

**Sacramento City Unified School District  
2014-2015 LCAP Feedback on Draft Plan Survey Results**

| Comment # | Question 24: LCAP Goal 3 - Please list additional services and/or supports you would like the district to consider   |
|-----------|--|
| 1         | 1. class size reduction 2. special ed services expanded  |
| 2         | 8 hour custodian at every school.  |
| 3         | A full time nurse at every school First Aid training for all school employees and volunteers working regularly on campus; such as yard duty, etc. CPR training for all school employees and volunteers working regularly on campus; such as yard duty, etc.  |
| 4         | A ninos con discapacidades   |
| 5         | A parent Resource center for parents only  |
| 6         | A place were parents can use a computer and feel welcome   |
| 7         | A program that can have after school tutoring for reading and math. More student volunteers from high schools. (mentors)   |
| 8         | Accountability for employees of SCUSD who are not in classrooms, why are we paying them and how do we know if they did a good job? What are the tangible metrics I can judge district employees by?  |
| 9         | Additional immersion classes for the non-English speaker, both students and parents; language classes in all classes in all levels for English only students to become bilingual at the very least.  |
| 10        | Additional information for parents regarding the new common core standards so we can best help our children with their homework, etc.  |
| 11        | Adult ESI classes  |
| 12        | After school classes, tutoring   |
| 13        | ALL schools should have one permanent translator to assist parents   |
| 14        | around the school  |
| 15        | Arts support   |
| 16        | As a veteran teacher of many years, I have worked with a great number of principals and find the principal-staff, principal-student, and principal-community relationship to be paramount in establishing and continuing an excellent school. I am astonished that nothing in this survey addresses training or quality of the principals. |
| 17        | Ask school administrators to engage more often with families and implement satisfaction surveys by school  |
| 18        | Ask students why they want their teachers to know about them.  |
| 19        | ayudas   |
| 20        | ayudas para la escuela   |
| 21        | Back up the "No Bully Rule"!   |
| 22        | Better access for parents to find things on the district's website   |
| 23        | better web page communications   |
| 24        | Bilingual staff at the District office   |
| 25        | Bio lingual services ,help of community things getting out to the students like College, Little League.  |
| 26        | Buses for field trips!   |
| 27        | Childcare offered for events/meetings.   |
| 28        | Children should be learning English, not having translation services. How can these students get a job later if they don't speak English?  |
| 29        | clases de ingles   |
| 30        | Clases de ingles gratuita para los padres y para que los padres tengan escuela gratuita para prepararse para la ciudadaria   |
| 31        | Class size reduction at ALL school sites!  |
| 32        | CLASS SIZE REDUCTION in ALL GRADES K-6, not just K-3. Too many kids in the classes for teachers to run small groups to help the many who are working below grade level.  |
| 33        | -Class size reduction to individualize instruction. - school nurse -k-8 midle school inclusion   |

