

LCAP 2019 Comments & Responses			
<b>Site Mtg. (OLY-3/7/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	Collab day/month for EL teachers to meet and discuss subgroups	Already doing alot. WEB helps make connections, mindfulness 3-4 sections, counselor full time, referral form for student feeling stressed/anonymus, communication across staff, topics in ELA: resilience, teaching strategies on how to use, more stress, how students feel: communication with parents	Special meetings - students & parents - extend help earlier in the year - how to complete emergency cards
	Cross curricular professional development strategies for examples. Teachers globally share EL practices	Need to work with parents on finding the balance of what expected at home. How to get this message to home, data? Student input?	Home visit early grades
	<b>Could some core teachers not have enrichment classes so they could push in for EL support?</b>	Helicopter parenting is backfiring. How do we hold students accountable, undue pressures/kids can't be kids, pressure for college, picking up pieces	Absenteeism - what are the barriers? Build a partnership with the families.
	Measure the pushing in by tracking system of check ins with EL students with a list on a clipboard.	Prioritize time for SEL and keep the momentum	Feed them - provide breakfast option and have snacks on hand.
	<b>Could the teachers receive the ELPAC scores for their EL students? More efficient communication is desired.</b>	Mentoring: students helping students, won't work for all, adult mentorship was a positive, checking in helps, they know they are being noticed, WEB group 'special buddy' assignment for leader (continuing WEB program)	Monitor the above students after they have been included in the above "programs". See if attendance changes and how the students progress.
	Annual registration not completed by EL families - family engagement nights to help with the process	There needs to be a way to measure the effectiveness of SEL. Possible universal SEL tool? But, if we do, we need to be prepared to treat any identified needs which come up. We do not have the capacity to do this at this time.	EL Strategies

	Connect with families even before the new school year begins. See if there are untapped needs for resources that we could supply.	LCAP Parent Survey Question needs to be altered: My child feels safe and connected at school. These are two different questions: one for safe and one for connected.	Need for inclusivity
	How do we get rid of the barriers in communication and support offering with students?	Consider looking at start times again. Junior high start time is too early.	AVID
	Could we provide breakfast as an option to students? Could help with attendance rates and cut discipline issues.		E-cigarettes - education campaign
	63% of teachers are able to differentiate - students do not perceive the staff is doing enough.		More personalized surveys for students to see what they feel could help or is missing.
	Study Hall - kids can't attend because they ride the bus. Could we provide a second bus?		Neviance / Career - switch funding to help with potential career goals
	Olympus should be a Title 1 school - would like funds to be designated by school population as opposed to just targeting younger grades.		Parents not included - Shout out, too many clicks, paperless placement?
	Entry & exit surveys to check in with students for each year.		Invite 6th grade parents?
	Not preparing students for other interests besides pushing them towards college. We need to recognize that there are students who would excel in a vocational school.		
	Could we connect with an ROP program/vocational school for a parent night?		
	Field trips to vocational schools & colleges		
	Poll the kids regarding what they are feeling thinking regarding their future goals		
	Access 7 - support math for lower scores essential standards is needed		
	I noticed 15% parents do not agree that parental involvement is encouraged		
<b>Site Mtg. (GRE-3/13/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>

