

Questions from LCAP Committee & DELAC 2017

LCAP Goal	Question	Response
Goal 1	<ul style="list-style-type: none"> ▪ Who makes sure that teachers are implementing the new knowledge/strategies that they learn in the professional development they attend? 	<ul style="list-style-type: none"> ▪ Site administrators (principals & assistant principals) evaluate teachers as per the collective bargaining agreement. Part of that evaluation process is monitoring classroom instruction to ensure information/strategies provided during District professional development are being implemented within the classrooms.
Goal 1	<ul style="list-style-type: none"> ▪ Would it be possible to reduce class size? 	<ul style="list-style-type: none"> ▪ Action 1.11 provides for reduced class sizes at grades K-3 to meet State guidelines.
Goals 1 & 4	<ul style="list-style-type: none"> ▪ Do teachers/students need so many college tutors in the classrooms? 	<ul style="list-style-type: none"> ▪ The college tutors, who are part of Project REACH & RISE, provide English language arts (ELA) and math support to our students improving their skills in these areas. Currently CUSD has a need to improve its student achievement in both ELA and math and the tutors play a critical role in accomplishing that goal.
Goals 1 & 3	<ul style="list-style-type: none"> ▪ Why is not summer school offered in all school sites? Transportation is an issue when summer school is only offered at some school sites. 	<ul style="list-style-type: none"> ▪ To ensure CUSD students, who are in need of support, have access to summer intervention and enrichment activities the District groups its summer programs at 8 schools each summer (4 elementary & 4 middle). Providing services at a select set of sites allows for much needed maintenance to be done on the other sites during the close down time. Many regular maintenance activities (e.g. floor waxing, building maintenance, asphalt/grounds work, etc.) best occur when students are not on campus.
Goal 4	<ul style="list-style-type: none"> ▪ Considering the lay-off of our Chapter members (CSEA) at the District Parent Center, who will provide services of Goal 4 at the District Level? 	<ul style="list-style-type: none"> ▪ Each school site has a Community Relations Specialist to provide parent engagement activities at the most local level. In addition, the district has a Special Projects Team who provide, facilitate, and coordinate District level parent engagement activities for families and the community at large. As of 2017-2018 the Special Projects Team will be based at the District Parent Center located at Kelly Elementary School.

LCAP Goal	Question	Response
Goals 1 & 3	<ul style="list-style-type: none"> ▪ Are there Art programs in K-12? What kind of Art programs are there? 	<ul style="list-style-type: none"> ▪ CUSD provides a variety of Visual and Performing Arts (VAPA) programs across its elementary and secondary schools. The VAPA programs at the secondary (middle school & high school) include fine arts courses, music/band, and vocal. Dance programs are provided during PE and in several afterschool programs/clubs. VAPA activities are provided in all elementary classrooms by the regular classroom teacher (as per State Standards). In addition, CUSD has a variety of enrichment teachers who provide additional VAPA activities/lessons to our elementary students. These include keyboarding, digital photography, drama, band, and basic art. In addition, arts are a key component of each site's ASES program after school. Finally, CUSD is the recipient of grants and partnerships that provide VAPA opportunities to students during and after school. For example, Turn Around Arts Grants (Whaley Middle School & King Elementary School) provide a variety of additional art and music time for students during the school day and our partnership with Music Unites provides music instruction after school.
Goal 2	<ul style="list-style-type: none"> ▪ Who is responsible to monitor that keeping classrooms clean at all times is a school priority? 	<ul style="list-style-type: none"> ▪ Classrooms are maintained by a variety of school site staff as well as by the students each day. The regular maintenance of student/teacher materials (e.g., keeping materials and supplies put away, picking trash up off of the floor during the day, etc.) is generally done by the teacher and his/her students during the course of the school day. The plant workers are responsible for cleaning the rooms (e.g., emptying trash, cleaning counters/sinks, etc.) on a daily or weekly basis as per their prescribed schedule. The site administrators are also responsible for ensuring that classrooms are neat, orderly, and in compliance with all safety codes. Together each of these members of the school community ensure the classrooms are kept clean.

