

## **NOVATO UNIFIED SCHOOL DISTRICT**

Parent Advisory Committee Meeting Minutes

December 12, 2019

5:00 - 6:30p.m.

### **Meeting Minutes**

#### **Opening**

Dr. Amie Carter, Assistant Superintendent Educational Services introduced herself and provided a brief history of the Local Control Accountability Plan (LCAP). Dr. Carter informed attendees that stakeholder LCAP input is a formal process that is required by the State of California. She then introduced Novato Unified School District (NUSD) Superintendent Dr. Kris Cosca to the group.

Dr. Cosca welcomed attendees and thanked them for being part of the group. Dr. Cosca spoke about the development of the LCAP and its purpose. He emphasized that although stakeholder input developing the LCAP is mandatory, it's also the right thing to do. NUSD values input from stakeholders and will listen to concerns. The goal is to provide all students with what they need daily. Dr. Cosca ended his remarks by once again thanking attendees for their support.

Dr. Carter discussed the Green Act and committee bylaws.

#### **LCAP**

Dr. Carter discussed the dynamic nature of the three-year LCAP, which requires a review of goals and actions annually. She discussed how NUSD's Graduate Profile supports the development of the LCAP. Dr. Carter also provided participants the timeline regarding reviewing, developing and approving the LCAP.

## **Review of Actions for Goal 1 - Student Success**

Dr. Carter stated that in order to develop a new LCAP there is a need to review the goals and actions of the previous plan. The purpose of reviewing the actions is to inform participants what actions were carried out, what changes might need to be made to these actions in the future, or if the action should not be continued.

Participants were provided a list of the actions for Goal 1 - Student Success included in the 2019-20 LCAP. The document included a brief description of an action and the estimated expenditure for 2019-20 using LCFF Supplemental funds,.

Participants were given time to review the actions and comment on them as a group. Dr. Carter asked participants to initially respond to each action with a thumbs up for Yes, a horizontal thumb to indicate that more information was needed to make an informed decision regarding the future of the action, and a thumbs down for No.

Before reviewing the actions, a participant requested the metrics used to evaluate the actions.

### **Action - AVID**

Response: The group was split between Yes, and requesting more information before responding.

#### Comments & Questions

- What does the AVID program look like at every school? What are the differences and similarities of the AVID programs among schools?
- Which students have access to participate in AVID?
- What measures are used to qualify to participate in AVID?
- What is the transition plan from middle to high school for AVID students?

### **Action - Mental Health Counseling Services**

Response: The majority of participants responded Yes to continuing services. However, participants requested additional information regarding how services are implemented.

#### Comments & Questions

- Participants felt that there should be more resources provided to elementary schools in order to intervene earlier in the student's life.
- Do all sites have access to bilingual counselors?
- Participants inquired about support for teachers. Are teachers provided with professional development to help support students as well as self-care?
- What resources are available to families? Do counselors help connect families to resources available outside of school?

### **Action - Expanded ELD intervention**

Response: The majority of participants responded Yes to continuing the action. Participants requested information regarding how services are implemented and data regarding outcomes of ELD intervention.

#### Comments & Questions

- What is the history of the program for English learners in California? Has it worked?
- Some participants voiced a concern regarding segregation of EL students from peers while receiving English Language Development (ELD) support.
- Note: Jennifer Larson, Director of Student Success, clarified that secondary students are not segregated for ELD instruction for the entire day.
- Several participants voiced their concern regarding the perception that elementary students are being pulled from class for ELD as a punitive measure instead of as a part of their educational program. One participant commented that student's need to be empowered regarding their own progress.

### **Action - Additional high school Guidance Counselors**

Response: The majority of participants responded Yes and to continue the action.

#### Comments & Questions

- What about additional counselors at middle schools?
- Note: Jennifer Larson, Director of Student Success, informed the group that middle schools have deans instead of counselors.

### **Action - Site budgets**

Response: Responses were split between Yes and need more information to make an informed decision. There was one negative response.

#### Comments & Questions

- Participants would like to be provided with information regarding how elementary schools use funds.
- Participants wanted to know why secondary schools do not receive funds.

### **Action - Saturday School**

Response: The group requested more information before commenting on the action.

#### Comments & Questions

- What are the costs associated with implementing the program? What is the income generated from implementing Saturday School?
- How does attending the program help reduce absenteeism?

### **Action - Equity Coordinator**

Response: The majority of participants wanted more information before commenting on action. There were two negative responses.

#### Comments & Questions

- Participants requested a detailed Equity Coordinator job description.
- One participant suggested that there be more frequent communication between the equity coordinator and site community liaisons.
- One participant stated generally speaking MTSS is poorly implemented. She requested more details regarding NUSD's implementation of MTSS.
- Note: Dr. Carter informed participants that evidence-based research will accompany all actions for the LCAP.
- Participants wondered about having an equity coordinator at each site instead of one district coordinator. Are there funds other than LCFF Supplemental that can support site MTSS coordinators?

### **Action - North Bay Security**

Response: One negative response, and the rest of the participants requested additional information before responding.

#### Comments & Questions

- Who receives home visits? How are home visits conducted?
- How many home visits are conducted annually? What are the outcomes from visits?

### **Action - Summer EL & Newcomer Academy**

Response: The majority of participants responded Yes to continuing the action.

#### Comments & Questions

- Can a similar summer program be provided for elementary students who have have yet to reach the expected level of academic achievement who are not identified as English learners?

### **Closing**

Dr. Carter informed participants that she would submit questions and comments to Superintendent Cosca for his review and response. She concluded the meeting by thanking committee members for their work.

Meeting adjourned at 6:30p.m.

