

LCAP Parent Advisory Committee Comments on the Draft 2016-17 LCAP

No.	Section	Page	Goal	Comments	Response
1	2	14	Overall	Clarify all expenditures in the LCAP as a) maintenance of effort, b) replacement of other sources, or c) increased funding intended to produce more services.	The district will clarify expenditures where possible. It is not possible to clarify expenditures from school sites.
2	2	14	Overall	Specify the FTEs represented by dollar amounts in the budgeted expenditures column.	The district will specify FTEs to the extent possible.
3	2	15	1	Include districtwide teacher vacancy rate and mis-assignment rate as reported metrics and calculate teacher retention by site. Set a goal to reduce these metrics (e.g., decrease number of schools with relatively high vacancy rates or low retention rates).	Mis-assignment rate is included as a reported metric. Teacher vacancy rate fluctuates greatly throughout the year and we believe it is not a reliable measure.
4	2	15	1	Add to metrics statements related to professional learning and professional development: "Determine method to assess implementation."	The district will include a new method to assess implementation of state standards in the 2016-17 school year.
5	2	15	1	Change "Establish baseline for growth CAASP" to "reduce the disparity in CAASP scores between ethnic, racial, and foster youth subgroups by 10% each year."	The district has not set different growth targets for demographic groups reflecting a disparity in CAASPP scores. This is a consideration in the future.
6	2	15	1	Include additional metrics with goals to increase support available to students: Academic counselors by school site and student ratio Bilingual academic counselors by school site and student ratio Enrollment in expanded learning programs, summer programs and other enrichment programs	At this time the district does not have the capacity to report these additional metrics. This is a consideration in future reporting.
7	2	15	1	Implement action steps focused on teacher recruitment and retention. Create a systematic and thoughtful way to recruit new teachers who will work well in the district culture.	SCUSD Human Resources Department is developing a recruitment plan that includes both local universities and historically black colleges and universities. Teacher recruitment is a top concern.
8	2	15	1	Revise implementation of Common Core to "Continue implementing...with 85% of participants indicating the training was satisfactory or above, and 85% indicating they intend to use at least one idea from the training."	The district will include a new method to assess implementation of state standards in the 2016-17 school year. It is recognized that more than Professional Learning attendance should be measured.
9	2	15	2	For all metrics, indicate baseline numbers to better illustrate projected changes/goals.	Noted, and updated.

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10	2	16	1	Reduce class size in the secondary schools.	Reducing class size in the secondary schools is unfortunately not within budget capability currently, but may be considered in the future.
11	2	16	1	Teachers need PD on learning management systems (techniques, time savers, etc.) and resources to increase efficiency (class dojo, schoology, etc.).	As the district moves toward a professional learning model using on-site collaborative time, we anticipate these type of systems may be studied at individual school sites as teachers collaborate.
12	2	16	1	Provide school site administrators with receive professional learning in all disciplines (MTSS, co-teaching, etc.)	School site administrators participate in monthly meetings that include professional learning district-wide, segment-level meetings, and feeder-pattern network meetings. Administrators also have opportunities for other professional learning as dictated by site needs.
13	2	16	1	Add to action: as a best practice, develop and facilitate cross-role professional learning communities (gen ed, Sp Ed, counselors, librarians) to promote collaboration and integration of special programs (special ed, SEL, media-based learning and research) into core program and foster a strong instructional team.	Holistic cross-role professional learning communities that are focused on student support will be addressed through a multi-tiered system of support in the next five years. We anticipate this program will begin to be developed and resourced in the next school year.
14	2	16	1	Increase professional development regarding culturally responsive teaching styles and learning styles.	As a diverse school district, culturally responsive teaching is a value. This is a consideration for future professional learning.
15	2	16	2	Reduce class size in the secondary schools.	Reducing class size in the secondary schools is unfortunately not within budget capability currently, but may be considered in the future.
16	2	21	1	Purchase notebook-type computers for lower-performing school sites to bring them to one available for each student.	The district is moving toward a 1:1 environment for instructional technology, with priority to schools that are lower-performing and that reflect a gap in accessing technology through the home.
17	2	23	1	Increase the number of academic counselors at each school site to a minimum student ratio that meets the national standard of 250 to 1.	Increasing the number of academic counselors to meet the national standard of 250 to 1 is unfortunately not within the district's capacity currently, but may be considered in the future.
18	2	23	1	Increase the number of bilingual academic counselors at each school site to a minimum student ratio reflective of the student body at the site .	Increasing the number of bilingual academic counselors to meet the demographics of the student population is a goal for the district.

