



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 9.4

**Meeting Date:** March 20, 2014

**Subject:** Local Control Accountability Plan Community Engagement Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Communications Office

**Recommendation:** Receive updated information on the LCAP community engagement efforts.

**Background/Rationale:** Pursuant to Ed Code 52060 on or before July 1, 2014, The Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP is effective for three years with annual updates, must be aligned to SCUSD's budget and will include the district's annual goals in each of the eight specified state priorities. The plans must include both district-wide goals and goals for each numerically significant subgroup in the district. This presentation will provide an update on SCUSD's engagement process on how the district is actively soliciting input from various stakeholders in developing the plan.

**Financial Considerations:** None

**Documents Attached:**

1. Executive Summary
2. LCAP Draft
3. Survey Data

**Estimated Time of Presentation:** 30 minutes

**Submitted by:** Gabe Ross, Chief Communications Officer

**Approved by:** Sara Noguchi, Ed.D., Interim Superintendent

# Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

## I. Introduction:

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF) requires that on or before July 1, 2014 every school district is expected to adopt an LCAP and budget.

The LCAP is the funding formula's vehicle for transparency and engagement. It must describe for each school district, and each school within the district, the annual goals and specific actions to achieve those goals for all students and each subgroup of students identified in Education Code 52052, including students with disabilities. Through the LCAP, districts must describe the specific actions that districts will take to achieve the goals it has identified with budget details that show the type of state expenditure made to support these actions.

The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes. The State Board of Education adopted an LCAP template that groups the LCAP eight State Priorities in three areas: Pupil Outcomes, Engagement and Conditions of Learning.

### Pupil Outcomes

- **Priority 1:** Student Achievement: Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness and language proficiency.
- **Priority 3:** Other Student Outcomes: Pupil outcomes, if available, in the subject areas comprising a broad course of study.

### Engagement

- **Priority 5:** Parental Involvement: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth and individuals with exceptional needs.
- **Priority 2:** Student Engagement: Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school) and high school graduation.
- **Priority 4:** School Climate: School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

# Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

## Conditions of Learning

- **Priority 6:** Basic Services: Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials and facilities in good repair.
- **Priority 7:** Implementation of Common Core Standards: Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.
- **Priority 8:** Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth and individuals with exceptional needs.

*Source: WestEd*

## **II. Driving Governance:**

According to Ed Code 52060 on or before July 1, 2014, the Governing Board of each school district shall adopt a Local Control Accountability Plan (“LCAP”) using a template adopted by the State Board of Education (“SBE”), effective for three years with annual updates. It will include the district’s annual goals for all students and for each subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. The LCAP requires school districts to describe specific annual goals and note actual progress towards those goals in its annual updates. Progress must be based on identified metrics, which may be either qualitative or quantitative.

## **III. Goals, Objectives and Measures:**

Districts will be required to show that they have increased and improved services for the three areas of targeted students:

- English Language Learners
- Pupils eligible for free and reduced price meals program
- Foster Youth
- Special Education
- Significant Subgroups

## **IV. Outreach and Engagement Plan:**

The district recognizes that effective outreach and stakeholder engagement must be dynamic and multi-faceted. In order to ensure broad and representative feedback throughout the LCAP process, the district has used—and will continue to use – multiple approaches simultaneously:

## Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

### LCAP Advisory Committee Meetings

These meetings, held on November 6, December 16, January 22 and February 13 served as a way to inform and educate stakeholders about the new LCAP law and its fundamental components.

District and site outreach efforts included e-mail invitations, ConnectEd phone messages to parents/guardians and media and social media messaging in the community. Staff also personally invited parents, Parents as Partners and Leadership Academy participants, district advisory committees, as well as other community partners and groups. Carpools, translators and childcare were made available to encourage participation. All Community meetings were facilitated by community partner Sam Starks from the Sacramento Municipal Utilities Department and followed a general format: formal informational presentation followed by small group discussion with input from participants recorded and facilitated by central office administrators with sharing out to the larger group.

#### *November 6, 2013 LCAP Advisory Committee Meeting*

The district's first LCAP Community meeting was held on November 6. WestEd's Director of Comprehensive School Assistance Programs, Jannelle Kubinec, explained the Local Control Funding Formula to an audience of 65, including parents, community members, school site and district staff. The focus of the small group discussion was LCAP's targeted student groups and funding parameters. At this meeting, our stakeholders' feedback was that they would like to have more direct input at the subsequent meetings.

#### *December 16, 2013 LCAP Advisory Committee Meeting*

At the December 16 meeting, Chief Business Officer Ken Forrest presented early funding predictions for SCUSD as well as provided the public with the opportunity to provide direct input. Following Mr. Forrest's presentation, the audience broke up into groups for introductory presentations and discussions around the state's eight priorities with examples of relevant work in SCUSD. Participant input was recorded. More than 160 attended the meeting, which included parents, students and staff representing 51 different school sites, central office administrators and 20 community partners. At this meeting, our stakeholders' feedback was to provide further time to discuss each priority as well as re-structure to maximize the amount of time facilitators had to discuss the State Priorities.

#### *January 22, 2014 LCAP Advisory Committee Meeting*

Feedback from the previous two meetings were implemented at the January 22<sup>nd</sup> meeting. Instead of discussing all eight priorities, this meeting focused on four of the eight State Priorities as well as had facilitators rotate to the different stations in order to provide more time to discuss each priority. During this meeting, Ken Forrest, the district's Chief Business Officer, presented information on the 2014-15 budget and the fiscal outlook, touching on rising costs, a decline in enrollment and the impact of the state's new Local Control Funding Formula

## Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

(LCFF). Attendees then broke into small groups to discuss four State Priorities: Student Achievement, School Climate, Course Access and Implementation of Common Core State Standards. A handout provided at the sign-in table detailed each priority area and sample SCUSD Data. The handout also included a list of required data (per the Legislative Analyst's Office) with examples of relevant work in the district. Facilitators asked guiding questions such as "What patterns and trends do you notice from the sample SCUSD data?" and "What resources and services do you recommend that would help support (the priority)?" with responses recorded. Over 165 attended this session, including representatives from community-based organizations, parents (including Title 1, non-Title 1 and non-English speaking), district staff and school-site staff. A Spanish-speaking administrator facilitated a table with a large group of Spanish speaking parents. At this meeting, our stakeholder feedback was to increase the time for break-out discussions, minimize noise level, as well as provide additional SCUSD data.

### *February 13, 2014 LCAP Advisory Committee Meeting*

Feedback from the previous meeting was quickly implemented for the fourth LCAP meeting. In order to increase the time for each break-out discussion, we omitted a Budget presentation from the Chief Business Officer. We minimized the noise level by breaking out into smaller groups and re-structuring the meeting space. Lastly, we provided additional data for each of the priorities discussed. This fourth LCAP Advisory Meeting was held on February 13. It focused on continuing to learn about the state's eight educational priorities and how they align with the goals of SCUSD for all students. Small group discussions centered on the four State Priorities not covered at the last meeting: Student Engagement, Parent Engagement, Basic Services and Other Student Outcomes and participant input was recorded. In addition to a Spanish speaking table, Hmong speaking administrators facilitated a table providing support to a group of Hmong speaking parents and community members. Over 60 attended this session. Overall, the feedback for this fourth meeting was overwhelming positive.

*"Buena información. Favor de seguir considerando para poder seguir apoyando la educación de nuestros hijos."* ["Good information. Please continue considering us so that we can support our children's education."]

*"It was much better. Thank you!"*

*"Nice organization into break-out groups with rotating facilitators."*

*"Thank you for providing more data."*

*"Smaller groups worked better to hear everyone's input. Would still like more data."*

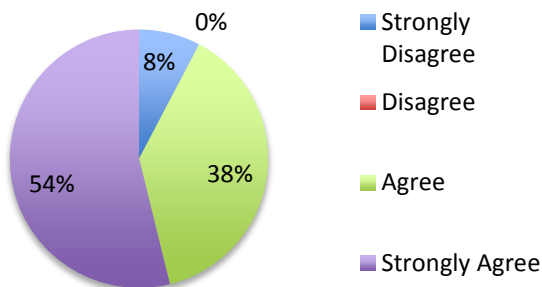
*"Gracias. Mucha información educativa."* ["Thank you. A lot of educational information."]

## Board of Education Executive Summary

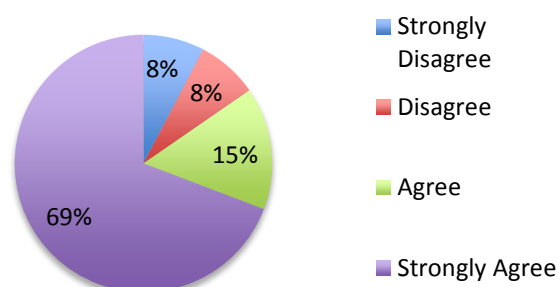
Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

*“Better than last meeting, there was more time for participants’ feedback.”*

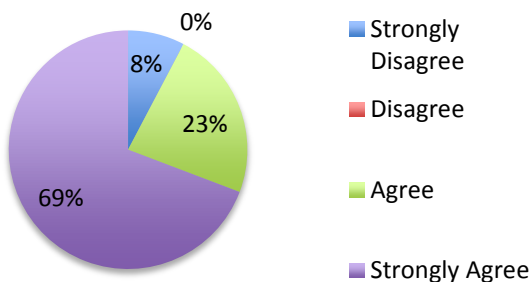
### Today's meeting was a productive use of my time



### I was provided opportunities to share my views



### Today's meeting provided me with helpful information



**92%** of attendees strongly agreed/agreed with the statement *Today's meeting was a productive use of my time.*

**82%** of attendees strongly agreed/agreed with the statement *I was provided opportunities to share my views.*

**92%** of attendees strongly agreed/agreed with the statement *Today's meeting provided me with helpful information.*

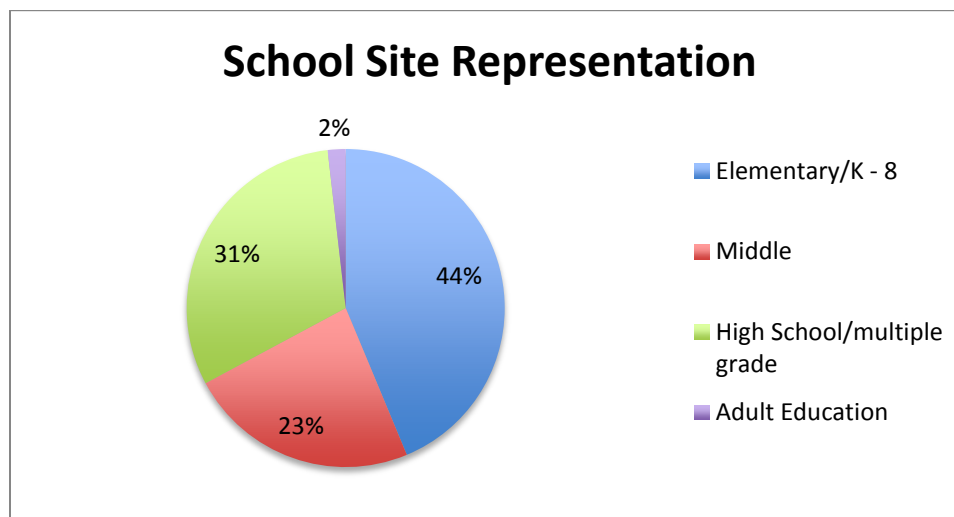
### School Site Engagement

Authentic community engagement cannot just happen at the Serna Center or at district-level settings. Parents, staff and community members must be engaged at the school-site level as well. In January, SCUSD principals were given a toolkit (communication materials and templates) for organizing and facilitating staff and parent meetings at their respective sites. Throughout the month of February, principals began engaging with parents and staff at their sites during standing School Site Council meetings, PTA meetings, English Learner Advisory Council (ELAC) meetings, Collaborative Planning Time (CPT) and staff meetings. Principals collected input and information through surveys provided in the toolkit.

## Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement

March 20, 2014



### Community Planning Process

The Community Planning Process (CPP) is a grass-roots model utilized to gather authentic input and feedback on important topics such as the LCAP. It relies on key community-organizing strategies: empowering community members as Public Education Volunteers (PEVs) to engage with their personal and professional networks to share information and gather input. The CPP process aims to authentically engage entire district communities in the design and implementation of strategic work. As a type of design, it follows the following key principles:

- Drafts are developed and shared with stakeholders early, before anything is “finalized.”
- When drafts are shared, stakeholders are asked to give feedback. Then, that feedback is used to inform decisions.

PEVs are SCUSD community members who volunteered to engage their personal and professional networks to inform the design of district strategic work. Therefore, the district employed the PEV process as another, more intimate way to inform and receive input from stakeholders regarding LCFF and LCAP priorities. The PEVs were recruited by personal invitation, through the district’s online newsletter and website with this message: *As a Public Education Volunteer (you will be) helping to inform our community about important work in our schools and solicit broad input from your personal and professional networks. Your work will provide vital parent and community feedback that will inform the development of the new SCUSD Local Control Accountability Plan (LCAP).*

PEVs who had not been previously trained, attended a two-hour training session offered from February 5 through February 7 at SCUSD’s district office to learn about how to engage their community members in an LCAP survey. A total of 10 trainings were offered, in addition to one-on-one trainings where necessary. PEVs included staff, community members, parents, community partners (including, but not limited to, La Familia Counseling Center, Hmong

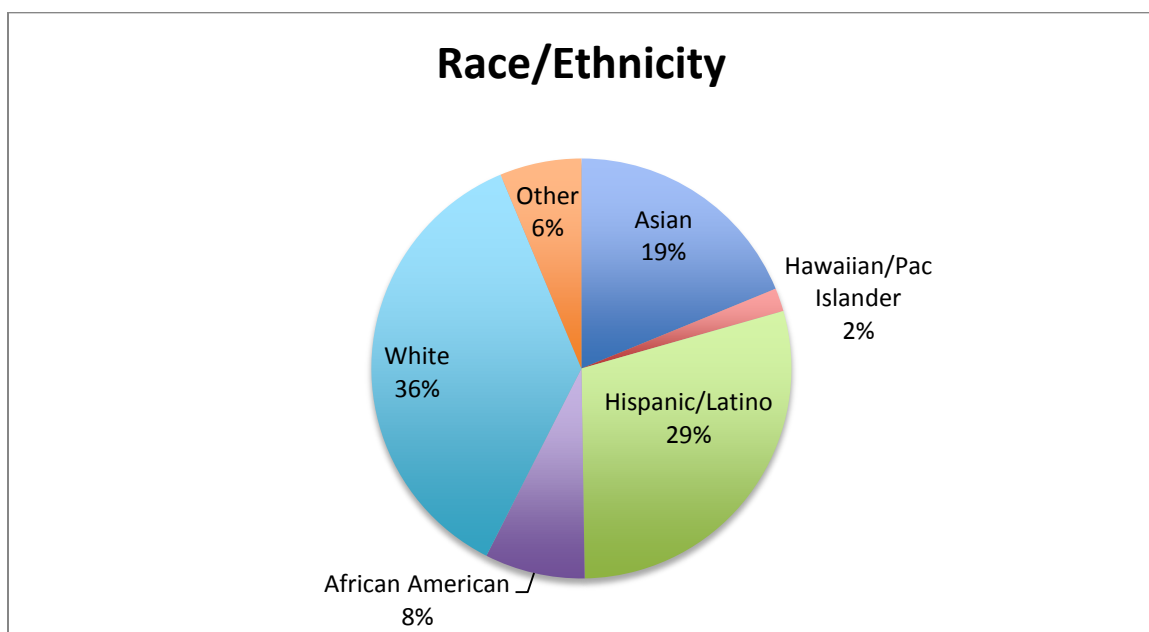
## Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

Women Heritage, San Juan Unified School District, area charter schools, California Rural Legal Assistance Foundation, RGH4 Vets/Neighborhood Watch, PTA, Public Advocates, Inc.), and SCUSD Board members. Additional trainings were held in February at elementary, middle and high school sites with the District English Language Advisory Council (DELAC) and District Advisory Council (DAC) members, Black Parallel School Board, Hmong Mien Laos Community Action Network (HMLCAN), Sacramento Food Bank, Foster Services, Child Protective Services and the Department of Social Services. PEVs were asked to informally meet with at least 10 members of their network and record feedback online on the Local Control and Accountability Plan survey. The survey was also available on paper and was translated into all five district threshold languages of our student population: Spanish, Chinese, Hmong, Vietnamese and Russian. More than 115 PEVs have been trained in SCUSD of which a total of 35 PEVs were trained for the LCAP Community Planning Process.

Through our online survey, the district was able to see in real time if a large group of stakeholders had not been engaged. This allowed for targeted outreach to specific segments of our community. The survey contained questions about the respondent's gender and ethnicity, community role (parent, teacher, etc.), and if he/she is the parent of a foster child, English learner or student participating in the free/reduced lunch program, and the respondent's affiliation with a school site (if any). The survey contained questions about the respondent's knowledge of the LCFF and how school districts are funded. The bulk of the survey outlined the eight State Priorities and asked respondents to "drag and rank" a list of resources that best support each priority. An "other" category allowed respondents to input other resources as well.

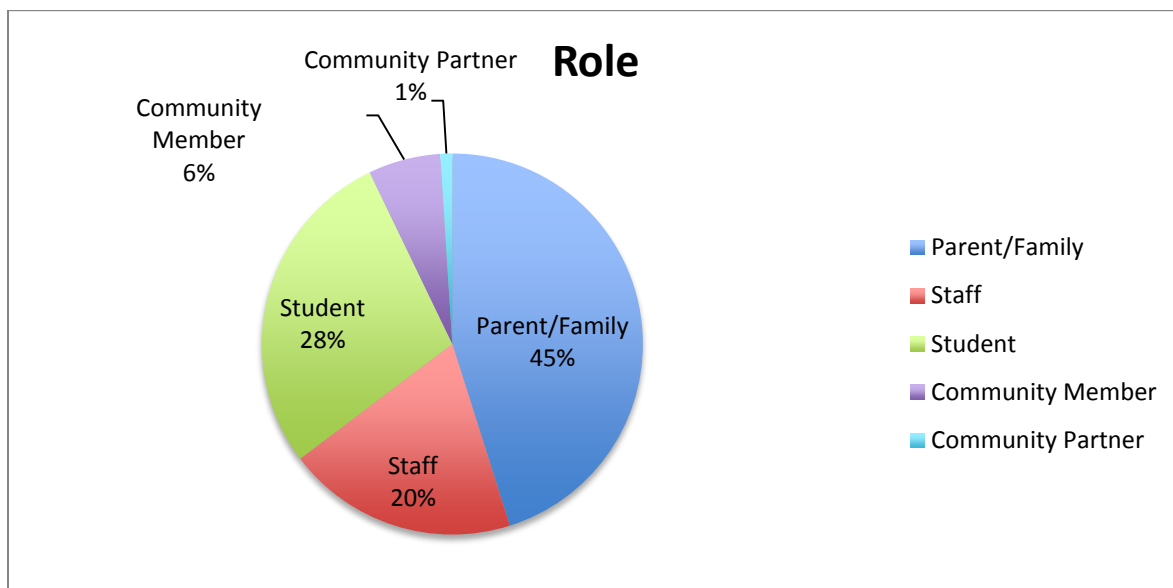
### Demographics of Respondents





## Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014



### Survey Results

**A full report containing all survey respondent demographics and survey results is attached as an appendix to this Executive Summary.**

### LCAP DRAFT

The LCAP template adopted by the State calls for districts to focus their work on specific goals with measurable outcomes tied to actions and expenditures.

The feedback provided to staff at the LCAP Advisory Committee Meetings, as well as through the 1,291 responses through LCAP surveys, were utilized to develop three overarching themes: College and Career Readiness, Clean and Safe Schools and Stakeholder Engagement.

Below is a summary of the goals laid out in the draft LCAP along with sample data from community engagement efforts that underscore an alignment between stakeholders' voices and each goal.

### Goal 1: Increase the percent of students who are on track to graduate college and career ready

Sub-goal 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

**50% Overall** listed *Stronger Academic Programs* as their first or second priority within Student Achievement

**44% Overall** listed *Access to Teaching Materials and Textbooks* as their first or second priority within Basic Services

## Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

**61% Overall** listed *Graduation Requirements Consistent with California State University and University of California Entrance Criteria* as their first or second priority within Course Access

**45% of staff** listed *More Counselors* as their first or second priority within Course Access

**Quote from LCAP Advisory Committee Meetings:** “Align testing to what is being taught in class”

Sub-goal 1.2: Provide a variety of learning support including differentiated instruction and interventions for all students as needed.

**41% Overall** listed *More Before, After or Summer School Programs* as their first or second priority within Student Engagement

**36% Overall** listed *More Before, After or Summer School Programs* as their first or second priority within Student Achievement

**67% Overall** listed *Access to Specialized Programs* as their first or second priority within Course Access

**Quote from LCAP Advisory Committee Meetings:** “Provide tutoring to support struggling students in specific content areas”

Sub-goal 1.3: Develop an infrastructure for on-going analysis of student progress by providing teacher release time and collaborative learning time.

**55% Overall** listed *Professional Development for Common Core* as their first or second priority within Implementing Common Core

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Sub-goal 2.1: Students will be provided cleaner, better maintained learning environments.