	Survey dist. wide with disaggregate site info to address disparity in data about "addressing diverse needs of learners	PD on mindfulness for teachers to establish consistent practices	Breakfast program
	After school or before school opportunities increased	Buddy classes, continue and expand	Food bank
	Increase communication school/home from classroom to inform how we are meeting diverse needs	Buddy Bench	More parent workshops on Love and Logic
	Assessment/systematic/diagnostic tools to target areas for intervention in math	Expand counselor services 4or 5 days a week (playing catch up, some kids "fall apart" when counselor isn't there)	Bullying awareness
	Develop common academic lang/vocab across site	PD for teachers and parents on technology use/internet safety	Clothes
	Continue to have conversations about achievement gap within subgroups (African American population)	PD on growth mindset, resilience, coping skills in the classroom (accepted welcome)	Friendship Club
	Training on small group/tier 1 intervention math		More counselor time
	Offer more math intervention		Parent ed. nights with food and childcare
	Christina Tondevold training		Bilingual messages
	Utilize Sierra College students more		Research other districts
	Homework Club?		Home visits
	Transportation provided for subgroups/students with needs		Transportation (homeless)
	Revisit math discussion about key standards and strategies and reorder or eliminate lessons		Communicate with parents - hungry, dirty clothes, cold, absence data (seasonal)
	Develop goals and create calendar for the year for when we can have vertical articulation about math. Predetermine topics for the year so data can be included		
	District capability to shut down unwanted websites		
<b>Site Mtg. (OAK/RID-3/13/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
<b>Oakhills</b>	Aides for small group instruction	Full Time Counselor at each site	New desks
	Math/Reading Intervention	More information on CAPE program or safety reporting	wiggle chairs
	Inform new TK/K Parents about lang. survey	Allow SEL Opportunities and academic intervention to occur during Spanish times	Continue to focus on rewarding/encouraging positive behavior
	attract and retain high quality teachers	Allergy awareness week	Classroom "caught being good" tickets

	If adding on, what will be taken out?	Family Nights- math, science, etc	Expanded and more frequent school-wide "caught being good" rewards and incentives
	More foreign language options		(OAK) Would prefer to have parents wait out front in the morning (red benches, etc.) and not by classrooms on the back playground. We do not always know who are parents or who might be strangers, because they hang out.
	Need to change the verbage from college/career to critical thinkers, higher order thinking skills, be specific. We really aren't preparing them for college and careers		
	How do we continue to provide high quality instruction with increased class sized?		
	Expanded arts		
<b>Site Mtg. (MAI-3/19/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	Use Title I funds for Title I schools	Attract or retain staff (teaching: all certificated & classified) by offering competitive salaries and benefits	Make teachers feel valued by providing competitive pay, adequate support for unidentified special needs students, more counseling time
	Need additional funds at Maidu o support our EL population as we have the highest number of students	Professional Development for staff: meeting needs in classroom (discipline)	Specific classrooms may have made 3 teachers sick: have county do specific environmental testing and communicate those results to everyone
	If we need more money should we merge with Roseville Unified?	Provide breakfast (outside agencies)	Communication
	PALS is not helping all students: do other assessments exist? review costs, effectiveness, use IO	Consequences for poor behavior	Child Ed on door: safety: internal doors
	EdCity, Zern, PD, Lexia (supplementary) all students, especially EL, SED, evidence based k-1	Counseling: with high # of subgroups student need more	we need a safe school resource officer
	Begin math intervention early	Specific SEL lessons across classes	Paint: keep clean, garbage close to facilities
	if FDK is implemented, intervention model?	Disability awareness	Equality between all schools
	Reallocate .5 title 1 teacher funding given to non title 1 schools (OH/RV) back to the title 1 schools	Communication about all we do...	consequences for absenteeism
	Reallocate funding spent on Spanish program back to core subjects		informing parents of implications of not being present
			meetings after work for parents: food childcare
			Repair in a timely manner