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19	2	23	1	Develop a uniform set of advising standards and materials for academic counselors to use consistently district wide. At the high school level, require regular articulation between SCUSD academic counselors and community college and CSU/UC counselors.	The California College Guidance Initiative (CCGI) was piloted in the 2015-16 school year and will be scaled to all 7 - 12 students in the 2016-17 school year. This tool includes uniform advising standards and milestones for students at each grade level, and connects students to community college and CSU/UC resources.
20	2	24	1	Expand access for foster youth to instructional technology by purchasing licenses for educational software (e.g. Reading 180 and System 44) to provide to off-site group homes and service organizations.	The Foster Youth Services Department budget includes funds for supplemental instructional materials. Staff will research and consider this suggestion.
21	2	25	1	Hire 5 Reading and Writing Specialists for targeted schools that are low-performing based on 3rd-grade CAASP scores (est. \$550,000).	At this time the district does not have the capacity to hire Reading and Writing Specialists; however will continue to focus on early literacy and reading proficiency by third grade.
22	2	25	1	Provide LCFF S/C funding for early warning programs that identify students in elementary grades who are not performing up to expectations, and interventions, such as reading specialists, summer learning, and after-school learning, that can provide additional learning opportunities.	Many SCUSD schools purchase iReady, a program that provides assessment and diagnostic lessons and progress monitoring. The district is studying an expansion of this early warning program.
23	2	29	1	The District needs to take a hard look at after schools programs to see what is working and what is not. Some sites may be stopping their after school programs. These programs are very important to our children. (NOTE: there was interest in rewording this to read more like a recommendation.)	The district is beginning to develop an evaluation protocol for after school programs.
24	2	29	1	Financially support two additional instructional after-school staff for each afterschool site starting with the highest needs schools, based on the Advancement Project's Equity Index.	At this time the district does not have the capacity to hire additional staff for after school sites; however the importance of continuing high quality out-of-school expanded learning is noted.
25	2	29	1	Expand reading programs during summer for the highest need K-12 students and highest need schools sites (K-12) based on grade level indicators.	The district provides many summer learning opportunities for students. Expansion of effective, research-based summer learning programs will be a priority.
26	2	30	1	Increase the number of bilingual instructional assistants and provide training in ELA/ELD standards.	Bilingual instructional assistants are hired based on the needs of an individual school site. The district will consider ways to provide training in the ELA/ELD standards for these staff.
27	2	30	1	Increase the number of teachers trained in CCSS English Language Arts (ELA) / English Language Development (ELD) standards.	The Multilingual Literacy department has implemented a Summer Institute for professional learning that will greatly increase the number of teachers trained, and will ensure that all sites have representation.

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28	2	48	2	Include goals for ratios for student supports services staff and social workers.	The district will consider this suggestion in the future. We have shared this comment with the Student Support Services department.
29	2	48	2	Establish disaggregated goals for "High School suspension rates" by school level, race & ethnicity, low-income, EL, foster youth.	The district will consider this suggestion in the future.
30	2	48	2	Set a goal to reduce suspension rates by 25% at the 5 high schools and middle schools with the highest overall suspension rates. Differentiate changes in suspension rates by first-time suspensions and multiple incidences for the same student(s).	The district is committed to reducing suspensions throughout. We are not able to report the suspension rate by first-time suspensions and multiple incidences due to privacy rules when the 'N' represents a small number of students.
31	2	48	2	Create opportunities for students to provide input and feedback on their experience.	We agree that student voice is critical. We expect to expand opportunities for all students to share opinions, particularly in the LCAP. The Student Advisory Council serves as an excellent model.
32	2	48	2	Add a goal to reducing suspensions resulting from willful defiance, disaggregated by school level, race & ethnicity, low-income, EL, foster youth.	The district is committed to reducing suspensions from willful defiance and will report through the Data Dashboard disaggregated by race and ethnicity, school segment, low-income, EL, SWD and Foster Youth.
33	2	50	2	Provide funds to incentivize all staff a sites to complete professional development regarding classroom management, Restorative Justice practices, PBIS, and culturally responsive learning.	All SCUSD sites will participate in SPARK, and will receive professional learning at the level they are designated.
34	2	50	2	Expand training on SPARK to include parents and community members.	The district will plan to provide parent and community-focused training on SPARK in the upcoming school year.
35	2	50	2	Hire 6 additional on-site support staff positions to support implementation of Restorative Justice and positive school climate.	At this time the district does not have the capacity to hire additional staff for after school sites; however the importance of continuing high quality out-of-school expanded learning is noted.
36	2	50	2	Provide sufficient funding for teacher planning time around SEL, restorative justice, cultural competency, and parent and community engagement.	The LCAP includes sufficient funding for training and implementation of SEL, Restorative Justice, and PBIS through SPARK, in which every SCUSD school will participate. SPARK , led by the district's Equity office, embeds cultural competency. It is anticipated that site-based collaborative time will frequently be used to review climate data to address needs at each site, and make adjustments.

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37	2	50	2	Tap into and leverage available community resources, e.g. Mental Health Services Act-funded programs, to provide Bullying Prevention support and training.	The Student Support Services Department, including the Connect Center and site-based Student Support Centers, connects with over 100 community partners that provide resources to students and families.
38	2	53	2	Hire 10 additional licensed clinicians and student support coordinators that represent the diversity of the community including English language learners and their families.	At this time the district does not have the capacity to hire additional social workers or student support coordinators; however the importance of wrap-around services is noted.
39	2	69	3	48A. The goal for 100% of SSC to maintain proper composition is a goal only focused on compliance; include in 2016 SSC training and support offered to all sites, with a 10% increase in sites participating in training and support activities each year. 48B. Increase PTHV by greater than the stated 100 home visits per year.	The LCAP was revised to include school site council training, with a target of 50% of schools receiving training each year (resulting in every school site council receiving training biannually). Increasing home visits is dependent on staff availability and commitment. The number of schools participating in PTHVP has increased which we believe will result in an increase in home visits.
40	2	69	3	Set a district standard - for district staff, principals and certificated staff, that all parent/guardian communications (e.g., emails, phone calls, notes) are answered within three business days.	As the district moves toward implementing Operational Excellence through the new Strategic Plan, this suggestion will be considered.
41	Annual Update	79	All	Clarify all expenditures in the LCAP as a) maintenance of effort, b) replacement of other sources, or c) increased funding intended to produce more services.	The district will clarify expenditures where possible. It is not possible to clarify expenditures from school sites.
42	Annual Update	79	All	Specify the FTEs represented by dollar amounts in the budgeted expenditures column.	The district will specify FTEs to the extent possible.