**56% Overall** listed *Custodians and Clean Schools* as their first or second priority with Basic Services

**Quote from LCAP Advisory Committee Meetings:** “Custodial services are essential and need to be a high priority”

Sub-goal 2.2: All schools will be safe, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

**57% Overall** listed *Social-Emotional Learning* as their first or second priority within School Climate

## Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

**48% Overall** listed *Safe School Environment* as their first or second priority within School Climate

**Quote from LCAP Advisory Committee Meetings:** "Focus on positive behavior and teaching citizenship"

Sub-goal 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project based learning, extended extracurricular and expanded learning program involvement.

**72% Overall** listed *Connecting Classroom Learning to Real-World Experiences* as their first or second priority within Other Student Outcomes

**72% of students** listed *Extracurricular Activities* as their first or second priority within Student Engagement

**52% Overall** listed *Technology* as their first or second priority within Basic Services

**Quote from LCAP Advisory Committee Meetings:** "We need to identify students at risk and refer them to after-school programs"

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Sub-goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

**40% Overall** listed *Home Visits/Parent Teaching Home Visits* as their first or second priority within Parental Involvement

**48% of parents** listed *Academic Parent Teacher Teams (APTT)* as their first or second priority within Parental Involvement

**Quote from LCAP Advisory Committee Meetings:** "Home visits are very effective for teachers to connect with families. They overcome barriers at school sites and build relationships"

Sub-goal 3.2: Stakeholders will be provided improved district and site communications, including translation/interpretation services

**42% of parents** listed *School Family Communications* as their first or second priority within Parental Involvement

**Quote from LCAP Advisory Committee Meetings:** "Strengthen communication with parents"

**NOTE: A significant number of respondents in each priority area listed Class-Size Reduction as a top priority.**

## Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement  
March 20, 2014

### V. Major Initiatives:

Budget forums, community meetings and development of LCAP. Simultaneously working with Budget team to receive budget updates.

### VI. Results:

Update the Governing Board on the LCAP Engagement Plan.

### VII. Next Steps:

- Share draft LCAP broadly with community to gather stakeholder comments, feedback and concerns.
- Superintendent will respond to stakeholder questions and comments and post publicly.
- Meetings scheduled with District Advisory Groups:
  - Community Advisory Committee (CAC) – March 24
  - District Advisory Committee (DAC) – April 8
  - District English Learner Advisory Committee (DELAC) – April 9
  - Student Advisory Committee (SAC) – TBD
  - Other meetings with groups and partners will be scheduled based on their availability.
- Revise and update draft LCAP based on feedback and input as well as new budget information (May Revise).
- Present LCAP to SCUSD Board of Education for approval along with 2014-15 budget.

§ 15497. Local Control and Accountability Plan and Annual Update Template.

**Introduction:**

LEA: Sacramento City Unified School District Contact Dr. Sara Noguchi, Interim Superintendent, [sara-noguchi@scusd.edu](mailto:sara-noguchi@scusd.edu) (916) 399-2058

LCAP Year: 2014-2015

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Advisory Community Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)  November 6, 2013 Community Meeting  December 16, 2013 Community Meeting	Served as a way to inform, educate, and gather input & feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies  The WestEd Director of Comprehensive School Assistance Program explained Local Control Funding Formula.

<p>January 22, 2014 Community Meeting</p>	<p>Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant work within each priority. Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster youth, low-income students. 70% of school sites were represented.</p>
<p>February 13, 2014 Community Meeting</p>	<p>Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. Attendees were then broken out into smaller groups to discuss and gather feedback on 4 of the 8 state priorities: Student Achievement, School Climate, Course Access, and Implementation of Common Core Standards. Handouts provided at meeting detailed each of the priorities, relevant SCUSD work, a list of the required data and sample SCUSD Data. Attendees provided feedback and input for each of the priorities discussed.</p>
<p>April 2, 2014 Community Meeting (Scheduled)</p>	<p>Focused on continuing to learn about the state priorities: Student Engagement, Parent Engagement, Basic Services and other student outcomes. Input and feedback were recorded.</p>
<p>February –March 7, 2014 School Site Engagement</p>	<p>Focused on presenting DRAFT LCAP to gather stakeholder feedback, concerns, and questions</p>
	<p>Critical to engage parents, staff, community members where they may feel more comfortable --their school sites. Principals presenting at their standing meetings- school site council meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff</p>



<p>Community Planning Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24– April 21</p>	<p>meetings. Feedback was collected through surveys. 100% sites were engaged.</p> <p>Grassroots model utilized to gather authentic input and feedback on LCAP. The Community Planning Process relies on key community organizing strategies of empowering community members at Public Education Volunteers (PEVs) to solicit their personal and professional networks to share information and gather input. The feedback is used to inform decisions, draft, develop and share with stakeholders early before anything is “finalized.” To date, SCUSD has trained over 115 PEVs. PEVs include community members, parents, community partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.</p>
<p>District Advisory Groups (Scheduled) March 24, 2014 Community Advisory Committee (CAC) April 8, 2014 District Advisory Committee (DAC) April 9, 2014 District English Learner Advisory Committee (DELAC) TBD Student Advisory Committee (SAC)</p>	<p>PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.</p> <p>District personnel will attend District Advisory Group meetings, present the DRAFT LCAP and gather feedback from each of these critical stakeholder groups.</p>
<p>SCUSD Governing Board Updates January 6, 2014 Present Community Engagement Plan – LCAP March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP</p>	<p>The draft LCAP will be posted on the district website and shared broadly in order to gather feedback from all stakeholders. Feedback and questions about the draft LCAP will be responded to in writing and posted on a District website page.</p> <p>Responses to the draft LCAP and updates to the 2014-15 budget from the May Revise will be instrumental in developing revisions to the draft and the completion of the final LCAP which will be brought to the Local Board of Education for approval with the District 2014-15 budget.</p>

## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### **Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR	Year 2: 2015-16	Year 3: 2016-17	
					Year 1: 2014-15			
<p><b>Goal 1:</b> In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>Increase high school graduation rate: 79.9%</p> <p>Beginning in 2014-15, growth will be measured using CAASPP</p> <p>Increase participation in GATE</p>	<p><b>Goal 1:</b> Increase percent of students who are on-track to graduate college and career ready</p>	All	LEA-wide	<p>Increase graduation rate by 3%</p> <p>Establish math and ELA proficiency baselines as measured by the CAASPP</p> <p>Establish math and ELA below proficiency baselines as measured by the CAASPP</p> <p>Increase participation in GATE by 3%, A-G completion by 5%, and AP enrollment by 3%.</p>	<p>Increase graduation rate by 3%</p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>Increase participation in GATE by 3%, A-G completion by 5%, and AP enrollment by 3%.</p>	<p>Increase graduation rate by 3%</p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>Increase participation in GATE by 3%, A-G completion by 5%, and AP enrollment by 3%.</p>	<p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p> <p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Pillar I, District Strategic Plan</p> <p>District Guide to Success</p>	

<p>(Current GATE participation: 11% Elementary; 34% Middle), Increase A-G completion: (Current A-G Completion 39%)</p>								
<p><b>Goal 2:</b> SCUSD believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs:</p> <p>To improve school cleanliness and facility maintenance which suffered from the loss of custodians and plant managers district-wide: Custodians: 2010-11: 136 2013-14: 65 Plant managers: 2010-11: 79 2013-14: 60</p> <p>To increase student engagement in schools district wide as indicated by the 2013 District Attendance Rate;</p>	<p><b>Goal 2:</b> Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</p>	<p>All</p>	<p>LEA-wide</p>		<p>Custodians will be increased by 21.5 FTE</p> <p>Plant Managers will be increased by 11 FTE</p> <p>District-wide attendance rates will increase to 96%.</p> <p>High School Suspension rates will decrease to 8%.</p>	<p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p> <p>District-wide attendance rates will increase to 96.5%.</p> <p>High School Suspension rates will decrease to 7.5%.</p>	<p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p> <p>District-wide attendance rates will increase to 97.0%.</p> <p>High School Suspension rates will decrease to 7.5%.</p>	<p>Student Engagement; School Climate; Basic Services;</p>

<p>95.37%</p> <p>Suspension Rates in HS (out-of-school suspensions only); 2013: 9.9%</p>								
<p><b>Goal 3:</b> Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p> <p>Parent/Teacher Home Visit Participation: 2013 - 3,300 visits</p> <p>Parent Resource Centers at 42 schools</p> <p>Academic Parent Teacher Team Participation: 2013-14: 13 schools</p>	<p><b>Goal 3:</b> Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p>	<p>All</p>	<p>LEA-wide</p>		<p>Parent/Teacher Home Visits will increase from 3,300 to 3,500.</p> <p>Parent Resource Centers will increase to 44 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 15 schools.</p>	<p>Parent/Teacher Home Visits will increase from 3,500 to 3,600.</p> <p>Parent Resource Centers will increase to 45 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 16 schools.</p>	<p>Parent/Teacher Home Visits will increase from 3,600 to 3,700.</p> <p>Parent Resource Centers will increase to 46 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 17 schools.</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase the percent of students who are on-track to graduate college and career ready	<ul style="list-style-type: none"> <li>Basic Services</li> <li>Implementation of State Standards</li> <li>Course Access</li> <li>Student Achievement</li> <li>Other Student Outcomes</li> <li>Pillar I, District Strategic Plan</li> <li>District Guide to Success</li> </ul>	<p>Goal 1: <b>1.1:Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</b></p> <p>Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS.</p> <p>Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation</p> <p>Develop and implement a robust early literacy program to construct a strong</p>	<p>LEA-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>		<p>Professional Development (per diem) Extra Duty for teachers - \$300,047 Training Specialists - \$354,231 Conferences - \$33,984</p> <p>Supplemental Instructional Materials- \$1,733,837</p> <p>Contracts for Services: <u>Reading Partners</u> (2 schools)- \$24,000</p>	<p>Professional Development (per diem) Extra Duty for teachers- \$300,047 Training Specialists - \$358,234 Conferences - \$33,984</p> <p>Supplemental Instructional Materials- \$1,733,837</p> <p>Contracts for Services: <u>Reading Partners</u> (2 schools)- \$24,000</p>	<p>Professional Development (per diem) Extra Duty for teachers - \$300,047 Training Specialists - \$358,234 Conferences - \$33,984</p> <p>Supplemental Instructional Materials- \$1,733,837</p> <p>Contracts for Services: <u>Reading Partners</u> (2 schools)- \$24,000</p>