			building safety-leaking, mold, floor lifting up, doors not automatically closing
<b>Site Mtg. (CAV-3/25/19) (Parent)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
parent notes combined with staff notes			
<b>Site Mtg. (EXC-3/21/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	Math Lab - credentialed teacher, paid accordingly, start earlier in the year	Look at recess options for kids who need quiet	More community events
	Math Lab - use Khan Academy and other options for home support and incentives	Educated speakers from all cultures - Black, Hispanic, Muslim	Home visits
	Most qualified and credentialed staff should be on the front lines of any intervention	Address bullying in a smaller venue - look at "bullying" data on CHKS and definition of bullying	Before school (on site) supervised and after school (on site)
	Music - cultural motivation	Culturally-related clubs and/or race conversations, Step teams	Weekly Wisdom - add discussion of racism
	More career exploration	Earlier intervention for coping and decision-making skills	Cultural learning roundtable with parents and teachers
	Incorporate Great Books into gen ed to get to sub groups	Roberts Rules of Order for Student Congress (Parliamentary Procedure)	Cultural festival (School-wide) - PTC activity
	Continue with most programs/activities currently in place.	Advertise clubs	Detention = positive purpose and discussion
		Continue with most programs/activities currently in place.	Revisit survey data
		Decrease anxiety levels CHKS # kids attending	Continue with most programs/activities currently in place.
		Reduction of "bullying" on CHKS	
		CHKS	
<b>Site Mtg. (CAV-3/25/19) (Staff)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	More specific English	4 Word Assembly	More clubs & other inv.opp's 4 students
	Master assessment & project calendar	Character Day	Discipline: student advisory body
	Master assessment & project calendar	Positive Psychology class	Find out other district's programs
	1:1 computers	Suicide/depression lessons	Continue "Big Elephant" assemblies & follow up activities
	Parent Workshop for academic support + dinner & childcare	Extra Counseling Day	Provide community events in the evening (call, reach out)
	Parenting classes	Counseling services allow for Tier I support	Library open before school & at lunch M-F
	Compare test survey	Recognize positive behavior (did in past)	Bring back opportunity class

	After hour conferences	Teaching self advocacy	CHKS survey
	Phone conference	CTV messages - Positive Psychology to create videos self advocacy	Student survey
	Opportunity Class 7/8	Encouraging/targeting students for web	Attendance rates (longitudinal)
	More C+E	Continue P.D. on SEL	6th Grade Orientation
	Intervention period not C period	Mental health training "First Aid" 1 day training	
		Building skills to work positively w/peers	
		Grow Positive Psychology as it is a need	
		Teaching meditation/relaxation techniques	
		Build Master Schedule to reflect impact times w/a lot of academics	
		CHKS	
		Advisory period to connect students w/adults	
		Build Intramural participation	
<b>Student Mtg. (EXC-3/28/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
<a href="https://docs.google.com/document/d/1NukMIKKbQNoARnsVLIV7Tm-Yk9G9TVCqg1XBK-GFPoc/edit">https://docs.google.com/document/d/1NukMIKKbQNoARnsVLIV7Tm-Yk9G9TVCqg1XBK-GFPoc/edit</a>	<b>What are some ways your teachers help you in class, when the topic is difficult for you to understand?</b>	<b>What are some ways your school helps you learn to be a good friend?</b>	<b>What helps you to feel safe at school?</b>
	When the teacher offers for students who need help, they can go to the back table to extra help	Student helps other make a better decision (not run into a wall).	To follow the rules.
	When the teacher shows us bit by bit	You have to figure it on your own.	Teachers help him feel safe.
	When the teacher provides warm ups to prepare for the big things	Weekly wisdom has helped, lots of good messages. Being grateful for parents.	Teachers should be there at the end of the school day, because some S get picked up late. Hang out in the park.
	It depends on how you 'click' with the teacher, if you don't it is difficult for the student and teacher, with the teachers you get everything she/he says it is easier	Other WW messages about friendship: Mental health, if you take care of yourself, you will not be grumpy with others.	I cannot feel safe at school, (at GH), I don't have a teacher I "click" with.
	When my teacher demonstrates what I need to do	Cyberbullying - examples of what not to do	Drills help. More drills help.
	When my teacher elaborates, explains or expands on a passage when it is not clear, helps me understand it a lot better	Being kind.	Fence does not make me feel safe at all. But it makes me feel safe against animals.
	It is helpful when teachers adds more explaining	Time for kids to engage in activities like "picking after trash." Other kids helping other kid.	<b>Is there anything else we could do to help you feel more safe?</b>

