAT, ACT exams for low income students, examine course placement practices at secondary sites)</p>	<ul style="list-style-type: none">● Access points to accelerated courses needs to be assessed at all levels, with a particular focus on the 6th to 7th grade transition. Many students who don't get on the accelerated boat in the 7th grade do not have the opportunity ever again, or until much later in their schooling.● Yes on helping pay for testing - if counselors could have access to the FRL list that would help to identify students that need financial assistance but may not want to come forward. Need help identifying the students that have financial need so assistance can be offered.● At PHS, AP/Honors classes are open access, there are recommendations for classes but ultimately anyone can sign up for any class.● Yes on paying for testing for as many students as possible! May be tricky to determine which students since less students are filling out free and reduced lunch paperwork since lunch is free for all, now. Other measurement?● Pay for all students to take the test	<p>Education Services will continue to work with sites to offer GATE Testing for all 3rd grade students and to incur the cost of AP, SAT, ACT exams. Course placement practices will be part of the counseling calibration.</p>
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Support for Teachers

LCAP Committee Input	Proposed Actions	Comments	Response
<ul style="list-style-type: none"> Support in the classroom (class size, instructional assistants, etc.) Focused PD support for addressing social emotional learning 	Positive Behavioral Interventions and Support (PBIS) training	<ul style="list-style-type: none"> Co-teaching core curriculum to improve access for students with IEPs in Gen Ed settings (which would require hiring more Ed Specialists to do that co-teaching) Earlier, more meaningful research-based interventions for students identified as below grade level–don't wait Provide instructional assistants in lower grades where students need more one on one help (especially EL students) 	PBIS training will take place throughout the 2022-23 year.
	School Climate Trainings/Social-Emotional Support such as restorative practices, Toolbox, etc.	<ul style="list-style-type: none"> Add or implement individual counseling support with mental health support for all staff and teachers in the benefits package to support the district in processing COVID, Equity work etc Support group/ facilitated support for principals who are increasingly dealing with intense challenges from COVID and equity work Include Save Your Six trainings 	Training on restorative practices will be ongoing and will be a large part of the PBIS training. Training on Title VI and LGBTQIA+ rights will take place in August for educators.

		<p>for teachers and staff - yes, not just a Zoom lecture, but where all teachers and staff are engaged with the information and are informed of Title VI every year.</p>	
	<p>New Teacher/Admin Support (Induction Program Fees)</p>	<ul style="list-style-type: none"> ● A few days for new hires to on board with all departments ● Yes for waiving or supporting new teachers/admin with induction program fees. Could this also include testing fees for exams such as CSET, RICA, etc? 	<p>New teacher/admin induction program fees will be paid for by the district.</p>
	<p>Continue with Lower Alt Ed Staffing Ratio</p>	<ul style="list-style-type: none"> ● SAHS numbers fluctuate throughout the year. We need to look at it across the school year and include student's learning styles and SEL needs when considering this number. 15:1 is recommended ● Set caseload cap for SDC teachers/class size cap for SDC & RSP classes ● ^ Include contract language for all education specialists across all sites and grade levels! ● Equitable prep time at the elementary level for assessment of student work, planning, and curating resources (lesson plans, etc.) 	<p>The district will continue with a lower Alt Ed Staffing Ratio.</p>

Communication

LCAP Committee Input	Proposed Actions	Comments	Response
<ul style="list-style-type: none"> Continue to refine our methods of communicating so that we are not inadvertently leaving parents out 	Increase and improve internal and external communications (in English and Spanish), and continue the implementation of the updated communications platform (ParentSquare) which includes: Communications Coordinator, district & school websites (Blackboard), social media	<ul style="list-style-type: none"> YES! This is an ongoing problem even with PS and the interpretation abilities we struggle to consistently reach our families regardless of the home language. 	Internal and external communications will continue to be increased and improved next year.
	Parent Access & Communication (Aeries, PCS App)	<ul style="list-style-type: none"> How do we ensure the 2-3% who opt out (or never opt-in) to Aeries/ParentSquare/ whatever still get the info they need? 	Parent Access & communication will continue next year. The district and school sites will continue to send regular updates.

Curriculum

LCAP Committee Input	Proposed Actions	Comments	Response
<ul style="list-style-type: none"> More integrated curriculum that provides community and service-based learning opportunities Diverse curriculum - ensure it is relevant, inclusive, and supportive all students 	Diversify Curriculum & Classroom Libraries	<ul style="list-style-type: none"> Increase paid PD days for Library managers. Fund the libraries so that they can take the time to curate the collections Humanities PD and time to review and update curriculum to be more inclusive The college & career center person could help with this if the position was full time and they could collaborate in 	Diverse texts will be purchased for high schools. Additional library services for secondary schools will be funded above the base.