**Sacramento City Unified School District  
2014-2015 LCAP Feedback on Draft Plan Survey Results**

| Comment # | Question 24: LCAP Goal 3 - Please list additional services and/or supports you would like the district to consider  |
|-----------|---|
| 34        | Classes for parents to better help our children in academics and support for parents on how to discipline. and more programs begining from Preschool on showing our children the importance of education  |
| 35        | Conduct an independent finacial audit and provide the transparency to the public to build trust. Provide fiscal accountability. The district is top heavy. Remove administrators that don't work with students as a good faith measure of accountability.                                   |
| 36        | Connecting parents to community resources   |
| 37        | Custodians are a must. \$ hours to clean a school is not enough. Most of our nite custodians clean 2 schools, 4 hrs per school.   |
| 38        | District or school staff dedicated to doing outreach to families of the targeted populations to provide information about social welfare programs and how families can access these.  |
| 39        | Don't care about any of these Services.   |
| 40        | Encourage SCUSD to provide smaller class size. Character education curriculum. Encourage SCUSD to provide smaller class-size.   |
| 41        | English class computer class but most important is to focus resources on support for students by a counselor  |
| 42        | English language classes at school sites Hire more bilingual office staff or offer language classes to current office staff   |
| 43        | Every high school should have a swimming pool and students should learn about water safety and how to swim.   |
| 44        | Fixing the school and making activities more fun and interesting and by interesting i mean in the perspective of the students   |
| 45        | Free pass on public transportation to those who need it.  |
| 46        | Gather necessary information to directly communicate with parents and students in the district via email, twitter, or other mainstream methods of communication. Use transparency to fully involve the community. Publicly post financial reports on the front page of of district website. |
| 47        | GED classes for parents at my children's school   |
| 48        | Gender Neutral bathrooms  |
| 49        | Getting rid of bathroom rule. Students should be able to go to bathroom when need to. Not going can cause UTT;s etc. shouldn't loose recess.  |
| 50        | Have a separate school for English Learners   |
| 51        | Have many on-ramps for parents to get involved. PTA, parent/teacher home visits, school welcome/tours, etc.   |
| 52        | Having all staff trained and ready to utilize Infinite Campus and class websites starting next school year. This allows parents feel connected to the classroom. Also, it makes it possible for parents to help their child.  |
| 53        | Healthy meal education, reading intervention  |
| 54        | HEALTHY MEALS EDUCATION, READING INTERVENTION.  |
| 55        | Hold a time at school sites where parents, students, and community members can come ask questions about LCAP, LCFF and the 3 goals. It's a little inconvenient to have to drive all the way to the Serna Center to ask these questions.   |
| 56        | Home visits - done in the way they have been through PTHVP have been vital to creating relationships and increasing parent participation  |
| 57        | 'Home work program  |
| 58        | Hopefully the district resources would be on campuses   |
| 59        | I believe in separation of church and state, (in constitution) and separation of school and home (same concept). We have teachers/schools telling us to do too much in our homes, "bed time at 8:30 p.m.", "separate desks for each student"  |
| 60        | I felt that the students at they school prep all year 4 the SAT test then getting passed on 2 higher grades n r un able 2 do the work behind in grade serele getting passed   |

**Sacramento City Unified School District  
2014-2015 LCAP Feedback on Draft Plan Survey Results**

| Comment # | Question 24: LCAP Goal 3 - Please list additional services and/or supports you would like the district to consider  |
|-----------|---|
| 61        | I think having translation services is ESSENTIAL. One idea is to contract with a company that can do instantaneous translation on-line. Pharmacies and health care plans do this.   |
| 62        | I think many of the non-English speaking guardians are not confident in their English and are reluctant to speak up.  |
| 63        | I urge the district to maintain the calendar so that school starts after Labor Day each year. Changing the start of the school year is disruptive to my family and our ability to spend time together in the summer. Reasons to change the schedule have not been discussed or explained, and create a great deal of inconvenience for no apparent reason.  |
| 64        | I would like the district to provide more online opportunities for parental involvement in district activities and decisions. Most families in my child's school have parents that are employed full-time. Evening meetings are not practical as most families are completing homework and preparing for the following day in the evenings when they get home from work.  |
| 65        | I would like to see Goal 3 resources go toward more readily available/convenient/accessible workshops, trainings, tutoring, education for parents & families! If the District Parent Resource Center provides this in real, direct and meaningful ways that would be great! However, I don't want to see the funds for this type of program be meaningless and have staff and programs in place that are not utilized because it's not accessible, convenient or realistic for parents/families to participate! |
| 66        | if the resource center actually has services that can be provided and that teachers be given the training on how to instruct our kids and set up classroom appropriately and read the IEP before school starts  |
| 67        | I'm not sure what the Parent/Teacher Home Visit Project and the Academic Parent-Teacher Teams are, so it would have been nice to have some definitions as part of this survey, since I'm having to guess on what I imagine these programs to be (the same is true for many of the other survey questions -- I guessed that CCSS is the new version of the old Star testing, but you could have explained that to me instead of leaving me to guess).  |
| 68        | Important district meetings should be held at various sites besides the Serna Center (which is not convenient due to traffic for many families)   |
| 69        | informacion en espanol  |
| 70        | Ingles para adultos como en el community collage en las Esc. Mar serio para suvir el novel de ingles.   |
| 71        | Instead of district staff teaching others to do parent outreach, have the parent staff who are doing a great job now be paid to do workshops for teaching what they have learned about parent outreach. Have them assemble a short handbook with their best strategies.   |
| 72        | Interpreter at all school and ditrict meetings  |
| 73        | Learning Support Coordinator  |
| 74        | Learning support coordinator Assistant principal counselor  |
| 75        | Learning Support Coordinator and Assistant Principal.   |
| 76        | List some actions directly related to supporting the district parent advisory committees. Help them to reach the populations to get them involved.  |
| 77        | Local job exploration and exposure - I think kids as young as elementary school should have the opportunity to experience jobs in the local community- something like living history at Sutter's Fort instead not pretending in the past but seeing what's here now for the future - whether aimed at specific trades or left open to student/teacher choice OR with parent guidance and approved absence to do so (parent/caregiver-led field trip).   |
| 78        | Lower class size already.   |
| 79        | lower class sizes - most important - for all grades k-6. Too many kids in the classes for teachers to reach all who need help   |
| 80        | Lower class sizes at all elementary   |
| 81        | Lower class sizes at all school sites district wide.  |
| 82        | maintain centralized support at connect center  |