When the teacher makes it more fun, there is more interest in learning	Problems: (1) Weekly wisdom - less videos embedded (?), more of them and talk about actions they will engage to address problems. (2) Buddy bench - (1 says do not remove) - add something to it. I disagree. When new people come to school, they can sit on the buddy bench.	Drills, if there is no notice. "It scares me."
When the teacher asks another student to help a student who may not understand	Agree, people just go there to use the bench.	More fencing. Less fencing.
Sometimes it feels like the teacher can not slow down the instruction because they have to keep going with teaching the curriculum.	Weekly wisdom - less of videos, more of Counselor and Principal to explain what to do.	Fire drills.
When you are in a class that has students who are higher in learning and there is a student who is not getting it teachers can assume they get it, this happens to several students a lot. There should be balance of who gets their questions answered.	(1) Games to play, long lines at lunch at the black top. No other walls to use. Court space not enough (?). Buddy bench - when people sit there, other people look at you, then walk away. There is stigma (?) for students sitting in the buddy bench.	More teachers. 3x
<b>2. How do you let your teacher know that you are having difficulty in understanding a lesson?</b>	New rules for ball games. Stick to old rules...do not introduce another set of rules.	Once a week or once a month: Add a guard/cop to watch us.
Raise hand and ask question	<b>There are a lot of times in class that you are asked to work on an assignment with another student or group of students. What strategies have you learned from your teachers that help you when working with others? Are there other ways our teachers can help students learn to work together?</b>	Worried about the kids. We are worried about being pushed.
Wait until teacher is done teaching, walk to teacher's desk	At GH: T helped understand that the people in the classroom may not be nice, being nice is	More teachers at recess
Ask a friend for help as a first step, if they don't get it, ask teacher to clarify more for me	(1) Paired work, they should continue with paired work (?) - Takes a long time for me to have a partner because no one picks with me. (2) Assign them in groups.	Yard duty, I agree. I see a lot of things happen. Kid shoving. The yard duty does not see all.
Raise hand, if not called on, stand up in seat :)	Favorite type is a duo- partner has to work with you. Not like 3 or more, Work by himself in a corner. T should give each team member a specific task to do. "Nobody likes me.	Bar locks, big metal ones by the door.
	Do not ask S to pick their partner. Nothing gets done. If nothing gets done...you feel sad. Group, leave people out.	Yard duty needs to learn how to spot bullying (?)

		We should do "duos." Bigger group, other team member can make the job more difficult.	When I see a student, s attacking another student: I want to see a guard.
		"Whoever I pick for you is a good partner for you." → T	I disagree. Calmly walk away instead. Scared to intervene sometimes. S who saved the victim may get retaliated on. A procedure should be in. More safe for getting punished for no reason.
		Be kind...Teacher has taught her.	
		Be forgiving. Even if your partner is not getting work done, cut them a little slack. Bad grade for group work - so difficult.	A school court.
<b>Student Mtg. (MAI-3/29/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
<a href="https://docs.google.com/document/d/1sCRu0HwJlvU1WKWBnd15v_WXvEOJ8wl2gCz5C97fgUI/edit">https://docs.google.com/document/d/1sCRu0HwJlvU1WKWBnd15v_WXvEOJ8wl2gCz5C97fgUI/edit</a>	<b>What are some ways your teachers help you in class, when the topic is difficult for you to understand?</b>	<b>What are some ways your school helps you learn to be a good friend?</b>	<b>What helps you to feel safe at school?</b>
	Come to the desk and then explains	Kindness wheel	I never feel safe at school - you can get hurt at anytime, you can accidentally get pushed down, sometimes there are people who hurt you on purpose. I usually just tell them to stop. By the time I go to tell the teacher the kid has run off.
	Can tell when I am not getting it - when she sees my pencil isn't moving she comes to check	Motivational Monday - everybody tries to wear a motivational shirt, mostly teachers	I like the rules. Because then some will break the rules, they will get in trouble and learn from
	Encourages us and we have a grit and growth mindset (chart on the wall)	InFocus lessons - bullies, how to be a good friend	Friends
	Explains the math to us and she asks us if we have any questions	Responsible and respectful	We have lockdown and fire drills - we have a plan if something were to happen.
	Read it more carefully and slowly	After lunch we practice mindfulness	Teachers
	<b>How do you let your teacher know that you are having difficulty in understanding</b>	Teacher let's us know when someone is upset and works with us to learn ways to help	Priincipal because she has control over everything and everyone. She can suspend kids
	<b>a lesson?</b>	There are a lot of times in class that you are asked to work on an assignment	<b>Is there anything else we could do to help you feel more safe?</b>
	I tell her I don't understand and she explains	She says the names of the people working together with - we all get along really well.	More staffs. At recess. Maybe 5 people.
	Go to her desk and tell her what we don't get	Pony groups - different colors and we help each other. I normally do it by myself, but sometimes I	Make up more rules
	We can tell our teacher if she is going too fast and she listens	Our teacher lets us usually work with friends	Separate me from my enemies - you know people