		<p>classrooms</p> <ul style="list-style-type: none"> ● Serious consideration given to our student population and provide curriculum in which they are reflected or can identify with. ● If we do not have them already, core novel lists by grade level and include processes for adding new and diverse titles so the same stagnant titles are not used for eternity 	
	Development of Ethnic Studies Course	<ul style="list-style-type: none"> ● Include disability identity/disability rights movement history as part of FAIR Act compliance ● Again, really consider who our students are and what materials / supplies will best support them. ● See Acosta https://www.acostaeducationpartnership.com/ 	An Ethnic Studies course will be developed during the 2022-23 school year with input from the History Departments. All courses will be in compliance with the FAIR Act.
	History/Social Studies pilot with FAIR Act compliant materials. This will include civic engagement components of the California History Framework.	<ul style="list-style-type: none"> ● Include Ethnic Studies program- See work that Acosta did with SRCS and SCOE ● Invest in PD for educators around LGBTQIA+ cultural responsiveness, as this is a key component of FAIR Act implementation 	Teachers will participate in a History/Social Studies pilot next year and will recommend curriculum to the Board of Education for adoption. All textbooks will be in compliance with the FAIR Act and the History/Social Studies Framework.
	Align all CTE courses to CTE Model Curriculum Standard	<ul style="list-style-type: none"> ● Consider adopting or incorporating applicable portions of the SCOE Portrait 	A College/Career Coordinator funded through CTE Foundation and/or CTEIG grant will support in

		<ul style="list-style-type: none"> of a Graduate • Online and in person options should be available. 	aligning both high schools VTE programs as well as help them be in compliance with what is required for our CTE program but build strong partnerships with industries, county and universities. Some online options for CTE will be offered at the continuation/alt ed sites.
	Climate Action Committee	<ul style="list-style-type: none"> • Support for integrated, elementary curriculum under the Environmental Literacy umbrella. • Important that the curriculum is provided to all students in all grade levels. 	Climate Action Committee has been developed to develop a district-wide environmental literacy curriculum.

Goal 1

Goal	Proposed Actions	Comments	Response
All student scholars will have rich academic options that meet their unique needs.	Implement common math assessments including a data reflection process	<ul style="list-style-type: none"> • Teachers need to know how to change their teaching once they reflect on data (we know from CAASPP where the problems are, we don't know what to do about it) • Provide ongoing and consistent math support at the elementary level. Common math assessments in high school don't help us address problems with early understanding. At least in the alt ed world, we grapple with 	Common math assessments will be implemented in grades 3-8 and high school in the 2022-23 school year. Educational Services will collaborate with site administration and teachers on data protocols and reengagement lessons.

		students who come to us with 3rd - 5th grade math skills.	
	Staff Development Days	<ul style="list-style-type: none"> ● PD needs to be more targeted and specific. ● ^^^^^ ● PD that is on-going, embedded coaching, not one-and-done ● Mentor Teacher/Master Teacher TOSA positions for teachers who can mentor ● If families were educated on what was covered in "Staff Development Days", I think they'd be more encouraging of them. Parents and students want their teachers to be nurtured/developed, but it would be valuable to know the focus of the days. ● Develop a district-wide plan for PD and related consulting around equity, inclusion, and implicit bias. ● Invest in LGBTQIA+ cultural responsiveness training. ● PBL and Service Learning training ● Add or implement individual counseling support with mental health support for all staff and teachers in the benefits package to support the district in processing COVID, Equity work etc 	Professional Development will be focused on equity during the 2022-23 school year. Training will include Title VI, LGBTQIA+ rights, and Universal Design for Learning (UDL). PBIS will include on-going embedded site coaching and support.
	Preschool	<ul style="list-style-type: none"> ● Yes!!! See shoreline Unified for 	Preschool will continue to be