	<p>foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.</p> <p>Provide professional learning development of communities of practice, and job-embedded coaching to Increase access to A-G courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative</p> <p>Provide academic and career counseling to support students</p> <p><b>For Students with Disabilities:</b></p> <p>Provide specific professional learning opportunities to special education teachers on Common Core implementation</p> <p>Implement specific</p>	<p>School-Wide</p> <p>LEA-wide</p> <p>LEA-wide</p>	<p>Site Instruction Coordinators - \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 Additional site counselor \$414,111</p> <p><b>For Students with disabilities:</b> Total allocation of LCFF base funds towards Special Education \$33,300,000</p>	<p>Site Instruction Coordinators – \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 Additional site counselor \$414,111</p> <p><b>For Students with disabilities:</b> Total allocation of LCFF base funds towards Special Education \$33,300,000</p>	<p>Site Instruction Coordinators – \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 Additional site counselor \$414,111</p> <p><b>For Students with disabilities:</b> Total allocation of LCFF base funds towards Special Education \$33,300,000</p>
--	--	--	--	--	--



		<p>teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p> <p><b>1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</b></p> <p><b>Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs</b></p> <p>Provide instructional assistants to help engage and support</p>	<p>School-wide</p> <p>School-wide</p>		<p>Additional Resource Teachers - \$3,071,228</p> <p>Additional School Psychologists - \$21,535</p> <p>Expanded Learning Service Providers Contracts - \$207,718</p> <p>(Additional programs funded through grant funds and other funding sources)</p> <p>Instructional Assistants – \$1,423,577</p>	<p>Maintain Resource Teachers - \$3,071,228</p> <p>Maintain School Psychologists -\$21,535</p> <p>Expanded Learning Service Providers Contracts - \$207,718</p> <p>(Additional programs funded through grant funds and other funding sources)</p> <p>Instructional Assistants - \$1,423,577</p>	<p>Maintain Resource Teachers \$3,071,228</p> <p>Maintain School Psychologists -\$21,535</p> <p>Expanded Learning Service Providers Contracts- \$207,718</p> <p>(Additional programs funded through grant funds and other funding sources)</p> <p>Instructional Assistants - \$1,423,577</p>
--	--	--	---------------------------------------	--	--	---	--

		<p>students while teachers facilitate small-group instruction</p> <p>Expand access to GATE and AP programs by providing curricular resources and on-going professional learning</p> <p>School sites will monitor student progress and identify students who are in need of additional supports.</p> <p><b>1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</b></p> <p>Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools</p>	<p>LEA-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>	<p>GATE Resource Teacher \$84,319 (LCFF Base)</p> <p>Teacher pay per diem (extra duty for programs such as after-school tutoring) - \$279,000</p> <p>Teacher Substitutes for Academic Conferences - \$241,262</p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy - \$14,999</p>	<p>GATE Resource Teacher \$84,319 (LCFF Base)</p> <p>Teacher pay per diem (extra duty for programs such as after-school tutoring) - \$279,000</p> <p>Teacher Substitutes for Academic Conferences \$241,262</p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy - \$14,999</p>	<p>GATE Resource Teacher \$84,319 (LCFF)</p> <p>Teacher pay per diem (extra duty for programs such as after-school tutoring) - \$279,000</p> <p>Teacher Substitutes for Academic Conferences - \$241,262</p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy - \$14,999</p>
--	--	---	--	---	---	--

<p><b>Goal 2:</b> Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement School Climate; Basic Services</p>	<p><b>Goal 2:</b> <b>2.1: Students will be provided cleaner, better maintained learning environments.</b></p> <p>Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p>	LEA-wide	<p>Restore custodians/ plant managers \$2,000,000</p> <p>Additional custodial operational supplies \$650,000</p>	<p>Restore custodians/ plant managers \$2,000,000</p> <p>Maintain custodial operational supplies \$650,000</p>	<p>Restore custodians/ plant managers \$2,000,000</p> <p>Maintain custodial operational supplies \$650,000</p>
		<p><b>2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</b></p>	LEA-wide	<p>Additional School Resource Officers \$300,000</p>	<p>Maintain School Resource Officers \$300,000</p>	<p>Maintain School Resource Officers \$300,000</p>
		<p>Partial funding of additional 2 days added to teacher’s contract to increase classroom time (Remaining cost of restoration of furlough days is funded through base grant dollars. Restoration of other employee group</p>	LEA-wide	<p>End of Furlough Days \$1,598,407</p>	<p>End of Furlough Days \$1,598,407</p>	<p>End of Furlough Days \$1,598,407</p>

		<p>furlough days are not funded with Supplemental or Concentration grant dollars).</p> <p>School staff will receive training in culturally competent classrooms.</p> <p>Mental and physical health supports are provided by nurses and social workers.</p> <p>Learning Support Specialists-Healthy Start and case managers plan, organize and coordinate learning support services for students with academic, behavior, attendance and/or social/emotional concerns.</p> <p><b>2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning,</b></p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>	<p>Professional development - \$156,793</p> <p>Social Workers - \$105,382 Nurses - \$59,962</p> <p><b>Learning Support Specialists-Healthy Start – \$250,421</b></p> <p><b>Case Managers \$67,867</b></p>	<p>Professional development - \$156,793</p> <p>Social Workers - \$105,382 Nurses - \$59,962</p> <p>Learning Support Specialists-Healthy Start – \$250,421</p> <p>Case Managers \$67,867</p>	<p>Professional development - \$156,793</p> <p>Social Workers - \$105,382 Nurses - \$59,962</p> <p>Learning Support Specialists-Healthy Start – \$250,421</p> <p>Case Managers \$67,867</p>
--	--	---	--	---	---	---

		<p><b>extended extracurricular, and expanded learning program involvement</b></p> <p>Librarian/media technicians assist with research and project based learning</p> <p>Computer hardware and software to enhance instruction and provide career technical and college readiness activities.</p>	<p>LEA-wide; School-wide</p> <p>School-Wide</p>	<p>District Librarian/Media Technicians \$1,000,000</p> <p>Extra site funding for Librarian, Library Media technicians. Library Clerk \$177,624</p> <p>Computer hardware \$111,372</p>	<p>District Librarian/Media Technicians \$1,000,000</p> <p>Extra site funding for Librarian, Library Media technicians. Library Clerk \$177,624</p> <p>Computer hardware \$111,372</p>	<p>District Librarian/Media Technicians \$1,000,000</p> <p>Extra site funding for Librarian, Library Media technicians. Library Clerk \$177,624</p> <p>Computer hardware \$111,372</p>
<p><b>Goal 3:</b> Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p>	<p>Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p><b>Goal 3:</b> <b>3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</b></p> <p>Schools have Parent Resource Centers staffed with Parent Advisors</p> <p>Services to support parents in attending parent education, informational meetings, school</p>	<p>LEA-wide; School-wide</p> <p>School-wide</p> <p>School-Wide</p>	<p>Parent Advisors \$133,410</p> <p>Child Care \$5,801</p> <p>Parent Trainings \$44,255</p>	<p>Parent Advisors \$133,410</p> <p>Child Care \$5,801</p> <p>Parent Trainings \$44,255</p>	<p>Parent Advisors \$133,410</p> <p>Child Care \$5,801</p> <p>Parent Trainings \$44,255</p>

	<p>events and in volunteering at the school.</p> <p><b>3.2 Stakeholders will receive improved district and site communications, including translation/ Interpretation services.</b></p> <p>School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings.</p> <p>Translation and interpretation services are provided in five languages by bilingual staff at district events and in schools</p>	<p>School-wide</p> <p>School-wide</p> <p>LEA-wide</p>	<p>Parent Meeting supplies \$15,799</p> <p>School Community Liaisons Student Outreach Worker \$300,856</p> <p>Site communications expenses \$28,727</p> <p>Additional school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769</p>	<p>Parent Meeting supplies \$15,799</p> <p>School Community Liaisons Student Outreach Worker \$300,856</p> <p>Site communications expenses \$28,727</p> <p>Maintain school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769</p>	<p>Parent Meeting supplies \$15,799</p> <p>School Community Liaisons Student Outreach Worker \$300,856</p> <p>Site communications expenses \$28,727</p> <p>Maintain school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769</p>
--	--	---	--	--	--

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal 1:</b> Increase the percent of students who are on-track to graduate career and college ready</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access, Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p><b>For low income pupils:</b>  Schools were allocated funds based on the number of Free/Reduced students. In addition to the funds noted in the above section 3 for use district-wide or school-wide, schools will use allocations for low income students for the following program options:</p> <p><b>Goal 1:</b> Expand summer learning programs to prevent summer learning loss. Offer a multi-tiered system of supports (academic &amp; behavioral) to address student's academic needs</p> <p>Provide additional professional development to</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p>		<p>Low Income allocation to schools - \$15,221,740.80</p>		

<p><b>Goal 2:</b> Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p>	<p>Student Engagement; School Climate; Basic Services;</p>	<p>teachers to provide Common Core State Standards aligned instruction to high needs, and/or struggling students.</p> <p>Provide targeted assistance to low income students in career/college readiness activities and guidance</p> <p><b>Goal 2:</b> Identify and administer Social/Emotional assessments in order to target the needs of low income students.</p> <p>Provide explicit social/emotional instruction aligned with the five social-emotional competencies</p> <p>Implement a positive behavioral intervention system</p> <p>Implement a Restorative Justice Program including staff and student training</p> <p>Provide bullying prevention training</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>				
---	--	---	---	--	--	--	--



<p><b>Goal 3:</b> Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p><b>Goal 3:</b> Provide resources for increased outreach efforts to low income families including home visits and meetings</p> <p>Provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources</p>	<p>School-wide</p> <p>School-wide</p>				
<p><b>Goal 1:</b> Increase the percent of students who are on-track to graduate</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access,</p>	<p><b>For English learners:</b></p> <p>Schools were allocated funds based on the number of English learner students. In addition to the funds noted in the above section 3 for use district-wide or school-wide, schools will use allocations for English learner students for the following program options:</p> <p><b>Goal 1:</b> Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English</p>	<p>School-wide</p>		<p>Allocation to schools for English learner students-\$3,805,435.20</p>		

<p>career and college ready</p>	<p>Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p>learners receive support in accessing CCSS</p> <p>Provide additional professional learning and curricular resources for dual language immersion</p> <p>Provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency</p> <p>Provide additional teaching sections of EL intervention courses at the secondary level.</p> <p>Provide a broad range of standards align supplemental instructional resources in English and home languages</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>				
<p><b>Goal 2:</b> Schools will provide students with a clean, healthy, physically and</p>	<p>Student Engagement; School Climate; Basic Services;</p>	<p><b>Goal 2:</b> Provide culturally and linguistically relevant materials for students</p> <p>Students receive increased cultural validation through</p>	<p>School-wide</p> <p>School-wide</p>				

<p>emotionally safe learning environment</p> <p><b>Goal 3:</b> Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>support for dual immersion programs</p> <p>Instructional materials and dual immersion programs funded through Title III</p> <p><b>Goal 3:</b> Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings.</p> <p>Increased parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education</p>	<p>School-wide</p> <p>School-wide</p>				
<p><b>Goal 1:</b> Increase the percent of students who are on-track to graduate career and college ready</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access, Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p><b>For foster youth:</b></p> <p><b>Goal 1:</b> Foster youth receive educational counseling from a Foster Youth Services Department staff member with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department</p> <p>Funds are allocated for</p>	<p>LEA-wide</p> <p>LEA-wide</p>		<p>Youth Services Program Associate \$65,000 (funded from base dollars)</p> <p>Current Foster youth services are provided through Title I Part D Neglected and Delinquent, Title I Part A, and Foster Youth Services State Supplemental Grant</p>		

