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José L. Banda, Superintendent

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June 15, 2017

Members of the LCAP Parent Advisory Committee:

On behalf of the Sacramento City Unified School District, it is with pleasure that I acknowledge your commitment and dedication to the LCAP process and your tireless efforts to support our district's continuous improvement.

Members of my Executive Cabinet and I closely reviewed the comments and questions that the committee provided on the 2017-20 LCAP draft. The district's response to your comments is the result of a collaborative, inter-departmental process involving dozens of staff with diverse expertise. Your input is critical to ensuring that we develop a plan that best serves the needs of our students, and each and every comment received careful consideration.

Thank you again for your service and commitment to ensuring that all students in Sacramento City Unified School District experience positive outcomes: that they can graduate from our district with the greatest number of post-secondary choices, from the widest array of options, having experienced a relevant, rigorous curriculum with equal access to the opportunities, supports and tools they need to be successful. This vision can be fulfilled through the promise of the Local Control Funding Formula when we all work together.

Sincerely,

José L. Banda
Superintendent



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Superintendent's Response to 2016-17 LCAP PAC Comments

Goal 1: College, Career and Life-Ready Graduates

Q. Properly credentialed teachers: Focus on working with local teacher prep programs, especially on the placement of student teachers. Ensure they have a positive experience in the district and then recruit them early. Implement action steps focused on teacher recruitment and retention. Create a systematic and thoughtful way to recruit new teachers who will work well in district culture.

A. In addition to recruitment fairs, speaking to groups of graduating students from teacher prep programs, and advertisements, the District is working with CSUS to place, monitor and support student teachers. The District has also worked collaboratively with CSUS to develop and implement a dual credential cohort (multiple subject and special education) in order to help meet the needs and establish an ongoing pipeline of future educators. Additionally, the District has participated in a second annual Historically Black Colleges and Universities tour and a recruitment event in the Philippines (Special Education), and has been successful in increasing diversity. The District has also collaborated with SCOE and obtained a grant from CTC in which a cohort of current classified employees are earning credentials and will be eligible to be in classrooms this fall.

Q. Pupil access to curriculum: In the 21st Century, it is troubling to see references to textbooks. Use a broader term: instructional materials. Having an "assigned" textbook does not ensure alignment to California academic content standards. There are many standards-aligned resources outside of a book that encompass instructional materials that have a greater impact on teaching and learning.

A. The metric refers to instructional materials, however the inspection by the County Office of Education that is used to identify sufficiency only covers textbooks at this time. The state may modify the required inspection in the future.

Q. Implementation of California content standards: How is the district calibrating knowledge of those surveyed and those who are doing the assessment to ensure consistency, and that when there are gaps in the administrators' knowledge growth opportunities can be provided?

A. The District used the CDE recommended self-evaluation tool to collect baseline data for the 2016-17 year.

Q. Implementation of ELD standards: Attendance alone is a weak indicator. There should be some kind of implementation metric that can inform the district about the links between attendance and use of professional learning in classrooms. Can the district set a three year goal of 100% of teachers having done something?

A. We are working to develop a system to track the depth of attendance based on the number of hours of professional learning on a given topic. Research indicates that a minimum of 14 hours of study in the same professional learning topic area is needed before something learned in professional learning is integrated into practice. Because professional learning is not mandatory, a goal of 100% attendance is ambitious. We are considering several options, including annually increasing attendance by a set target annually.

Q. Implementation of NGSS: Attendance alone is a weak indicator. High quality, standards-aligned science instruction will require equipment and materials. There

should be some kind of metric that ascertains that teachers have the materials they need to implement NGSS.

- A. The district's Williams Review process is used to assess sufficiency of student access to instructional materials. Additionally, we are in the process of developing a teacher survey for Common Core State Standard (CCSS) implementation which will provide information about teachers' perception of the adequacy of materials. We will develop a plan for adopting instructional materials once the State of California provides its list of adopted K-8 materials in November of 2018. Until then, we will continue to provide teachers with discrete resources to assist in implementation of NGSS and explore supplementary materials.