		a collective Impact model for incorporating PK into the elementary schools https://www.marinpromisepartnership.org/posts/west-marin-case-study-learning-brief/	offered.
	Renaissance Learning (Reading and Math assessment)	<ul style="list-style-type: none"> STAR Reading Benchmark assessments have been very helpful 	The district will continue to utilize Renaissance Learning
	Targeted TK-6 Reading Intervention (Lexia)	<ul style="list-style-type: none"> Time allocated to look at data and plan for instructional needs. 	Lexia will continue to be offered.
	Maintain Student Data Management (Illuminate)	<ul style="list-style-type: none"> This needs consistent application across the district. This may be used with fidelity at some sites but not all and likely not consistently. Illuminate is not as user friendly... 	Illuminate will be used with much more fidelity in the following year with the new common assessments. Training and support will be ongoing.
	Support for Comprehensive Support and Improvement Schools who have met federal criteria for support	<ul style="list-style-type: none"> Is this on top of funding already provided? 	Educational Services will coordinate CSI support with site administration. No additional LCFF funds will be used; federal dollars will be utilized.
	Elementary Music	<ul style="list-style-type: none"> Yes Yes. Could this be grant funded? Or volunteer led? 	Elementary Music will be offered at every site.
	Continue to update Health Framework / Human Interaction	<ul style="list-style-type: none"> As a committee we chose our top 2 curriculums to put forth to the board. Where are we now with this? 	5th, 7th and 9th grade teachers will be trained on new the Sex Education curriculum. The Human Interaction framework

		<ul style="list-style-type: none"> Continue working toward a more gender inclusive HI curriculum option than the one that was chosen for the pilot this year (e.g. one that does not use binary/gendered language in reference to bodies) HI is a k-12 curriculum, not just "sex ed" and while we were able to discuss and implement something for middle school we still need to evaluate our elementary school HI goals. How do we interact with one another... 	will continue to be updated.
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Goal 2

Goal	Proposed Actions	Comments	
All student scholars will experience an excellent, diverse, equitable, and inclusive education.	Begin awareness of Universal Design for Learning focusing on equity and access	<ul style="list-style-type: none"> UDL for all, not just SpEd 	All educators will receive initial training in UDL.
	Implement English Learner Master Plan	<ul style="list-style-type: none"> This should be the first goal and focus for the EL Committee (we were close to outlining this before COVID) 	The EL Committee will put the EL Master Plan into action during the 2022-23 year.
	Reading intervention software support such as Read 180	<ul style="list-style-type: none"> Roll this out sooner, including teacher training 	We will continue to support Reading intervention software Read 180.
	ELD training support implementation	<ul style="list-style-type: none"> Consistent ELD curriculum and instructional strategies at each grade level and sites 	With the new EL Master Plan soon to be in place, we recognize a need for continued ELD training and

			support that will start in August.
	Summer school	<ul style="list-style-type: none"> ● Consider more year round school calendar for more campuses ● Roll out summer school information to families early (in January during registration) to help people plan ahead 	Summer school will continue to be an option and provided to students based on greatest need.
	Curriculum Committees	<ul style="list-style-type: none"> ● K-12 Curriculum Committee and the PD committee should be combined. ● Curriculum specifically for SPED (i.e. Read 180, Everyday Math, any more out there) ● Sub-committee for integrated curriculum at the elementary level-could/should be an environmental literacy focus ● Environmental Literacy curriculum and PD at all grade levels across all sites. 	The Curriculum Committee will continue to be an integral part of our process.
	Spanish Pathway (7-12)	<ul style="list-style-type: none"> ● And dual immersion elementary ● Spanish program in Elementary also- not just for dual immersion ● Spanish teacher at all elementary sites ● Bilingual staff at each site particularly in front office/ attendance as well as teachers 	Spanish Pathway will continue for the following year and a New Dual Immersion program will launch at McDowell for 2022-2023 starting with Kindergarten.
	Information and opportunities for school transition support (from	<ul style="list-style-type: none"> ● SAHS does not currently have a college/career counselor. 	Opportunities for school transition will take place during the 2022-23

	<p>elementary to junior high, from junior high to high school, and from high school to college and/or career).</p>	<p>!!!!!!!</p> <ul style="list-style-type: none"> ● Absolutely - our Alt Ed sites need a college/career counselor!!!!!!! (thanks Mady) ● You're welcome. I mean it! ● I think this idea of transition support is essential to supporting our students and families during these important transitions. The D/F list for 9th graders this year is staggering. This may provide an needed intervention. ● Could we have a central career center that supports all of the high schools staffed with vocational and career experts. 	<p>school year in preparation for the 2023-24 school year.</p>
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Goal 3