**Sacramento City Unified School District  
2014-2015 LCAP Feedback on Draft Plan Survey Results**

| Comment # | Question 24: LCAP Goal 3 - Please list additional services and/or supports you would like the district to consider  |
|-----------|---|
| 83        | Make it in the PARENTS' best interest to become fluent English speakers. Stress this from DAY 1 when kids enter schools. Teach parents that their kids will be better off if the parents can be bilingual/speak English fluently INSTEAD of translation services!!  |
| 84        | Make the parents' workshops mandatory or incentive based to boost attendance.   |
| 85        | Mentorship programs between families/students i.e. later grade student families guiding earlier grade families. Buddy programs between older grades and younger grades - My daughter loved receiving a 5th grade buddy when she was in first grade, and loves being a 5th grade buddy. District/school celebration gatherings to meet and greet board members, district and school staff in fun setting. My school has mandatory meetings that all parents attend before school starts to go over the parent handbook and collect district paperwork - makes sure everyone is on the same page. |
| 86        | More access to school nurses.   |
| 87        | mORE AIDES FOR STUDENTS WITH 504'S AND iep'S  |
| 88        | more assistant principals   |
| 89        | More funding for the arts - art supplies, musical instruments, etc  |
| 90        | More music and art! More and more research shows that these disciplines support academic, social, and emotional growth of students, as well as parent involvement.  |
| 91        | More opportunities to get parents involved and engaged in their children's learning without intimidating parents who feel disenfranchised   |
| 92        | More support for EL students and More bilingual Aides. Volunteer support in elementary  |
| 93        | More support staff that are bilingual, Spanish speaking is the highest populations of EL students   |
| 94        | More support to the folks who do home visits  |
| 95        | musical opportunity new instruments.  |
| 96        | My daughter had 60 + students in her class last year and one teacher that had no help teaching 3 & 4 grade. My children are 2 grades behind in academics for their grade why are they being passed to a high grade when not learning  |
| 97        | my daughter had 60+ students in her class last year and one teacher that had no helping teaching 3rd and 4th grade? my children are 2 grades behind in academics for this grade why are they being pass to a higher grade when not learning.  |
| 98        | n/a   |
| 99        | N/A.  |
| 100       | Na  |
| 101       | natural ovens healthy lunch program   |
| 102       | Need to work more one on one programs for students who need help with understanding their lessons.  |
| 103       | no more common core.  |
| 104       | no te querio  |
| 105       | No, the activities listed above are typical of a school district that is flailing and won't hold students accountable. Hold the Serna Center employees accountable please!  |
| 106       | none  |
| 107       | none  |
| 108       | none  |
| 109       | none  |
| 110       | None - district already provides some of these services, but most parents who it pertains to rarely take advantage of it  |
| 111       | none at this time   |
| 112       | nothing   |
| 113       | Nurse & counselors  |