Q. Implementation of VAPA Professional Learning: Attendance alone is a weak indicator. Clarify what programs will remain in the budget that reflect VAPA. What percent of total teachers with art/performing arts responsibilities does this metric represent?

- A. Programs that remain in the budget include Any Given Child, Link Up, and Sacramento Youth Symphony at the elementary levels. Middle and high school music and arts programs are also included.

Q. CAASPP College Readiness ELA and Math: The annual increases are not very ambitious. Two percent goals seem very low. The statewide increase between 2015 and 2016 was four percent in ELA and percent in Math; should SCUSD set a higher goal? We should be focusing on catch-up and keep-up, and this number should be much higher. Set different growth targets for ethnic, racial and foster youth student groups to reduce gaps. Include Students with Disabilities who are two performance levels below all students.

- A. The district has revised these goals to reflect more ambitious increases from year to year with an eye toward closing the achievement gap. Growth targets are most ambitious for lowest-performing student groups.

Q. A-G Requirements: The annual increases are not very ambitious. All major student groups declined last year, except white, so why would this not be a metric to focus on rectifying? Set more aggressive goals, as well as built in supports for lower-performing students. Students and their families are still not receiving enough counseling on what are A-G requirements, and which classes are accepted by different colleges and universities.

- A. Our district will continue to increase focus in this area. The district has recently begun systematizing specific college going guidance and counseling activities through the California College Guidance Initiative (CCGI). The system also allows us to track A-G completion. We are revising the goal to 1% for 2017-18, 2% for 2018-2019, and 5% for 2019-2020.

Q. AP Pass Rate: One percent a year is not sufficient. Include metrics around various populations as well. Consider including a metric around juniors/seniors enrolled in AP. Access to the coursework and rigor level is crucial.

- A. We agree that the inclusion of metrics around demographic groups along with juniors and seniors should be added. The district is committed to the expansion of advanced learning options that include, but may not be limited to: Advanced Placement, International Baccalaureate, Dual & Concurrent Enrollment. The LCAP prescribes revised metrics on AP pass rate going forward.

Q. Graduation Rate: The goal of increasing only .65% seems too small. With 80% graduation rate, one out of five is not graduating. Is that where we are right now?

- A. Based on our trend data .65% is an attainable target. As the district assesses its supports to students in meeting graduation requirements through resources such as the College Career Guidance Initiative (CCGI), the target will be revisited.

Q. English Learner Progress: Recommend the 2017-18 target for reclassification be a 2.6% increase, to get us back up to the 2011-12 rate of 13.8%. Have an intense focus on long-term ELs and be specific about that. They are the most at-risk group. The district must

provide evidence that reclassified EL students are monitored. How does the district inform parents regarding their student's reclassification?

- A. The district agrees that the reclassification rate goal should increase. As we work to more clearly define our assessments and related practices, and to implement a new EL Master Plan, we expect reclassification rates – which are dependent on ELA assessments – to settle. Additionally, we anticipate that the introduction of a new language assessment (ELPAC) will impact our data. We are revising this goal to 1.5% in 2017-18, 1.5% in 2018-2019, and 2.5% in 2019-2020.

Q. Linked Learning: Why target of 60%? Is this the “or career” part of “college or career ready?”

- A. After consultation with the Linked Learning team, the target for participation in Linked Learning has been reduced to 35%. The target of 60% is unattainable because of limited capacity at SCUSD high schools.

Q. Ethnic Studies Implementation: What does expand look like? What target number of high schools or high school students should the district be able to measure expansion? Have actual numbers of new classrooms added each year so that accountability is possible. Increased funding over the next three years should start at a base of \$250,000 and increase by 15-20% each additional year to accommodate the expanding program. An additional program development person should be added to assist with the expanded program. Conduct a thorough assessment of the developing program.