Goal	Proposed Actions	Comments	Response
<p>All student scholars and families will be engaged in their learning community.</p>	<p>LCAP panels (students, families, staff)</p>	<ul style="list-style-type: none"> ● Wider outreach, perhaps small incentives for participation ● Are there organizations PCS could go to for improving participation in some demographics? If they aren't coming to us, can we go to them? ● Explore student ambassadors for the schools that represent each of the schools community. 	<p>The district will continue to gather input from educational partners and will offer opportunities for the LCAP committee to learn from the experiences of students, parents, and staff. The district will explore ways to include voices from all representative groups.</p>

	<p>Family Resource Center at McDowell</p>	<ul style="list-style-type: none"> ● Increase funding for FRC so that it can be scaled to support more families 	<p>The Family Resource Center will continue to be supported by the district.</p>
	<p>Chronic Absenteeism/Truancy Support</p>	<ul style="list-style-type: none"> ● Yes - we have really struggled with attendance this year and need support here. ● Continue with district wide after school enrichment programs to encourage students to attend school. Enrichment programs are usually sponsored/planned by PTAs - not all schools are capable of this or have PTAs. Should be equitable. ● Would the district need to work alongside the county or county district attorney to address truancy? ● Wrap around services vs referral to the DA ● Whole child care, partner with PPSC/ Mentor ME other programs to be able to understand the root causes for absenteeism 	<p>The SARB/SART process will continue. The district will continue its partnership with Keeping Kids in School to support chronically absent students.</p>
	<p>School Climate Surveys</p>	<ul style="list-style-type: none"> ● Yes, important data. Carefully consider the number of surveys students take each year though....sometimes more is less. ● Utilize surveys that are more inclusive of LGBTQIA+ youth at the elementary level. ● More LGBTQI++ in all grades 	<p>Petaluma City Schools will continue to administer the Youth Truth Survey in the 2022-23 school year.</p>

	Preparing for College Parent Education Classes (PIQE)	<ul style="list-style-type: none"> ● Better advertisement of programs like this to get more participation ● Consider School SMarts (CAPTA) program in addition or every other year to reach other populations 	Petaluma City Schools will continue to offer PIQE classes.
	After School Child Care for Low-Income Families	<ul style="list-style-type: none"> ● If we can hire the staff, absolutely. ● Affordable rates for low-income families - sliding scale 	Petaluma City Schools will continue to offer after school child care for low-income families.

Goal 4

Goal	Proposed Actions	Comments	Response
Our District will enhance the long-term sustainability of our organization, infrastructure, and operations	Teacher residency grants	<ul style="list-style-type: none"> ● Well worth exploring given COL in Petaluma. ● Research teacher housing partnership models ● Yes...and yes. ● District day care for families ● Provide extra funds for Bilingual staff/ teachers 	Petaluma City Schools is sponsoring a California Teacher Credentialing residency program. Petaluma City Schools will also participate in STEM and Special Education and bilingual authorization programs.
	Penngrove classrooms	<ul style="list-style-type: none"> ● ?? ● (I don't understand either...?) Is this expanding for additional classrooms or for maintenance? 	Four new classrooms will be constructed in order to accommodate the increase in enrollment at Penngrove Elementary.
	Universal Pre-Kindergarten	<ul style="list-style-type: none"> ● Yes!!! See shoreline Unified for a collective Impact model for 	Two additional classes will be added so that every elementary

		<p>incorporating PK into the elementary schools</p> <p>https://www.marinpromisepartnership.org/posts/west-marin-case-study-learning-brief/</p>	<p>school will have a TK classroom following a 1:12 ratio of student to adults. Curriculum and revised assessments based on the preschool foundations will be developed.</p>
	Hire/Employ Qualified Staff	<ul style="list-style-type: none"> ● And diverse staff ● And retain them–look at turnover rates ● Raise wages and improve benefits to attract and retain high quality classified staff, esp. Instructional aides in SpEd classrooms/programs ● ^^^^^^ 	<p>Qualified certificated and classified employees will be hired. Certificated staffing for K-3 will meet the requirements of Grade Span Adjustment (GSA)--a K-3 school site average of 25:1. Certificated staffing ratios in grades 4-12 will comply with contractual agreements.</p>
	Electric buses	<ul style="list-style-type: none"> ● Love to see this happen! Walk the Walk! 	<p>Solar and electric buses will be purchased, and additional charging stations will be constructed.</p>
	Maintain Facilities	<ul style="list-style-type: none"> ● Establish sustainability practices at all district sites. (Green Schools, etc.) ● Room numbers on Casa classrooms are SO UGLY ● Many sites need new signs (not the ones where the letters have to hanged). 	<p>Facilities will be maintained with a 3% contribution to the Routine Restricted Maintenance funds, as required by the Williams Act.</p>