**Sacramento City Unified School District  
2014-2015 LCAP Feedback on Draft Plan Survey Results**

| Comment # | Question 24: LCAP Goal 3 - Please list additional services and/or supports you would like the district to consider  |
|-----------|---|
| 114       | Nurse services for the school.  |
| 115       | Nurses as a natural link between the struggle of home life and the educational system   |
| 116       | Offer English classes at the school sites for parents that are ELL.   |
| 117       | Outreach events for prospective and current parents and students so that prospective and current students can become increasingly familiar with our school site's activities, culture, and opportunities.   |
| 118       | parent education is greatly needed  |
| 119       | Parent Literacy Program --- parents who read raise children who read  |
| 120       | Parent Resource Center and Home Visit Project are not rank because it depends on how it is implemented and what it entails. At this time what we have is not effective enough to make a difference in students' performance.  |
| 121       | Parent resource centers at school sites. The parents who need these kinds of services don't have the time or money (or transportation) to get to central sites. On-site staff will be able to build better relationships with the school community so parents will feel comfortable participating in education and training opportunities.  |
| 122       | Parent support with Common Core   |
| 123       | Parent training, how to promote positive qualities in your children.  |
| 124       | Parent university   |
| 125       | Parent/teacher project seems wasteful because most schools don't participate and trying to sell it to a school is hard.   |
| 126       | parental involvement required.  |
| 127       | Parenting strategies training held at the school sites. Parents often can't go to the district office for help. It's too far or they don't know where it is. They need to know how to discipline and motivate their children in positive ways that work. Many parents are willing to do their job in raising their kids, but don't know what to do when their child is unmotivated or unruly. They are frustrated and need strategies that work and don't cost money such as "love and logic" strategies. |
| 128       | Parents are essential in the success of students. It used to be that parents were involved in educating their student, and teachers of teaching their student. At times this is no possible for economic factors, lack of time, lack of knowing how to help their children, etc. We need to get everyone involve in order to have improvement in the school experience of students.   |
| 129       | Parents have to take on the responsibility to help their kids to become successful. Living in US without having the need to learn English is a joke. Why spend the resource there if they don't have the mean to learn English? Equal opportunity should mean everyone have to take on equal responsible.   |
| 130       | Parents need more help.   |
| 131       | People don't want to go to school?  |
| 132       | Personnel for the Parent Resource Center at each site; but paid through district funding; the schools do not have the funds for this. Also, it was the district who opened these centers at the sites: "Take this into account".  |
| 133       | Please keep the school counselor for the children. Have Assistant Principal translate from English to Spanish. Keep the person that helps the children with their behavior for the next school year.  |
| 134       | Please provide more training and support to the teachers. Bring back Vice Principals and aides in the classrooms  |
| 135       | pride and reconstruction  |
| 136       | programas para padres, si los padres se involucran en actividades or interes para ellos, escucharan los boletines y todo lo que la escuela tenga para ellos.  |
| 137       | Programs geared towards parents. If parents were involved in activities of their interest, listened to the bulletins and whatever the schools offer them  |
| 138       | Programs to assist low income families access cal fresh and other important social services.  |