- A. The district has a 3-year plan for expansion with the end goal of district wide implementation by 2020 with the course being a graduation requirement.

Q. Expand GATE professional learning: Are you only improving professional learning or access and opportunity for students to engage in GATE coursework? Improving professional learning without increasing access only widens the current gap.

- A. The district is working to expand access to GATE and advanced learning opportunities in grades 2-12, particularly for students who have been underrepresented. The district has expanded GATE screening to include all 1st and 3rd grade students. Expansion of professional learning opportunities increases the number of teachers throughout the district who are equipped to implement GATE services, including curriculum supports, throughout the district.

Q. Basic educational program: Class size reduction (CSR) can this be achieved without new facilities needed? Will the district be able to hire sufficient teachers? How does CSR plus salary increase equal improved outcomes for LCFF populations?

- A. Class size reduction is not included in the current LCAP.

Q. Collaborative Time and Training Specialists: Collaboration time must occur with more structure. Goals must be defined at the beginning of each year by site and there should be regular progress checkpoints. District should assess the entire framework. There should be some link between collaboration time and new standards implementation. Otherwise, this is a lot of money going into an undefined set of activities.

- A. Principals will engage in professional learning on building and supporting effective Collaborative Time structures in August.

Q. Transitional kindergarten strategy: expansion should occur with a more comprehensive strategy than just income.

- A. Expansion of transitional kindergarten will prioritize serving the demographic that this legislation was developed to support, namely: economically disadvantaged and historically underserved communities.

Q. District librarians: Make sure there is strong training for librarians and adequate support. Make sure there is equitable distribution of librarians. Be sure librarian support/curriculum supports school goals.

- A. The district librarian has begun developing a standards aligned digital media literacy curriculum and common lessons for librarians with the goal of this being used system-wide.
- Q. Professional Development for Special Education: Don't limit professional learning to just Special Ed teachers. A more inclusive model is needed where Special Ed, general Ed, and aides receive cohesive PD together.**
- A. Professional learning is open to all teachers including special and general education teachers. Specific sessions for special educators are provided to support them in meeting some of the unique aspects of their position.
- Q. Counselors: PD should be culturally responsive. High school counselors should have a uniform set of routines and practices for appointments, outreach, and one-on-ones. Counselors should provide PD to teachers so there is a cohesive team.**
- A. The district has recently begun systematizing specific college going guidance and counseling activities through the California College Guidance Initiative (CCGI). The system also allows us to track A-G completion.
- Q. Linked Learning: Be sure to carefully evaluate implementation and impact. Strengthen partnerships and make sure there are better direct paths to higher ed. Make sure counselors are fully engaged in these programs. Better training for parents and students for tools available (CCGI, etc.).**
- A. The district will resume pathway certification via internal processes. Staff are being trained on how to conduct pathway certifications which also look at equity in access.
- Q. College Readiness Block grants: Spend these funds on AVID, ERWC, Senior Math, not test (AP, IB etc.) fees.**
- A. The College Readiness Block Grant activities were determined after engaging with groups of stakeholders.
- Q. Foster Youth Services: Fund fully. Need metrics on utilization (e.g. number of Foster Youth getting tutored). This year district had 5 tutors reduced to 2. Needs to be restored. Comply with immediate enrollment. Increase funding – increase department based on actual data.**
- A. Funding for Foster Youth Services has been increased in the current LCAP with the addition of one-time funds and a modest grant.
- Q. Multilingual literacy: Professional development for principals and staff needs to be evaluated and monitored.**
- A. We are working to develop a professional learning system that leverages data to assess efficacy and inform continuous improvement.
- Q. Advanced Learning: Inclusive practices and pathways for low income, ELL and FY. GATE cluster schools – equity in access (consider geography, transportation).**
- A. The district will assess placement of students as it implements new programs to ensure equitable distribution. The district is also building its data systems to allow collection of more in-depth tracking information to inform decision making and improvements. The district will resume pathway certification via internal processes. Staff are being trained on how to conduct pathway certifications which also look at equity of access.
- Q. International Baccalaureate: Evaluate IB recruitment, access, inclusion, outcomes. Targets and goals? How is IB cohort grad rate compared to others?**
- A. The district will include defined goals for IB Programs that are in alignment with statewide and comparable district rates.
- Q. SPSA-funded activities for curriculum, intervention, etc.: Site-directed professional learning – monitored by the School Site Council – can only work if the School Site**

Councils follow a more systematic protocol: structure, guidelines, etc. All sites should be working on CCSS, NGSS, and ELD implementation at a minimum.