	She will bring us to the carpet to help a group of us if we don't understand	Being in groups helps us and is easier	More staff on the grassy area. One only goes to the fence instead of on the grass. She should
	We get in line on the dot and wait for her to ask us what we need	Our teacher helps us to get along better	There are kids not following the rules. Make the rules more visible
	I raise my hand and she helps me		Should have more kindness wheels - problem solving wheels
	She sees our pencil not moving and she just comes over to see if we need help		Take away their recesses forever - it's a law that you have recess - then keep it secret, and get a
			If they get 10 ODR's they should be suspended.
<b>Consult Mtgs. (EUTA - 4/1/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	Intervention is a high priority. Need models and strategies.		Teachers are requesting more strategies to address discipline matters
	more clarification on UDL as there are misunderstandings that teachers have to design multiple lessons for one lesson.		Clarification on what consequences match which infraction, jhs examples of scrapping gum for chewing gum
<b>Consult Mtgs. (ELT - 4/2/19)</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	1.3.2 Provide division specific training to support targeted focus on closing the achievement camps for SWD and others and specific ideas of how to fold this into a period while maintaining high academic purpose for the majority of students.		Consider wording change from site discretionary budgets to seek creative funding options (so that it includes parent funding as well as potential site contributions)
	Discussion of a MTSS model with consistent intervention time does not limit academic the access and potential learning of proficient and exceeding students (or if it does that EUSD is ok with lessening high achievement overall).		Investigate options for supportive breakfast programs for our unique demographic students to improve attendance and support students readiness to learn..
<b>District Rep Mtg. 4/3/19</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	Simplify language on any student survey - kid friendly - stay for junior high tailor to 2-6 and Tk and K-1. Look at length as well.	Some Kdg students did not understand the student survey	MTSS Coordinator- new position
	Watch data not as a metric- reservations as well as who attended - access/interest - Are we reaching the target audience and how do we know	Higher PE teachers v. PE aide, a lot of turnover with classified staff (at RID)	Replacing TOSA