LCAP Goal	Question	Response
Goal 2	<ul style="list-style-type: none"> ▪ Could the district hire enough qualified substitute teachers? Our children tell us that when the regular teacher is absent, the substitute teacher does not follow lesson plans. 	<ul style="list-style-type: none"> ▪ The district only hires appropriately credentialed substitute teachers for use when regularly contracted teachers are absent. CUSD teachers are required to provide lesson plans when they request a substitute and it is the expectation that each substitute implement those plans so that student instruction is not interrupted due to the absence of the regular teacher. Each site administrator monitors the implementation of lesson plans by substitute teachers and supports any substitute teacher with emergency lesson plans if necessary.
Goals 2 & 4	<ul style="list-style-type: none"> ▪ How is students' behavior addressed at the school sites? Is there a discipline plan district-wide? 	<ul style="list-style-type: none"> ▪ The district uses strategies associated with Positive Behavioral Intervention Supports at each of its sites to provide a foundation of behavior expectations. Each school site then works with its students and parent community to understand the expectations and school rules. Student behavior is addressed by a variety of school staff. Primarily, the classroom teacher is the key person who addresses student behavior issues. Some behavior issues may be addressed by support staff such as instructional assistants, teacher specialists or even classified staff depending on when and where the behavior occurs. Some behavior issues are also addressed by school counselors or social workers as appropriate to the event. Serious issues with behavior are always address by school administration.
Goal 2	<ul style="list-style-type: none"> ▪ Will more funds be allocated to provide PD for classified staff? 	<ul style="list-style-type: none"> ▪ Professional development is provided from a variety of funding sources. While Action 2.4 shows \$100,000 dedicated to classified PD, the various department and school site budgets can and do provide additional funding for this purpose.
Goal 1	<ul style="list-style-type: none"> ▪ Do elementary schools have access to PE equipment? 	<ul style="list-style-type: none"> ▪ Action 1.5 is aligned to enrichment support for PE at the elementary level. In addition sites have a variety of financial resources to use to provide additional PE equipment based on the individualized programs they offer. Action 1.26 indicates the Supplemental/Concentration funds sites receive that can be allocated to support PE equipment.

LCAP Goal	Question	Response
Goals 3 & 4	<ul style="list-style-type: none"> ▪ Would it be possible for the district/school to hire qualified bilingual counselors? Would it be possible to have counselors at all school sites? ▪ Would it be possible to have qualified personnel to address students' psychological problems? 	<ul style="list-style-type: none"> ▪ CUSD currently has an approximately 300:1 counseling ratio at each of its middle and high schools (see LCAP Action 3.9). While several of those counselors are bilingual, CUSD has included bilingual instructional assistants, assigned to the counseling office, to support parents and students with communication. Each high school campus has a Wellness Center that is staffed with a social worker to provide counseling services. In addition, the district has several counselors assigned to our main office and a variety of school psychologists to support students who are referred for counseling services. Finally, CUSD partners with a variety of community organizations to provide social emotional counseling services to students K-12 that are referred by their individual school site. These counseling services are provided on campus or at home to best meet the demands of the student/family.
Goal 1	<ul style="list-style-type: none"> ▪ Is there a portion of the LCAP money that goes to the elementary schools so their elective classes are aligned with middle school electives since many of the elementary schools go up to the 8th grade? 	<ul style="list-style-type: none"> ▪ Action 1.26 notes the Supplemental/Concentration funds allocated to all school sites on a per pupil basis. These funds are to be used at the discretion of the school site to meet the five LCAP Goals and the related actions. In addition, Action 1.3 and 1.5 allocate funds to support enrichment activities at our K-8 elementary schools. As the structure of a K-8 school is based on an elementary school, formal electives are not part of that structure.
Goal 1	<ul style="list-style-type: none"> ▪ Can LCAP money be used for all summer school student courses or just at-risk students? 	<ul style="list-style-type: none"> ▪ Summer school intervention/repeat courses, in CUSD, are provide for any student who is in need of intervention or who is in need of repeating a course. In addition, CUSD provides several enrichment and acceleration opportunities for students at all levels. For example, through our partnership with Compton College, high school students can take courses that will accelerate their completion of high school requirements while providing them with college credit. Another example is the CUSD Robotics Camp offered at Roosevelt Middle School to any student in grade 4-7.

LCAP Goal	Question	Response
Goal 1	<ul style="list-style-type: none">▪ Will TIPS/PAR support teacher interns as required by CCTC?	<ul style="list-style-type: none">▪ TIPS/PAR mentors support a variety of new and experienced teachers within CUSD. This includes supporting our college interns as noted in our agreements with their universities.