- A. The State and Federal programs office is working to develop professional learning for principals in working with School Site Councils.

Q. Site-based decisions on CCSS implementation must be guided by uniform goals defined for all schools so that highly mobile students are not disadvantaged by inconsistencies and cross-school collaboration can occur.

- A. As the district engages in system-wide instructional materials adoptions in ELA/ELD (2017-2018) and science (TBD), and implements more common formative assessments, this will improve the alignment of goals and practices within the district

Q. SPSA-funded activities for collaborative review of data: How is \$200K across 68 schools the right amount?

- A. The activities identified in this action occur at individual school sites, and include the use of additional collaborative time, data tools such as iReady and substitutes for academic conferences.

Q. SPSA -funded activities for ELD: How is \$2 million across 68 schools the right amount?

- A. The activities identified in this action are determined by individual school sites, and include funding for additional staff such as bilingual instructional assistants, professional learning, and resource materials.

Goal 2: Safe, Emotionally Healthy and Engaged Students

Q. Well-maintained School Campuses: Recommend community involvement to identify what “well maintained” means.

- A. This term is defined by the CDE in the School Accountability Report Card (SARC) to mean that a "facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a FIT [Facilities Inspection Tool] developed by the State of California OPSC [Office of Public School Construction] and approved by the State Allocation Board." (Ed Code Section 17014, Section 17032.5, subdivision (a) of Section 17070.75, and subdivision (b) of Section 17089). A parent guide to the SARC providing additional information about requirements and procedures is available at <http://www.cde.ca.gov/ta/ac/sa/parentguide.asp>

Q. School Climate Survey: More detail needed here, even though the survey is still to be administered. It would be good if the district had some aspirations about responses.

- A. The baseline data for the School Climate survey is now included in the current LCAP draft. We were not able to include aspirations prior to seeing the baseline.

Q. Attendance: Recommend allocated FTE positions offer a clear pathway to connect families with support services around attendance concerns

- A. The newly-awarded Safe Schools and Neighborhoods grant will provide additional FTE positions that include support services around attendance concerns.

Q. Plant Manager and custodial staff: Each school should have a plant manager to maintain sites. Is using a survey possible to gauge high standards of cleanliness, maintenance and a welcoming environment (3 different?). Can you clarify the 12 hours of custodial time?

- A. Twelve hours of custodial time means at least four hours at a site, three days a week, in addition to the full time Plant Manager.

Q. Safe Haven: Funding should be allocated to training school staff and implementing. Recommend \$250,000.

- A. District leadership have appropriated \$40,000 per year over the next three years for activities and resources surrounding the Safe Haven initiative.

Q. Safe Schools Manager and School Resource Officers: How many SROs are being staffed? Need more data to understand who keeps each campus safe. If increased safety plans, decrease school resource officers. Gradually decrease funding as Restorative Practices increase district wide (deduct 5% over 3 years). Roles and responsibilities should be outlined in an MOU.

A. 8 School Resource Officers and 1 Supervising Sergeant are contracted through the City of Sacramento. The district is evaluating how programs and initiatives will impact current staffing of SROs.

Q. Assistant Principals: One per middle and high school. Elementary schools above 500 should have an assistant principal.

A. Assistant principals are assigned to middle and high schools based on an attendance-based formula. This year, the district was able to use one-time funds to increase assistant principals by 1.0 FTE at 2 comprehensive high schools and by .5 FTE at each of 7 middle schools. Some schools use site funds to augment district appropriated staffing, including assistant principals.