This model is not an equitable level of service for the Roseville School Sites to the level of service that PC Sheriff Dept provides other sites - and the RV schools have higher levels of need.	There is really cool things happening that focusing on individual success at K-3	What will culturally responsive training look like?
Donations for more specific items parents may be more willing to donate to support.	Use Students from GBHS	Good we are utilizing Federal Funds.
Combine this with top PD item so it is linked!	JHS PE staff can be supportive for training K-6 teachers	Shifting gate threshold?
Visitor forms--no master list for teachers to review or know	Provide credit for outside sports	Culturally responsive assessments
Could both of these be combined into piloting options or should they be separate items?	Resource List for county: Placer Network of Care/other opportunities/add to district website/communication to all staff so they are aware of resources	Benchmarking with these populations from other districts with high undup populations(Oakland)
Consider replacing/upgrading/adding walkie talkies at sites - PTC may support this!	Consider unduplicated students with needs,	Teachers who are bilingual or from subgroups to help students feel included- someone a child could lean on and make a relationship with-
Google Form??? Examine this option	All students benefit, don't just focus on unduplicated students	Programs that can bring people on campus- USD sacramento area speaks- people who look like the students
Consider adding the website safety information as a subgoal? enhanced - multi-venued communication	InFocus is teacher friendly and easy to implement, can it be across divisions	Working with EL - learning strategies in the gen ed setting
EUSD for the past 13 years at Maidu, Excelsior, and Olympus have never seen an African-American teacher, administrator, or substitute.	Grow InFocus implementation consistently across district	Proper assessing for placement in math- how are our subgroups tested
Consider adding this in combination with the other!-nope groups think these are different items	Diversity education for students, the N word is used at our schools.	Big position- needs a lot of curriculum requirements
Schools with higher need - \$ go to those schools to support them to increase attendance and education. Not District wide-site specific	Address race in America- not just Black History Month. A level of overt racism and consistent micro-aggressions that my children face for being Black	Will it require an admin credential. TOSA may not require a admin credential. \$100000 will not be enough for an admin position. Will also require special ed experience. Vet out position-tosa vs admin, there is a need. How many days would they work? HOw does this position differ from tosa?
Seek parent input on PD topics	Consistency: Logging incidents, defining incident types	Introduce programs that connect with the students on a cultural level to inspire them to attain the skills for success as students. Seek

	Strong correlation with EL and Emergency cards at OLY and CV - Targeted and have a strong parent interest. Figure out how to gather input for topics from the target families . Consider also holding a district wide opportunity with interpreters at DO with chromebooks set up	Like InFocus program, successful but needs some refining which will happen over time	Provide educational opportunities that can enrich all students but focus on positive inclusion of these sub-groups.
		Add more Positive Psychology at JHS or add at 6th grade	Greater level of adoption of Khan Academy (free and Common-core based) with incentives for student/home that can carry over the summer and Teach for America (high level of diversity educators)
		Have schools and/or divisions on a consistent discipline plan so expectations are established early and consistently	Targeted subgroups PLTW, separation starting - targeted subgroups have priority. HOW to get to zero period? Wheels for enrichment.
		Concern how tracking of behavior is kept, not consistent, is there follow through	1.2 specific targeted to subgroups per pupil targeted amount given to sites for site decisions. Go through school site council
		Concern over CA Dashboard highlighting discipline	Wealth of parents do not allow for reading programs and equity between sites.
		MTSS captures the action/service	Targeted groups not in the right enrichments. Schools with greatest needs should be given more resources.
		More PD on SEL, teachers need to not discipline first but understand underlying issues. Train staff	PLTW- every kid should get it. Very expensive. "Enrichment wheel" possibly for 7th, 8th you can have a choice.
		More training on social media for teachers, students and parents, Officer Ames does a great job training, Provide up to date tips	Destination imagination- only attracts certain kids.
		Build trainers from PCOE workshops so our own staff can educate	For this subgroup we will fund DI. 1000 stipend for di.
		social media education eg Cyber Safety, Common Sense Media curriculum used at JHS	
		EUSD needs to have some real discussions, real training, and real diversity if it wants an environment that meets the mental, emotional, and social well-being of all students	
		Independent Study contracts feel like it is getting worse, what are the trends? Can we monitor?	
		Have incentives, the smallest rewards do make a difference.	
		Cultural training can happen outside of EUSD, eg. field trips to an HBC, protest, travel to DC, so will miss that day.	

<b>Board Mtg. 5/14/19</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	Provide further clarification for how unduplicated sub-groups benefit from special funding.		
<b>Board Mtg. 6/4/19</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	No Questions	No Questions	No Questions
<b>Board Mtg. 6/25/19</b>	<b>Goal 1: High quality classroom instruction</b>	<b>Goal 2: Well-being of all students</b>	<b>Goal 3: Safe, welcoming and inclusive climates for success</b>
	No Questions	No Questions	No Questions