<p><b>Goal 2:</b> Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p>	<p>Student Engagement; School Climate; Basic Services;</p>	<p>academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p> <p><b>Goal 2:</b> Ensure LEA foster youth liaison (Ed Code 48853.5) has adequate time, knowledge, and resources (including additional staff if needed) to fully execute the responsibilities of the Foster Youth Ed Liaison per Ed Code 48853.5 in order to decrease adverse effects of school mobility on foster youth.</p> <p>Foster youth student engagement activities including fees for sports and extracurricular activities in order to decrease the adverse effects of school mobility on foster youth.</p>	<p>LEA-wide</p> <p>School-wide</p>				
<p><b>Goal 3:</b> Parents, family and community stakeholders will become more fully</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes;</p>	<p><b>Goal 3:</b> Improve communication to foster guardians.</p>	<p>School-wide</p>				

engaged as partners in the education of students in SCUSD	Implementation of State Standards						
<p><b>Goal 1:</b> Increase the percent of students who are on-track to graduate career and college ready</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access, Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p><u>For redesignated fluent English proficient pupils:</u></p> <p>Schools were allocated funds based on the number of English learner students. In addition to the funds noted in the above section 3 for use district-wide or school-wide, schools will use allocations for English learner students for the following program options:</p> <p><b>Goal 1:</b> Provide additional academic assessment and support for reclassified students who have not made adequate progress</p>	<p>School-wide</p>				

<p><b>Goal 2:</b> Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p>	<p>Student Engagement; School Climate; Basic Services;</p>	<p><b>Goal 2:</b> Provide social/emotional Instruction for re-designated students who may have not made adequate progress or demonstrate attendance or behavioral issues.</p>	<p>School-wide</p>				
<p><b>Goal 3:</b> Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p><b>Goal 3:</b> Increase and improve parent/guardian communication and support concerning the progress of redesignated students</p>	<p>School-wide</p>				

- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Approximate \$9,227,176 of LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures such as custodians, plant managers, counselors, and translation services. \$9,800,000 was allocated to 61 school sites based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. Another \$1,788,731 was allocated to 3 dependent Charter schools and their allocations are included in this plan. School staff and School Site Councils will align their Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

As mentioned above on section 3, these funds were allocated to all schools that have low income and English learner populations. Schools that previously did not get an allocation for these groups of students due to low percentages of low income students, are now getting a portion of the LCFF supplemental funds and will now be able to provide increased services to these students. Proportionally, schools with higher concentrations of low income, EL, Foster Youth, and students with disabilities are getting higher LCFF funds

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Attachment 3  
LCAP Survey Results - Demographics

**Total responses**

Male	384	30%
Female	914	70%
	1298	

**Race/Ethnicity**

Asian	263	19%
Hawaiian/Pac Islander	25	2%
Hispanic/Latino	408	29%
African American	108	8%
White	507	36%
Other	88	6%
	1399	

**Other**

mixed race	15	14%
Italian-American	5	5%
Decline to state	34	33%
Armenian	1	1%
Native American	19	18%
Mexican	5	5%
Other Asian	7	7%
Black	4	4%
Arab-American	3	3%
Irish	2	2%
Indian	3	3%
European	6	6%
	104	

**Role**

Parent/Family	619	45%
Staff	269	20%
Student	386	28%
Community Member	84	6%
Community Partner	14	1%
	1372	

**Staff**

Management/Unrepresented Management	19	7%
Certificated	201	75%
Classified	37	14%
Other	12	4%
	269	

**Subroup information**

<i>Parent/Family</i>	yes	yes %	no	no %	decline	decline %	Total
ELL	251	49%	241	47%	19	4%	511
Reclassified	110	18%	357	60%	128	22%	595
Foster parent	25	4%	573	96%	13	2%	611
Free or Reduced Lunch	311	52%	279	47%	21	4%	611

<i>Student</i>	yes	yes %	no	no %	decline	decline %	Don't know	Don't Know %	Total
ELL	113	30%	222	59%	11	3%	32	8%	378
Reclassified	63	17%	125	34%	77	21%	105	28%	370
Fosterstudent	7	2%	336	88%	4	1%	33	9%	380
Free or Reduced Lunch	220	58%	123	32%	10	3%	29	8%	382

<i>Staff</i>	yes	yes %	no	no %	decline	decline %	Total
ELL	182	55%	120	36%	30	9%	332
Reclassified	278	83%	48	14%	7	2%	333
Foster student	182	55%	120	36%	30	9%	332
Free or Reduced Lunch	278	83%	48	14%	7	2%	333

**School Association\***

Elementary/K - 8	44%
Middle	23%
High School/multiple grade	31%
Adult Education	2%
Total	100%

\*other was not included in the summary due to expansive range of choices



Attachment 3  
LCAP Survey Results - "Rate Your Knowledge"

Mean was calculated from the 1 - 4 response (1 being no knowledge to 4 being highly knowledgeable)

**LCFF, passed into law in 2013, changes how schools are funded in the state of California**

**Total population**

	Overall	Parent/Family	Staff	Student	Community Member	Community Partner
1 - I have no knowledge	47%	46%	23%	69%	38%	20%
2 - I have very little knowledge	23%	26%	28%	17%	19%	20%
3 - I have some knowledge	25%	23%	44%	12%	26%	45%
4 - I am highly knowledgeable	5%	5%	5%	2%	17%	15%
	100%	100%	100%	100%	100%	100%
1 or 2		72%	51%	86%	57%	40%
3 or 4		28%	49%	14%	43%	60%

**LCFF is not anticipated to be fully funded until 2020 – 2021**

**Total population**

	Overall	Parent/Family	Staff	Student	Community Member	Community Partner
1 - I have no knowledge	62%	62%	46%	79%	47%	35%
2 - I have very little knowledge	21%	22%	30%	14%	21%	15%
3 - I have some knowledge	13%	12%	19%	6%	23%	45%
4 - I am highly knowledgeable	4%	4%	5%	1%	8%	5%
	100%	100%	100%	100%	99%	100%
1 or 2		84%	76%	93%	68%	50%
3 or 4		16%	24%	7%	31%	50%

**Once LCFF is fully funded, we anticipate SCUSD will only be back to funding levels from 2007 - 2008**

**Total population**

	Overall	Parent/Family	Staff	Student	Community Member	Community Partner
1 - I have no knowledge	62%	61%	48%	79%	53%	45%
2 - I have very little knowledge	22%	24%	28%	14%	16%	15%
3 - I have some knowledge	13%	11%	19%	6%	24%	35%
4 - I am highly knowledgeable	3%	3%	5%	1%	6%	5%
	101%	99%	100%	100%	99%	100%
1 or 2		85%	76%	93%	69%	60%
3 or 4		14%	24%	7%	30%	40%

**School districts are funded by Average Daily Attendance (ADA)/Enrollment.**

**Total population**

	Overall	Parent/Family	Staff	Student	Community Member	Community Partner
1 - I have no knowledge	29%	30%	7%	47%	26%	5%
2 - I have very little knowledge	15%	16%	8%	18%	11%	15%
3 - I have some knowledge	35%	34%	47%	24%	41%	60%
4 - I am highly knowledgeable	21%	20%	38%	11%	22%	20%
	1.01	1.00	1.00	1.00	1.00	1.00
1 or 2		46%	15%	65%	37%	20%
3 or 4		54%	85%	35%	63%	80%

**SCUSD enrollment has been steadily declining since 2001, and the district is anticipating another decline for 2014 - 2015**

**Total population**

	Overall	Parent/Family	Staff	Student	Community Member	Community Partner
1 - I have no knowledge	38%	40%	9%	59%	36%	20%
2 - I have very little knowledge	20%	24%	11%	22%	20%	20%
3 - I have some knowledge	30%	28%	52%	17%	32%	55%
4 - I am highly knowledgeable	11%	9%	28%	3%	12%	5%
	0.99	1.01	1.00	1.01	1.00	1.00
1 or 2		64%	20%	81%	56%	40%
3 or 4		37%	80%	20%	44%	60%

Attachment 3  
LCAP Survey Results - Priority 1

**State Priority 1: Student Achievement** Please drag and rank the following resources/services that best support the State Priority 1, Student Achievement.

<b>Overall</b>	1	2	3	4	5	6	Top ranked:
More Transitional Kinder classes	16%	13%	12%	19%	34%	6%	1. Stronger academic programs 2. More academic supports 3. More before, after or summer school programs
More before, after, or summer school programs	15%	21%	23%	23%	16%	3%	
More academic supports for kids (e.g. tutoring)	17%	28%	31%	17%	7%	2%	
Stronger academic programs (i.e. what your child learns during the school day)	31%	19%	14%	21%	12%	2%	
More and better access to technology (e.g. computers, tablets, software, training)	14%	18%	18%	17%	28%	5%	
Other	8%	2%	3%	2%	3%	83%	

**Stakeholder**

<b>Parent/Family</b>	1	2	3	4	5	6	Top ranked:
More Transitional Kinder classes	14%	14%	11%	18%	36%	7%	1. Stronger academic programs 2. More academic supports 3. More before, after or summer school programs
More before, after, or summer school programs	16%	19%	25%	22%	15%	3%	
More academic supports for kids (e.g. tutoring)	19%	30%	27%	17%	6%	1%	
Stronger academic programs (i.e. what your child learns during the school day)	32%	19%	15%	23%	11%	1%	
More and better access to technology (e.g. computers, tablets, software, training)	12%	17%	19%	19%	29%	4%	
Other	7%	1%	3%	1%	3%	84%	

<b>Staff</b>	1	2	3	4	5	6	Top ranked:
More Transitional Kinder classes	15%	12%	17%	21%	29%	7%	1. Stronger academic programs 2. More academic supports 3. More before, after or summer school programs
More before, after, or summer school programs	11%	20%	20%	26%	19%	4%	
More academic supports for kids (e.g. tutoring)	18%	26%	30%	17%	7%	3%	
Stronger academic programs (i.e. what your child learns during the school day)	29%	18%	13%	18%	17%	5%	
More and better access to technology (e.g. computers, tablets, software, training)	12%	20%	18%	16%	28%	6%	
Other	15%	3%	2%	2%	1%	76%	