Q. Positive School Climate: Honestly look at data that identifies the disparity in discipline. Example: disproportionate numbers of black/brown students. Will you analyze data to improve climate? Funding should not be allocated for use at the district level. Restorative practices should be utilized as an approach to be used collaboratively at each site (an increase of site participation is expected each year of LCAP).

A. Discipline data will be examined for trends and patterns in regard to disproportionality. School climate data will also be studied to see how it correlates with discipline data. Various forms of support will be offered including protocols for studying site discipline data, SEL skill development, Positive Behavior Intervention and Support, and training focused on restorative practices. The district will also develop modules and professional learning focusing on an equity approach to student empowerment, building positive relationships, academic integration, mindsets and implicit bias, culturally responsive classroom structures and systems, trauma informed practices, mindfulness and brain science, and restorative discipline. Funds will be used in a way that maximizes positive school climate and directly impacts the learning experience of each student within our schools.

Q. Bully Prevention Specialist: Each school should have a bullying prevention intervention plan. Training completed by 18-19 and implementation 19-20. What are the district's bullying statistics?

A. Every school should include a comprehensive bullying prevention intervention plan in their School Safety Plan. Every Principal receives training every other year and is required to provide staff training on bullying prevention. Bullying statistics are being collected and will be published at the end of the 2016-17 school year.

Q. Dropout Prevention Specialist: Add description. Would like to see action plan, including how will the position integrate with other support staff?

A. The Dropout Prevention Specialist is now part of a team effort funded by the Safe Schools and Neighborhoods grant to improve attendance and decrease chronic absence.

Q. District Nurses and Social Workers: Recommend state central social workers

A. The FTEs for district nurses and social workers are identified in the LCAP, Goal 2 Action 8.

Q. Expanded Learning: Prioritize the restoration of lost grant funding. Assure comprehensive data to support future grant applications.

A. Expanded Learning services are fully funded through the next year with one-time funds. Action steps are in place for the collection of comprehensive data to support future grant applications.

Q. Connect Center: Continue services of the Connect Center

A. The services of the Connect Center will continue.

Q. Homeless Services Coordinator: Recommend other actions be written as this action was: specific so we can understand what the money is used for.

A. We will endeavor to provide the highest level of detail possible across the plan to ensure that stakeholders can understand the actions and services defined in the plan.

Q. Student Support Center: Recommend expansion of Student Support Centers.

A. The number of Student Support Centers expanded to 27 this year (from 24). The increase is supported by the federal School Improvement Grant (SIG). SIG-funded Student Support Centers with full-time Specialist IIs (commonly called Coordinators) and School Social Workers will be at Woodbine Elementary School and Harkness Elementary School. Susan B. Anthony has also funded a full-time School Social Worker through SIG. American Legion High School is also receiving a full-time School Social Worker through a partnership with district LCFF funding, school site funding, and special education funding (for prevention).

GOAL 3: Family and Community Empowerment

Q. School Site Council (SSC) Composition and Training: Simply having a compliant roster does not mean the parents feel they are exercising leadership or engaging in decision-making that matters. Revise the description for training. If we train 50% of schools in 17-18 and 50% in 18-19 we will have reached 100%. Can we prepare and circulate School Site Council training materials to all families, or post on SCUSD website?

A. The SSC information and support documents are available via the SCUSD website at: <http://www.scusd.edu/school-site-council-scc>. Efforts to engage families and provide information about SSC, including their right to attend meetings, will be deployed. Principals can be asked to promptly submit detailed SSC meeting minutes which can be reviewed for discussion which indicates inclusion of members in decision-making.

Q. DELAC Parent Participation: More outreach and training. Can we provide some of these meetings via Zoom or other technology so that people can participate remotely?