**Sacramento City Unified School District  
2014-2015 LCAP Feedback on Draft Plan Survey Results**

| Comment # | Question 24: LCAP Goal 3 - Please list additional services and/or supports you would like the district to consider  |
|-----------|---|
| 139       | Provide more parent volunteer opportunities in schools.   |
| 140       | put some staff in charge of making sure ALL schools get the school supplies they need on the first day of school make sure I/T department checks every school to make sure all technology in place is working throughout the year especially on the first day of school have administration teams schedule and commit to frequent team building training and events throughout the year including social events for school faculty and staff to create positive school culture and climate purposely seek out admin teams and faculty doing well and highlight their efforts to show constant appreciation of school teams hard at work with all children especially those at priority and/or Title 1 schools |
| 141       | que cuando se termine la escuela, siguieran dando las clases de zumba.  |
| 142       | que la informacion este en espanol para entender mejor  |
| 143       | Reduce class sizes and it will be easier for teachers to connect with the families of the students we serve.  |
| 144       | Reduce class sizes-most important for all grades K-6th. too many students in the classes for teachers to reach all who need help!   |
| 145       | Regular weekly or monthly meetings held with personal invitations made for parents and staff to attend. Parent University for all schools in our district to educate our parents.   |
| 146       | Resource for parents to support children w/homework at home. Open communication w/teachers about child's grades. ex: online system to check grades etc.   |
| 147       | school more involved not only at district   |
| 148       | Somehow make all parents feel welcome to participate and volunteer. Sometimes only a certain elite group is active and other parents don't feel welcome or feel left out. This might especially affect low-income or non-English speakers as they will tend to stay away from PTA or other parent-run activities if they feel awkward. Get teachers and other school staff to encourage all parents to participate since it means so much to the kids if they see their family is engaged in what is happening at their school.   |
| 149       | Sorry, once again. not sure.  |
| 150       | Staff at Serbs needs to out reach parents   |
| 151       | Staff encouraging parents to volunteer, join PTA. Staff makes parents feel needed and welcomed.   |
| 152       | Staff getting to know parents through school cultural events, promotes parents being comfortable talking and working with teachers and staff and helps create seamless education goals by students from school to home.   |
| 153       | Stop simply accepting the funding offered. The County / State gives away the farm to corporate America with the unearned increment, commercial property loopholes in prop 13, and privatized funding for infrastructure, heck even for the Kings' subsidy. Among other things, public banking would return money to public service rather than the service of private profit. These little surveys are nice, but if you don't even mention those issues, they are trivial.  |
| 154       | Stop using school money for political goals   |
| 155       | <b>STRONGER ACTION AGAINST PARENTS WHO DO NOT ENGAGE, SUPPORT, OR PROVIDE STUDENTS WITH ATTITUDES FOR GOOD BEHAVIORS AND ATTENDANCE.</b>  |
| 156       | Teach Parents values that support America.  |
| 157       | <b>TEACH PARENTS VALUES THAT SUPPORT AMERICA.</b>   |
| 158       | Teach them how to study take notes and there learning style   |
| 159       | Teacher aides.  |
| 160       | The District culture must change from the Serna Center on down. It has to be far more welcoming to new and returning families and the procedures and structure need to be simplified, systematic, and repetitive year after year.   |

**Sacramento City Unified School District  
2014-2015 LCAP Feedback on Draft Plan Survey Results**

| Comment #   | Question 24: LCAP Goal 3 - Please list additional services and/or supports you would like the district to consider  |
|---|---|
| 161   | The district needs to make an effort in communicating with parents, if what the district has done before has not increase parent involvement then other approaches need to consider. Perhaps in a tactful manner parents need to be taught how to support teachers and work with interactively to provide successful opportunities for students.  |
| 162   | The expansion of Special Education classes and services.  |
| 163   | The most important thing is to educate the children. Need more resources at the school to benefit the students.   |
| 164   | These three ideas seem okay, but are these the three best practices to engage parents and stakeholders? Why aren't all SCUSD meetings webcast, and video archives available for streaming? How much of the district CCSS materials and guides for parents are available online? Is the district missing some low hanging fruit? When do emails and phone calls to school sites and the district receive responses? What are the communication targets that have the highest impact to the most students? In regards to the three target communities, wouldn't translation support and messaging through community organizations/radio work better than more translation services at individual sites (or is the goal for translation to the students)? If you do more home visits, wouldn't that require more translation as well, or would you target particular homes? For foster youth, how much if anything can be done via home visit when foster parents or kinship providers are highly constrained in what they can do? It might help if you had a home visit for every foster child every time they move. Would that be prohibitively expensive? |
| 165   | This is a good goal, but may not help all kids as they cannot control parents and in some cases they are dealing with drug addicted parents.  |
| 166   | To be able to have a place at the school site where parents can feel safe and welcome. Interpretation services so that parents can attend more school meetings  |
| 167   | Training for teachers on how to interact positively with parents and guardians.   |
| 168   | Translation services need to be provided to all district teachers, even pre-K and special education 18-22, because currently MOC says they service K-12   |
| 169   | Translators available whenever needed for any school function or to assist with parent contact  |
| 170   | Translators should be available at all times of the year.   |
| 171   | Tutoring Services   |
| 172   | Use parent outreach classes at school sites.  |
| 173   | Visit foster homes and staff for parent outreach should go to community and school events.  |
| 174   | We need English classes   |
| 175   | Where did the translation headsets go?  |
| 176   | Would be great if there are translators readily available in the office.  |
| 177   | Yes   |
| Notes: Results from the 2014-2015 LCAP Feedback on Draft Plan Survey. Survey Administered spring 2015. Total number of respondents=1989 |   |