<b>Student</b>	1	2	3	4	5	6	Top ranked:
More Transitional Kinder classes	14%	12%	10%	23%	35%	5%	1. Stronger academic programs 2. More academic supports 3. More before, after or summer school programs
More before, after, or summer school programs	13%	20%	22%	22%	19%	3%	
More academic supports for kids (e.g. tutoring)	15%	26%	32%	18%	8%	1%	
Stronger academic programs (i.e. what your child learns during the school day)	33%	21%	16%	17%	12%	2%	
More and better access to technology (e.g. computers, tablets, software, training)	22%	18%	19%	16%	22%	4%	
Other	4%	2%	2%	4%	3%	86%	

<b>Community Member</b>	1	2	3	4	5	6	Top ranked:
More Transitional Kinder classes	20%	19%	10%	22%	27%	2%	1. Stronger academic programs 2. More academic supports 3. More before, after or summer school programs
More before, after, or summer school programs	19%	23%	24%	22%	12%	0%	
More academic supports for kids (e.g. tutoring)	13%	28%	33%	14%	10%	2%	
Stronger academic programs (i.e. what your child learns during the school day)	25%	13%	8%	31%	18%	4%	
More and better access to technology (e.g. computers, tablets, software, training)	16%	14%	17%	10%	34%	10%	
Other	6%	2%	8%	1%	0%	82%	

<b>Community Partner</b>	1	2	3	4	5	6	Top ranked:
More Transitional Kinder classes	29%	36%	14%	7%	14%	0%	1. Stronger academic programs / more TK classes 2. More academic supports 3. More before, after or summer school programs
More before, after, or summer school programs	0%	21%	29%	29%	14%	7%	
More academic supports for kids (e.g. tutoring)	21%	14%	36%	14%	0%	14%	
Stronger academic programs (i.e. what your child learns during the school day)	29%	14%	0%	21%	36%	0%	
More and better access to technology (e.g. computers, tablets, software, training)	0%	0%	14%	29%	36%	21%	
Other	21%	14%	7%	0%	0%	57%	

**Other: comments**

smaller class sizes ratio	63	38%
access to arts education	22	13%
more access to sports	10	6%
access to student services (e.g. counselors and social workers)	7	4%
more technology access	7	4%
more tutors/teaching assistants in regular class (including bilingual)	7	4%
more outreach to families/trainings	6	4%
SEL inclusion	4	2%
Better quality teachers	3	2%
Parent participation in preschools	3	2%
better academic intervention programs	2	1%

Attachment 3  
LCAP Survey Results - Priority 1

differentiated instruction	2	1%
increased funding for SPED services	2	1%
longer school day	2	1%
more career related coursework	2	1%
more PE classes	2	1%
attendance intervention	1	1%
better operations (parking, drop off, pick up)	1	1%
bilingual classes	1	1%
Child Development Centers	1	1%
counseling services	1	1%
equitable after school programs (all schools)	1	1%
extended year programs (not summer school)	1	1%
field trips	1	1%
increased accountability for all schools	1	1%
more CPT for teachers	1	1%
more outreach to low income families	1	1%
more supplies for teachers	1	1%
more vending machines	1	1%
more Waldorf schools	1	1%
realistic standards	1	1%
reduced homework	1	1%
restore custodial services	1	1%
school transportation	1	1%
stronger intervention programs targeting chronic absent students	1	1%
technology for parents	1	1%
textbooks in math	1	1%
training for teachers/principals on being respectful to parents	1	1%
		166

Attachment 3  
LCAP Survey Results - Priority 2

**State Priority 2: Student Engagement**

<b>Overall</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Top ranked:</b>
Extracurricular activities	35%	27%	23%	14%	1%	1. Academic supports that meet ind. Needs/Extracurricular activities
More before, after, or summer school programs	13%	28%	26%	31%	2%	2. More before, after or summer school programs
Academic supports that meet individual student needs	35%	20%	27%	16%	2%	
Connecting students to community resources	12%	23%	23%	38%	4%	
Other	5%	2%	1%	2%	91%	

**Stakeholder**

<b>Parent/Family</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Top ranked:</b>
Extracurricular activities	29%	31%	25%	14%	1%	1. Stronger academic programs
More before, after, or summer school programs	16%	28%	25%	29%	1%	2. Extracurricular activities
Academic supports that meet individual student needs	41%	17%	25%	16%	1%	3. More before, after or summer school programs
Connecting students to community resources	10%	22%	24%	40%	4%	
Other	3%	2%	1%	1%	94%	

<b>Staff</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Top ranked:</b>
Extracurricular activities	26%	33%	21%	17%	3%	1. Stronger academic supports
More before, after, or summer school programs	10%	23%	35%	30%	2%	2. Extracurricular activities
Academic supports that meet individual student needs	40%	21%	23%	13%	3%	3. More before, after or summer school programs
Connecting students to community resources	13%	21%	19%	40%	7%	
Other	10%	2%	2%	0%	85%	

<b>Student</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Top ranked:</b>
Extracurricular activities	50%	22%	17%	10%	1%	1. Extracurricular activities
More before, after, or summer school programs	9%	29%	25%	36%	2%	2. Connecting students to community
Academic supports that meet individual student needs	23%	20%	34%	19%	3%	resources/more before, after, or summer school
Connecting students to community resources	15%	29%	23%	31%	2%	programs
Other	3%	1%	1%	4%	92%	

<b>Community Member</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Top ranked:</b>
Extracurricular activities	24%	18%	35%	22%	1%	1. Academic supports
More before, after, or summer school programs	13%	31%	28%	27%	1%	2. More before, after or summer school programs
Academic supports that meet individual student needs	35%	22%	23%	18%	2%	3. Extracurricular activities
Connecting students to community resources	22%	27%	13%	34%	5%	
Other	6%	2%	1%	0%	90%	

<b>Community Partner</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Top ranked:</b>
Extracurricular activities	14%	29%	29%	29%	0%	1. Academic supports
More before, after, or summer school programs	14%	29%	21%	36%	0%	2. Connecting students to community resources
Academic supports that meet individual student needs	50%	7%	21%	14%	7%	3. Extracurricular activities
Connecting students to community resources	14%	36%	21%	21%	7%	
Other	7%	0%	7%	0%	86%	

**Other: comments**

smaller class size	39	37%
holistic education (arts, nutrition, music, etc.)	10	10%
SEL	4	4%
student services (social supprts)	4	4%
sports programs	4	4%
more electives	3	3%
field trips	3	3%
Men's leadership academy	2	2%
GATE	2	2%
summer programs for all schools	2	2%
staff who connect with students	2	2%
teacher retention/qualified staff	2	2%
college admission support	2	2%
more vocational opportunities	2	2%
anti-bullying programs	2	2%
Quality neighborhood schools that are accessible to the community	1	1%
parent engagement and classes	1	1%
customized learning plans for all students	1	1%
tutoring	1	1%
more Waldorf schools	1	1%
technology	1	1%
mandatory parent volunteer	1	1%
student mentoring programs	1	1%
stricter attendance policies	1	1%
affordable options	1	1%

Attachment 3  
LCAP Survey Results - Priority 2

additional funding for teacher extra duties (home visits, planning meetings, etc.)	1	1%
college tours	1	1%
Leadership training for teachers and admin.	1	1%
more access to smaller HS (e.g. Met, New Tech, etc.)	1	1%
more access to charter education	1	1%
counseling for families	1	1%
more teacher aides	1	1%
cleaner schools	1	1%
computer assisted instruction	1	1%
more teacher collaboration	1	1%
family support	1	1%
Hmong club	1	1%
	105	100%

Attachment 3  
LCAP Survey Results - Priority 3

**State Priority 3: Other Student Outcomes**

<b>Overall</b>	1	2	3	4	5	Top ranked:
AP courses	38%	32%	18%	12%	1%	1. Connecting classroom learning to real-world experiences
Connecting classroom learning to real-world experiences	40%	32%	17%	10%	1%	1. experiences
College prep exams	10%	24%	46%	20%	1%	2. AP courses
CAHSEE pass rates	9%	11%	18%	57%	4%	3. College prep exams
Other	3%	1%	1%	1%	94%	

**Stakeholder**

<b>Parent/Family</b>	1	2	3	4	5	Top ranked:
AP courses	36%	34%	18%	13%	0%	1. Connecting classroom learning to real world experiences
Connecting classroom learning to real-world experiences	38%	34%	20%	8%	1%	1. experiences
College prep exams	13%	23%	48%	16%	1%	2. AP courses
CAHSEE pass rates	10%	9%	14%	63%	5%	3. College prep exams
Other	3%	1%	1%	1%	94%	

<b>Staff</b>	1	2	3	4	5	Top ranked:
AP courses	27%	38%	19%	14%	1%	1. Connecting classroom learning to real-world experiences
Connecting classroom learning to real-world experiences	57%	26%	11%	6%	1%	1. experiences
College prep exams	3%	20%	56%	19%	2%	2. AP courses
CAHSEE pass rates	6%	15%	13%	61%	5%	3. College prep exams
Other	7%	1%	1%	0%	91%	

<b>Student</b>	1	2	3	4	5	Top ranked:
AP courses	47%	25%	15%	12%	1%	1. AP courses
Connecting classroom learning to real-world experiences	33%	32%	20%	15%	0%	2. Connecting classroom learning to real-world experiences
College prep exams	9%	30%	36%	25%	0%	3. College-prep exams
CAHSEE pass rates	10%	13%	28%	46%	3%	3. College-prep exams
Other	1%	0%	1%	2%	95%	

<b>Community Member</b>	1	2	3	4	5	Top ranked:
AP courses	27%	34%	25%	12%	2%	1. Connecting classroom learning to real-world experiences
Connecting classroom learning to real-world experiences	47%	31%	13%	8%	0%	1. experiences
College prep exams	13%	24%	43%	19%	0%	2. AP courses
CAHSEE pass rates	8%	8%	16%	59%	8%	3. College prep exams
Other	5%	2%	2%	1%	89%	

<b>Community Partner</b>	1	2	3	4	5	Top ranked:
AP courses	21%	36%	29%	14%	0%	1. Connecting classroom learning to real-world experiences
Connecting classroom learning to real-world experiences	64%	29%	7%	0%	0%	1. experiences
College prep exams	7%	0%	64%	29%	0%	2. AP courses
CAHSEE pass rates	0%	29%	0%	57%	14%	3. College prep exams
Other	7%	7%	0%	0%	86%	

**Other: comments**

smaller class sizes	25	42%
making learning relevant to real-world	7	12%
vocational classes	6	10%
HISP, IB, Waldorf	2	3%
GATE	2	3%
student services	2	3%
sports facilities	2	3%
tutoring	2	3%
programs that encourage curiosity	1	2%
SEL	1	2%
end tenure	1	2%
common district assessments for ES	1	2%
more foreign language	1	2%
college prep exams for juniors and seniors	1	2%
internships	1	2%
transition planning for SPED students	1	2%
reduced emphasis on college prep	1	2%
better communication regarding college prep tests	1	2%
arts education	1	2%
	59	100%