A. Because DELAC meetings are governed by the Brown Act, participants must attend to discuss and vote. However, we agree that more can be done to increase involvement in both ELAC and DELAC, including making the meetings more responsive to parent needs and providing incentives for attendance.

Q. Community Advisory Committee participation: Can the district target participation from parents at schools where there is full inclusion or, conversely, at schools where there is a history of poor service?

A. The district is open to targeting these sites and can work with the CAC on outreach.

Q. Parent Leadership Pathway: Can we add the number of families who participate with corresponding yearly targets and provide some focus on recognition and support for non-traditional families, children being raised by relatives, etc. Can parents have more information on this model and how parents can have more input into the development of the model? Can we also create asynchronous material for the parent community? Is the percentage of EL families the percentage at the PLP sites? The metrics should be about more than participation. The district needs to understand the quality of their experience.

A. Family and Community Empowerment (FACE) FACE department staff conduct on-site program outreach at all school sites and provide informational presentations to district parent committees; community-based partner agencies, district staff and school sites upon request. Parent Leadership Pathway programs take place at school and community based organization (CBO) sites to eliminate challenges to parent participation. Translation services, childcare, all materials and a light snack are also provided. Programs are open to all parents, grandparents, relatives and friends who are active in a student's life and community partners. The Parent Leadership Pathway programs are developed with input from parent focus groups both within SCUSD and at partner CBOs in a variety of represented languages. A majority of parent participants in PLP are non-English speaking and translation (both materials and spoken) is

provided for workshops. The FACE department conducts a participant evaluation after every workshop and a final evaluation after each cohort. Ongoing input and requests from parents inform development of new and adapting trainings and workshops. We are developing a data report to provide metrics in addition to participation figures. Additional information is available at <http://www.scusd.edu/parent-resources>

Q. Parent Teacher Home Visits: This may detract from the idea of connecting families to the district. Less may be more. Can we put this material on the SCUSD website?

A. The Parent Teacher Home Visit (PTHV) program is a partner of the district. Information about the PTHV is included in the "Partners" section of the SCUSD website at: <http://www.scusd.edu/post/parent-teacher-home-visits-pthv>.

Q. District Parent Resource Center Staff and Fingerprinting: Would like to see a metric around increasing the number of sites that have functioning PRCs with a framework/rubric around what it means to be "functioning." Move appropriate activities to the site level where the relationships are stronger. Streamline the parent/family volunteer process. The fingerprinting budget was significantly underutilized. Why?

A. School site Parent Resource Centers (PRCs) are established individually by sites dependent upon available space. The FACE department uses an organizing model to work with site parents and staff to support the creation of a space that is unique to their school community needs. Parent Leadership Pathway (PLP) and CBO classes take place at school sites to increase availability to parents. FACE does not have oversight of school-site PRCs but encourages the practice of hiring or appointing a school staff member to support parent engagement within the PRC. PRC development training provides an understanding of the components of a functioning PRC.

The district acknowledges that fingerprint funding was underused in 2016-17 and is evaluating activities to improve utilization of this resource. More information is available at <http://www.scusd.edu/parent-resources>.

Q. Parent Teacher Home Visits: Maintain the level of support for Parent Teacher Home Visits. Provide more data on effectiveness, and encourage all Title I schools to engage in the work.

A. The district has increased the level of support for Parent Teacher Home Visits. Funding is now provided for a .5 FTE training specialist, and \$50,000 is included to support the Academic Parent Teacher Team (APTT) meetings that provide families with a hands-on experience to understand how to support their child's learning.

Q. MOC Center translation and interpretation staff: Be sure to involve this district language and cultural resource in parent and family engagement activities.

A. MOC staff support many interactions with district stakeholders in addition to providing written and oral translation services.

Q. Communication to Foster Guardians: Create a single point of contact that is in concert with Goal 1 Action 9 to ensure that foster guardians have all relevant student information needed for current support and future planning.

