

**Written Responses to the Local Control Accountability Plan
Questions and Comments from the
District Advisory Committee
Wednesday, May 10, 2017**

Question: What are the percentages of parent/staff/student responses in the LCAP survey?

- Parents - 25%
- Staff -
 - 79% of certificated teachers responded
 - 24% of classified staff responded
 - 23% of management responded
- Students - 75% (grades 4-8)

Question: How was stakeholder input collected?

This year, the District continued its partnership with Hanover Research for the Strategic Plan/LCAP survey. Surveys were created for parents, staff and students. The parent survey was translated into Spanish and paper copies were available at all school sites for parents without access to the internet. The surveys were open between February 6 and March 1. The links were posted on the District website and advertised through District and site newsletters, and the District auto dialer/auto-mail system. A total of 4,139 students, staff and parents completed the survey; up 36% from last year. The District received 1,803 parent responses, 2,011 student responses, and 325 staff responses. Additionally, some input was collected at School Site Council and English Language Advisory Committees and shared in a Google Document.

Question: In the area of staff response, “students are on track for high school success” is low. Did staff members make comments about that item?

No, this was a forced choice item and there were no specific open responses.

Question: Was there rationale for teacher housing?

The need for teacher housing was a theme in the open response items in the staff survey. The concerns listed were around the high cost of living in this area.

Comment: Parent feedback is not surprising looking at the growing professional community. Parents of ELs were up.

Question: Did more high end parents respond?

We had 288 responses in Spanish this year compared to 111 responses in Spanish last year. We are not able to identify “high end” responses, but can share the following data. 75% of the families that took the survey in English indicated that they held at least a 4-year college degree. 37% of the families who took the survey in Spanish indicated that their level of education includes some high school. Of the 1803 responses on the parent survey, 20% came from families receiving free or reduced lunch. 15% came from families of English Learners. 9% came from families with children who have IEPs or 504 plans.

Question: How was the survey delivered to the kids?

Online

Question: What grades were surveyed?

Grades 4-8

Question: Is the district tracking the cleanliness of schools?

Yes, there is an additional action in Goal 1 to not only maintain facilities, but also to include frequent inspections of school sites.

Question: Where is the feedback from parent meetings kept? Is it included in the trend information?

The feedback is kept in a google document and is included in the trend information

Comment: Really thrilled to see the onboarding process.

Question: What does add more support for DI mean?

We are looking at the program and best practices, analyzing data, and developing a plan to better provide students what they need to be successful as they learn two languages. This also includes how are we looking at assessments, intervention, support, and curricula.

Question: Are we committed to RTI now? That is really important.

Yes. The District is committed to RTI and is expanding to include an RTI model at all elementary schools next year.

Question: Did we not have counselors in the past at middle school?

No, 2017-18 will be the first year that our middle schools will each have a counselor. The middle schools did have other support personnel including At-Risk Supervisors, Instructional Coaches, and School and Community Engagement Facilitators.

Question: Is there anything specific that you are targeting for the high achieving students?

The RTI programs are designed to reach the high achieving students. We have dedicated time for all students to receive instruction at their level, including intervention or extension/challenge.

Comment: Elementary is actually doing a good job. The work needs to be done at the middle schools. Something needs to be addressed for this. Science programs are important and are lacking. It has come up at every site council meeting. Encouragement needs to be provided to students They do an excellent job in math at the middle school. Science, history, debate competitions are available but students are not participating These might be great options for electives

Question: Are the RTI programs only at the elementary sites? What about middle school?

The RTI program is being expanded to all elementary schools in 2017-18. 2017-18 is a planning year for Middle School RTI programs. The LCAP includes the following actions and services:

- Middle Schedule Task Force - The task of this group is to create middle school schedules that allow all students to have at least one elective and receive the extra support or extension/challenge that they need.
- Grades 6-8 English Language Arts alignment - Site administrators will work with the English Language Arts departments, the middle school literacy coach, and personnel from feeder high schools to backward map and align expectations for students in 6th - 8th grade English Language Arts with District support.

Question: Pilot option --- Could we provide a section or 2 of writing enrichment - as a replacement for English - it could be an advanced English course.

This is an option for the 2018-19 school year. The 6-8 grade alignment team will be looking to create options for all students including those needing intervention or remediation and those needing extension/challenge.

Question: Does changing the middle school schedule only provide more opportunities for electives or does it address capacity?

Changing the schedule will provide opportunities for all students to have an elective, and allow students to receive the extra support or extension/challenge that they need.

Question: Why suicide prevention? Is that a problem here?

Suicide is not a problem in our District. There are new state laws that require us to update our policies and provide professional development to staff.

Comment: Suspension rate - We need to have more happening sooner, in elementary school, to provide interventions and tools for students to improve behavior and not get suspended once they are in middle school

All administrators, including the elementary principals, have and will continue to receive training in alternatives to suspension. They are also working on goals and actions within their site plans to address student behavior and climate.

Question: Are the School and Community Engagement Facilitators working with families of kids who are struggling at school with behavior?

Yes, all School and Community Engagement Facilitators have a caseload of target students/families with academic, behavioral, social/emotional and or other needs that they work with and provide support.

Question: Is there a possibility of pushing some of the money into the LCAP budget to focus on the high achieving students in middle school?

Currently, the district provides supplemental staffing for middle school math teachers to help support the three leveled, math pathways. Also, the District provides 3 instructional coaches who support literacy, science and math at the middle school level.

We will be creating new middle school schedules that allow all students to have at least one elective and receive the extra support or extension/challenge that they need. The budget implications will be known in December of 2017. Additionally, site administrators will be working with the English Language Arts departments, the middle school literacy coach, and personnel from feeder high schools to backward map and align expectations for students in 6th - 8th grade English Language Arts with District support. This will also provide more opportunities for extension/challenge for high achieving students.