Attachment 3  
LCAP Survey Results - Priority 4

**State Priority 4: School Climate**

<b>Overall</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
SEL	30%	27%	20%	15%	8%	1%	1. Safe school environment
Positive Culture Programs	15%	35%	26%	15%	8%	0%	2. Positive culture programs
extracurricular activities	13%	15%	27%	26%	19%	1%	3. Extracurricular activities
A safe school environment	35%	13%	14%	28%	10%	1%	
Collaboration with community resources	4%	10%	12%	15%	55%	3%	
Other	3%	1%	0%	0%	1%	95%	

**Stakeholder**

<b>Parent/Family</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
SEL	28%	30%	23%	13%	6%	0%	1. Safe school environment
Positive Culture Programs	20%	36%	24%	14%	5%	0%	2. Positive culture programs
extracurricular activities	10%	14%	29%	28%	18%	0%	3. Extracurricular activities
A safe school environment	34%	13%	14%	30%	9%	0%	
Collaboration with community resources	4%	7%	10%	14%	62%	3%	
Other	3%	1%	0%	0%	0%	96%	

<b>Staff</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
SEL	29%	29%	19%	15%	7%	1%	1. Safe school environment
Positive Culture Programs	10%	32%	27%	20%	11%	1%	2. SEL
extracurricular activities	11%	13%	25%	28%	22%	1%	3. Positive culture programs
A safe school environment	39%	14%	12%	21%	11%	2%	
Collaboration with community resources	4%	12%	16%	15%	48%	5%	
Other	7%	1%	0%	0%	1%	90%	

<b>Student</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
SEL	29%	21%	20%	19%	11%	1%	1. Safe school environment
Positive Culture Programs	12%	32%	29%	16%	11%	0%	2. Positive culture programs
extracurricular activities	20%	18%	23%	20%	19%	1%	3. Extracurricular activities
A safe school environment	34%	15%	14%	26%	10%	1%	
Collaboration with community resources	4%	14%	13%	18%	48%	2%	
Other	1%	1%	1%	1%	1%	96%	

<b>Community Member</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
SEL	37%	34%	14%	8%	4%	2%	1. SEL
Positive Culture Programs	14%	33%	34%	11%	7%	1%	2. Positive culture programs
extracurricular activities	8%	10%	27%	33%	23%	0%	3. Extracurricular activities
A safe school environment	31%	10%	10%	34%	16%	0%	
Collaboration with community resources	5%	13%	16%	14%	48%	4%	
Other	4%	1%	0%	0%	2%	93%	

<b>Community Partner</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
SEL	50%	29%	7%	7%	7%	0%	1. SEL
Positive Culture Programs	14%	43%	21%	7%	14%	0%	2. Positive culture programs
extracurricular activities	7%	0%	21%	43%	29%	0%	3. Safe school environment
A safe school environment	21%	7%	36%	21%	14%	0%	
Collaboration with community resources	0%	21%	14%	21%	36%	7%	
Other	7%	0%	0%	0%	0%	93%	

**Other: comments**

smaller class sizes	29	55%
student services (e.g. counselors)	4	8%
more anti-bullying/SEL	3	6%
family and community engagement	2	4%
clean schools	2	4%
retain great teachers	2	4%
more data for parents (re: bullying, expulsions, etc.)	1	2%
more respect for teachers	1	2%
safer parking	1	2%
consistent discipline	1	2%
SEL should be for select students and taught in the h	1	2%
home school support	1	2%
improved sporting facilities	1	2%
accountability for school administrators	1	2%
music education	1	2%
student mentoring program	1	2%
more IB programs	1	2%
	53	100%

Attachment 3  
LCAP Survey Results - Priority 5

**State Priority 5: Parental Involvement**

<b>Overall</b>	1	2	3	4	5	6	7	8	Top ranked:
Home Visits/Parent Teacher Home Visits	25%	15%	10%	14%	8%	8%	17%	2%	1. Home visits/ Parent Teacher Home Visits
Academic Parent Teacher Teams (APTT)	21%	27%	18%	14%	9%	8%	3%	0%	2. APTT
School Family Communications	21%	18%	24%	13%	12%	8%	4%	0%	3. School Family Communications
School Community Support	11%	13%	15%	27%	17%	10%	6%	0%	
Parents as Partners/ Parent Leadership Academy	5%	7%	11%	15%	31%	19%	11%	0%	
Connecting parents to community resources	10%	12%	13%	10%	13%	32%	8%	0%	
Support for parent focus groups and parent organizations	4%	7%	7%	7%	9%	14%	50%	2%	
Other	2%	1%	0%	0%	0%	0%	1%	95%	

**Stakeholder**

<b>Parent/Family</b>	1	2	3	4	5	6	7	8	Top ranked:
Home Visits/Parent Teacher Home Visits	23%	16%	12%	13%	9%	9%	18%	2%	1. School Family Communications/Home Visits
Academic Parent Teacher Teams (APTT)	22%	26%	21%	15%	8%	6%	2%	0%	2. APTT
School Family Communications	23%	19%	24%	12%	12%	7%	3%	0%	
School Community Support	11%	11%	12%	28%	18%	11%	9%	0%	
Parents as Partners/ Parent Leadership Academy	6%	8%	12%	15%	32%	16%	10%	0%	
Connecting parents to community resources	9%	12%	12%	9%	13%	36%	8%	1%	
Support for parent focus groups and parent organizations	4%	8%	7%	9%	8%	15%	49%	1%	
Other	2%	0%	0%	0%	0%	0%	1%	96%	

<b>Staff</b>	1	2	3	4	5	6	7	8	Top ranked:
Home Visits/Parent Teacher Home Visits	21%	18%	13%	13%	10%	10%	13%	2%	1. School Family Communications
Academic Parent Teacher Teams (APTT)	15%	25%	21%	16%	10%	10%	3%	1%	2. APTT
School Family Communications	23%	13%	23%	13%	12%	9%	7%	0%	3. School Community Support
School Community Support	14%	15%	14%	27%	18%	8%	4%	0%	
Parents as Partners/ Parent Leadership Academy	4%	4%	9%	10%	24%	29%	18%	1%	
Connecting parents to community resources	13%	17%	13%	13%	13%	22%	8%	1%	
Support for parent focus groups and parent organizations	3%	7%	8%	8%	13%	12%	45%	4%	
Other	6%	1%	1%	0%	0%	0%	1%	91%	

<b>Student</b>	1	2	3	4	5	6	7	8	Top ranked:
Home Visits/Parent Teacher Home Visits	25%	14%	6%	16%	8%	9%	19%	3%	1. APTT/Home Visits
Academic Parent Teacher Teams (APTT)	25%	26%	14%	12%	10%	9%	3%	0%	2. School Family Communications
School Family Communications	18%	21%	26%	13%	11%	7%	3%	1%	
School Community Support	11%	16%	19%	25%	15%	9%	5%	0%	
Parents as Partners/ Parent Leadership Academy	3%	7%	14%	18%	33%	19%	6%	0%	
Connecting parents to community resources	10%	10%	14%	10%	16%	30%	9%	0%	
Support for parent focus groups and parent organizations	6%	6%	7%	6%	7%	16%	51%	2%	
Other	1%	0%	1%	0%	1%	1%	3%	94%	

<b>Community Member</b>	1	2	3	4	5	6	7	8	Top ranked:
Home Visits/Parent Teacher Home Visits	35%	17%	8%	11%	11%	0%	17%	1%	1. Home Visits/ Parent Teacher Home Visits
Academic Parent Teacher Teams (APTT)	10%	27%	19%	16%	13%	14%	1%	0%	2. APTT
School Family Communications	16%	14%	17%	22%	11%	12%	8%	0%	3. School Family Communications
School Community Support	17%	12%	16%	20%	17%	11%	7%	0%	
Parents as Partners/ Parent Leadership Academy	7%	10%	16%	14%	27%	14%	12%	0%	
Connecting parents to community resources	10%	12%	14%	10%	10%	34%	8%	2%	
Support for parent focus groups and parent organizations	4%	7%	7%	7%	12%	14%	46%	2%	
Other	2%	1%	2%	0%	0%	0%	0%	94%	

<b>Community Partner</b>	1	2	3	4	5	6	7	8	Top ranked:
Home Visits/Parent Teacher Home Visits	29%	21%	7%	14%	21%	0%	7%	0%	1. HomeVisits/Parent Teacher Home Visits/School
Academic Parent Teacher Teams (APTT)	0%	29%	7%	14%	21%	14%	14%	0%	Community Support
School Family Communications	21%	7%	7%	14%	7%	29%	14%	0%	2. APTT
School Community Support	29%	7%	21%	21%	7%	7%	7%	0%	
Parents as Partners/ Parent Leadership Academy	0%	14%	14%	21%	21%	21%	7%	0%	
Connecting parents to community resources	14%	14%	36%	7%	0%	21%	0%	7%	
Support for parent focus groups and parent organizations	0%	7%	7%	7%	21%	7%	50%	0%	
Other	7%	0%	0%	0%	0%	0%	0%	93%	

**Other: comments**

smaller class sizes	15	45%
support parent groups	4	12%
adult education and parent training	3	9%
personalized communication with families	2	6%
authentic decision making	1	3%
teachers and principals available after school	1	3%
GATE	1	3%
support for home school parents	1	3%
student services	1	3%
evening events where parents can take an active role	1	3%
Serna finds and secures classroom volunteers	1	3%
more outreach for bilingual speakers	1	3%
sports funding	1	3%
inviting non-educational based family support group:	1	3%
teachers and principals build relationships with famil	1	3%
parent assumes sole responsibility for child	1	3%
	36	100%



Attachment 3  
LCAP Survey Results - Priority 6

**State Priority 6: Basic Services**

<b>Overall</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
Custodians and Clean Schools	33%	23%	17%	18%	9%	0%	1. Custodians and clean schools
Technology	22%	30%	25%	15%	8%	1%	2. Technology
Access to teaching materials and textbooks	18%	26%	32%	17%	7%	0%	3. Access to teaching materials and textbooks
Teacher recruitment, selection, and support	22%	15%	16%	30%	17%	1%	
Ongoing maintenance of district facilities	3%	6%	10%	19%	58%	3%	
Other	2%	1%	0%	1%	1%	95%	

**Stakeholder**

<b>Parent/Family</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
Custodians and Clean Schools	31%	22%	16%	20%	11%	0%	1. Custodians and clean schools
Technology	18%	27%	28%	18%	8%	1%	2. Access to teaching materials and textbooks/Technology
Access to teaching materials and textbooks	18%	27%	31%	17%	6%	0%	
Teacher recruitment, selection, and support	28%	17%	15%	26%	14%	0%	
Ongoing maintenance of district facilities	3%	6%	9%	19%	61%	3%	
Other	2%	0%	0%	0%	1%	96%	