A. We will consider this recommendation as specific plans to improve communication to foster guardians are developed.

Q. SPSA expenditures on parent advisors, child care, meeting supplies, etc. at school sites: Clarify the purpose to build school community consistent with LCAP priorities.

A. One of the state's eight priorities is Parental Involvement, which is defined as efforts to seek parent input and promotion of parental participation in leadership and decision-making. The district chooses to provide an allocation of funds for each school site to use to further this goal, based on local needs.

Q. SPSA expenditures on translation and interpretation at school sites. Clarify the purpose to build school community consistent with LCAP priorities.

A. In order to include all district parents in academic conversations about student outcomes, as well as participate in leadership and decision-making opportunities, the district chooses to provide an allocation of LCFF funds for each school site to use to further this goal, based on local needs.

Goal 4: Operational Excellence

Q. Data Dashboard usage: Increasing page views should go hand in hand with increasing stakeholder awareness and understanding of the dashboard and how it can/should be used.

A. Dashboard page views are monitored closely to identify trends and opportunities to improve the accessibility and value of our dashboards to viewers.

Q. Illuminate and Tableau data tools: Not enough detail. Provide more information about these tools and who uses them. Is there a way to monitor whether schools are using these tools to inform decisions and provide support for students?

A. These tools provide data capture (e.g., assessments), analysis and reporting functionality. These are key components of the district's robust data infrastructure and are used across sites and departments to provide information and support decision-making via dashboards and reports.

Q. Customer Service Tool: Create and monitor a framework around what high-quality customer service looks like. Every department could have key performance metrics specifically for their departments focused on customer service. You can plan for improvement if you haven't defined what it looks like, and then provide resources for staff to meet the requirement, then monitor and adjust.

A. An interdisciplinary team is being assembled to redesign the district's customer service system and identify the resources required to support associated processes. Industry standards and effective models at other school districts will be considered in the development process. Data capture, accountability and the ongoing review of KPIs will be employed to identify opportunities for continuous improvement, and to maximize the efficiency and quality of service provided to our parents, community and other stakeholders.

Plan Summary

Q. Employee numbers are off. It is closer to 7,500. Unless you are only talking about full time, which you should state. However, I recommend all staff.

A. The published figure represents the number of FTE employed by the district, and is derived from the district's HR information system. We will update the LCAP to clarify this information.

Q. Major concerns around saying graduation is a "greatest progress"

A. We agree that continued focus on and improvement of graduation rates is a key priority for the district. The Plan Summary acknowledges and highlights the progress made thus far for students in specific groups as a positive: African-American, Hispanic/Latino, English Learning and low-income student groups improved at a higher rate compared with all students in the district, signifying the impact of efforts to support unduplicated students and close the achievement gap.

Q. Add Special Ed to the greatest needs around decreased graduation and increased suspension rates.

Q. Answer prompt to define steps to address greatest needs for: SWD ELLs (page 3)

A. The Plan Summary describes students with disabilities (pg. 3, "Greatest Needs") as one of the highest needs student groups in the district. While the district is not permitted by the state to target LCFF supplemental funds to students with disabilities, these students are identified (pg.

4, "Performance Gaps") as beneficiaries of broader district-wide activities and services with a focus on closing gaps and addressing the needs of the district's lowest performing student groups: 79% of students with disabilities are included in the "low-income" group and 25.2% are "English Learners."

Q. Spell out PBIS

A. We have made this correction/revision to the LCAP.

Q. Goal 1: Regarding 16 actions – to highest degree possible, bulk of LCFF to targeted groups and the specific needs of those students e.g. spending \$600K of LCFF on IB at one site seems of little value to ELL and FC and low socioeconomic students

A. The International Baccalaureate program is offered at three district schools, and the funding associated with this action is intended to increase access to advanced learning opportunities for unduplicated students.

Q. Goal 2: Is this where “inclusion” comes in? How do we address better inclusion of students developing better SEL skills?

A. The district prioritizes an environment that welcomes and supports all learners. We will continue to seek opportunities to improve services to our neediest students.