<b>Staff</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
Custodians and Clean Schools	42%	23%	17%	15%	4%	0%	1. Custodians and clean schools
Technology	17%	30%	27%	14%	10%	1%	2. Technology
Access to teaching materials and textbooks	18%	25%	32%	14%	10%	1%	3. Access to teaching materials and textbooks
Teacher recruitment, selection, and support	18%	11%	12%	32%	26%	2%	
Ongoing maintenance of district facilities	2%	10%	11%	24%	50%	3%	
Other	4%	1%	0%	1%	1%	93%	

<b>Student</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
Custodians and Clean Schools	29%	25%	19%	15%	10%	1%	1. Technology
Technology	32%	30%	18%	11%	8%	1%	2. Custodians and Clean Schools
Access to teaching materials and textbooks	18%	24%	32%	17%	8%	0%	3. Access to teaching materials and textbooks
Teacher recruitment, selection, and support	14%	15%	20%	36%	15%	0%	
Ongoing maintenance of district facilities	4%	5%	10%	20%	57%	4%	
Other	3%	1%	1%	1%	2%	94%	

<b>Community Member</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
Custodians and Clean Schools	31%	20%	16%	24%	8%	0%	2. Technology
Technology	16%	36%	28%	16%	5%	0%	3. Access to teaching materials and textbooks
Access to teaching materials and textbooks	17%	22%	35%	20%	6%	0%	
Teacher recruitment, selection, and support	29%	16%	12%	25%	18%	0%	
Ongoing maintenance of district facilities	6%	6%	10%	14%	63%	1%	
Other	1%	0%	0%	0%	0%	99%	

<b>Community Partner</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Top ranked:</b>
Custodians and Clean Schools	29%	29%	14%	14%	14%	0%	1. Teacher recruitment, selection, and support
Technology	14%	21%	29%	21%	14%	0%	2. Custodians and Clean Schools/Access to teaching materials and textbooks
Access to teaching materials and textbooks	14%	29%	29%	21%	7%	0%	
Teacher recruitment, selection, and support	36%	14%	7%	29%	14%	0%	
Ongoing maintenance of district facilities	7%	7%	21%	14%	50%	0%	
Other	0%	0%	0%	0%	0%	100%	

**Other: comments**

smaller class sizes	14	34%
transportation	11	27%
field trips	5	12%
support to make technology instruction effective	2	5%
better teachers	2	5%
more SPED support	1	2%
reopen closed schools	1	2%
green spaces	1	2%
better nutrition in schools	1	2%
improvements in GATE	1	2%
help for homeschoolers	1	2%
teacher support	1	2%
custodians	1	2%
updated textbooks	1	2%
parents take more active role	1	2%
	44	100%

Attachment 3  
LCAP Survey Results - Priority 7

**State Priority 7: Implementing Common Core**

<b>Overall</b>	1	2	3	4	5	6	7	Top ranked:
PD for Common Core	33%	22%	13%	14%	11%	7%	0%	1. PD for Common Core
Parent Workshops	8%	18%	15%	18%	21%	19%	1%	2. Parent Workshops
Access to Practice Tests	12%	15%	25%	18%	17%	13%	1%	3. Access to practice tests
Academic Supports for students	22%	14%	17%	24%	14%	9%	0%	
Technology supports	12%	15%	17%	16%	26%	13%	1%	
Common Core instructional materials	12%	16%	13%	11%	11%	37%	1%	
Other	2%	0%	0%	0%	0%	1%	96%	

**Stakeholder**

<b>Parent/Family</b>	1	2	3	4	5	6	7	Top ranked:
PD for Common Core	36%	19%	13%	13%	10%	8%	0%	1. PD for Common Core
Parent Workshops	11%	20%	16%	18%	18%	16%	1%	2. Parent Workshops
Access to Practice Tests	11%	14%	24%	19%	18%	15%	0%	3. Access to practice tests
Academic Supports for students	24%	17%	17%	22%	13%	8%	0%	
Technology supports	9%	14%	17%	17%	30%	12%	1%	
Common Core instructional materials	9%	16%	13%	10%	12%	40%	0%	
Other	1%	0%	1%	0%	0%	1%	97%	

<b>Staff</b>	1	2	3	4	5	6	7	Top ranked:
PD for Common Core	36%	31%	12%	10%	8%	3%	0%	1. PD for Common Core
Parent Workshops	2%	10%	14%	20%	25%	28%	3%	2. Common Core instructional materials
Access to Practice Tests	3%	7%	23%	23%	24%	18%	2%	3. Access to Practice Tests
Academic Supports for students	14%	11%	18%	21%	20%	16%	0%	
Technology supports	10%	14%	21%	17%	18%	22%	1%	
Common Core instructional materials	31%	27%	13%	9%	5%	12%	0%	
Other	4%	0%	0%	0%	1%	1%	94%	

<b>Student</b>	1	2	3	4	5	6	7	Top ranked:
PD for Common Core	26%	21%	11%	17%	14%	10%	1%	1. PD for Common Core
Parent Workshops	7%	16%	14%	16%	25%	21%	1%	2. Access to practice tests
Access to Practice Tests	21%	22%	28%	14%	10%	5%	1%	3. Academic supports for students
Academic Supports for students	21%	16%	17%	26%	12%	8%	0%	
Technology supports	19%	15%	15%	13%	25%	12%	1%	
Common Core instructional materials	5%	10%	15%	14%	13%	43%	1%	
Other	1%	0%	0%	0%	1%	2%	96%	

<b>Community Member</b>	1	2	3	4	5	6	7	Top ranked:
PD for Common Core	29%	28%	17%	14%	7%	5%	0%	1. PD for Common Core
Parent Workshops	19%	18%	17%	13%	18%	13%	1%	2. Parent Workshops
Access to Practice Tests	5%	16%	22%	18%	16%	24%	0%	3. Access to practice tests
Academic Supports for students	27%	7%	20%	24%	14%	7%	0%	
Technology supports	11%	14%	11%	23%	31%	10%	0%	
Common Core instructional materials	10%	17%	13%	7%	13%	40%	0%	
Other	0%	0%	0%	0%	0%	1%	99%	

<b>Community Partner</b>	1	2	3	4	5	6	7	Top ranked:
PD for Common Core	50%	14%	7%	0%	14%	14%	0%	1. PD for Common Core
Parent Workshops	0%	21%	14%	14%	36%	14%	0%	2. Common Core instructional materials
Access to Practice Tests	7%	7%	21%	14%	14%	36%	0%	3. Academic and Technology supports
Academic Supports for students	29%	7%	29%	21%	14%	0%	0%	
Technology supports	0%	7%	29%	43%	14%	7%	0%	
Common Core instructional materials	14%	43%	0%	7%	7%	29%	0%	
Other	0%	0%	0%	0%	0%	0%	100%	

**Other: comments**

smaller class sizes	17	85%
use of educational software	2	10%
EL common core materials	1	5%
improved PD	1	5%
de-emphasize testing	1	5%
CC materials provided	1	5%
help for homeschoolers	1	5%
teacher aides	1	5%
tutoring	1	5%
	26	100%

Attachment 3  
LCAP Survey Results - Priority 8

**State Priority 8: Course Access**

<b>Overall</b>	1	2	3	4	5	Top ranked:
Access to specialized programs (e.g. Gifted And Talented Education (GATE), Linked Learning Pathways, academic criteria-based programs)	43%	24%	19%	14%	0%	1. Access to specialized programs 2. A - G 3. Guidance to students and families
Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A - G)	23%	38%	23%	15%	1%	
Guidance to students and families and navigating high school courses	16%	23%	40%	20%	1%	
More Counselors	17%	15%	17%	50%	2%	
Other	2%	0%	1%	2%	96%	

**Stakeholder**

<b>Parent/Family</b>	1	2	3	4	5	Top ranked:
Access to specialized programs (e.g. Gifted And Talented Education (GATE), Linked Learning Pathways, academic criteria-based programs)	46%	23%	17%	13%	0%	1. Access to specialized programs 2. A - G 3. Guidance to students and families
Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A - G)	21%	40%	24%	15%	0%	
Guidance to students and families and navigating high school courses	16%	22%	43%	19%	0%	
More Counselors	15%	15%	16%	52%	2%	
Other	1%	0%	0%	1%	97%	

<b>Staff</b>	1	2	3	4	5	Top ranked:
Access to specialized programs (e.g. Gifted And Talented Education (GATE), Linked Learning Pathways, academic criteria-based programs)	38%	23%	22%	16%	1%	1. Access to specialized programs 2. A - G 3. Guidance to students and families
Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A - G)	13%	32%	29%	22%	4%	
Guidance to students and families and navigating high school courses	16%	27%	33%	23%	1%	
More Counselors	28%	17%	14%	37%	3%	
Other	4%	0%	2%	2%	92%	

<b>Student</b>	1	2	3	4	5	Top ranked:
Access to specialized programs (e.g. Gifted And Talented Education (GATE), Linked Learning Pathways, academic criteria-based programs)	44%	25%	19%	11%	1%	1. Access to specialized programs 2. A - G 3. Guidance to students and families
Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A - G)	30%	38%	19%	12%	0%	
Guidance to students and families and navigating high school courses	12%	23%	41%	23%	1%	
More Counselors	12%	13%	21%	52%	3%	
Other	2%	0%	0%	2%	96%	

<b>Community Member</b>	1	2	3	4	5	Top ranked:
Access to specialized programs (e.g. Gifted And Talented Education (GATE), Linked Learning Pathways, academic criteria-based programs)	36%	22%	22%	20%	0%	1. Access to specialized programs 2. A - G 3. Guidance to students and families
Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A - G)	20%	34%	24%	19%	2%	
Guidance to students and families and navigating high school courses	18%	23%	42%	17%	0%	
More Counselors	24%	22%	11%	42%	1%	
Other	1%	0%	1%	1%	96%	

<b>Community Partner</b>	1	2	3	4	5	Top ranked:
Access to specialized programs (e.g. Gifted And Talented Education (GATE), Linked Learning Pathways, academic criteria-based programs)	21%	7%	21%	50%	0%	1. Guidance to students and families 2. More counselors 3. Access to specialized programs/A - G
Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A - G)	21%	29%	21%	21%	7%	
Guidance to students and families and navigating high school courses	36%	14%	50%	0%	0%	
More Counselors	21%	50%	0%	29%	0%	
Other	0%	0%	7%	0%	93%	

**Other: comments**

smaller class sizes	11	46%
student services (counselors)	4	17%
college visits, recruitment, financial aid training	3	13%
vocational courses	2	8%
inclusive practices	1	4%
community based instruction	1	4%
increased parent involvement	1	4%
increase pathways between SCUSD, SCC, CSUS	1	4%
more science in elementary schools	1	4%
Academic criteria-based programs (IB, GATE)	1	4%
more electives	1	4%
improved SPED services	1	4%
<b>Total</b>	<b>28</b>	<b>100%</b>