

LCAP Parent Advisory Cluster Meeting Questions
May 3, 2017 Hoover High School

Parental Questions:

Q1: With parental survey, I saw how many parents from each site responded. CVHS had more parents respond. Does that mean that CVHS parents have more clout because more parents responded?

A1: The district looks at surveys globally – each principal gets the responses from their individual school so they can analyze it and be able to address areas needing attention. The district looks at the results collectively not as “more” clout. Data creates more questions and helps to inform when making decisions.

Q2: If you have more children, can you respond more times to the survey?

A2: Yes, but surveys have a margin of error – surveys provides baseline information. The district did a survey for parents, students, and staff this year. Surveys give us information but they are not perfect.

Q3: What can the District and parents be doing to support families that are undocumented? What is our role in this? What can we do as parents or District to support these students?

A3: GUSD passed a Resolution earlier supporting our families who may be feeling more insecure about their immigration status. Our resolution reaffirmed our board policies for a safe haven. GUSD has worked with our principals and office staff so we are not asking for information that could be considered inappropriate. Some principals are working with parents to make emergency plans just in case something happens. GUSD is updating our board policies to determine what questions we can and cannot ask during the enrollment process. GUSD asks parents if they know of families that are concerned, please let parents know that their principals is a safe person to talk to. GUSD also has provided Frequently Asked Questions on our website as a reference.

Q4: GUSD mentioned that the district is meeting with principals to discuss the LCAP goals and that the principals would be creating individual plans based on the dashboard results, is that correct?

A4: All schools have their single plan for student achievement and will be drilling down and creating plans that will address the dashboard metrics and survey results. Districtwide and individual schools will have plans as all schools have different needs.

Q5: LCAP affects every family and student in the District right? You said that there are two meetings to discuss this the LCAP.

Actually, there have been at least 6 LCAP meetings this year where parents, teachers, staff, students and community members have met to provide input into the annual update and provide input into the ongoing development of LCAP. These three parent cluster meetings are here to provide information on the LCAP process, annual update, priorities etc and answer any questions raised by parents. GUSD is done with the LCAP meetings for the year, but we are asking parents to please sign and provide emails so we can invite you to participate on the committee next year.

Q6: Is there an easier way to get information to parents as there appears to be a lack of parental involvement?

A6: GUSD is always seeking ways in which to involve/engage parents. This meeting and the other two scheduled meetings are designed to provide an overview to the proposed LCAP and answer any questions. At the school sites, principals who receive information about the LCAP are expected to inform and engage teachers, staff and parents. GUSD also has a District LCAP meeting to which all parents are welcome to attend. GUSD is open for suggestions on how to engage more families. Please email drinder@gusd.net and help us get more people to the table.

Q7: Every time we have a new government, are we going to expect budget cuts and where will we cut?

A7: GUSD does have a Solvency Plan that we have begun to discuss with the Board, principals and the LCAP committee. GUSD has begun

to implement the solvency plan. GUSD is trying their best to keep the cuts away from the classrooms. GUSD will get through this – our job is to provide the best quality education for each child. GUSD has been deficit spending for years. Last year, GUSD had a large reserve and one time monies which now we no longer have. The May revise budget will come out later this month and GUSD may need to make some adjustments. The LCAP is a plan that looks at every program and position and strives to spend money wisely.

Q8: I am a parent at Muir FLAG and I am learning by going to all these different meetings. The most specific question I have is – the multi-media technology specialist for three hours at every elementary school; Can GUSD please devise specific tech standards per grade level? I don't know how to teach keyboarding and would like to see that done at school.

A8: The first year LCAP committee stated that they wanted to fund 3 hour library assistants and 3 hour multi-media technicians which GUSD did. Now, GUSD will explore creating tech standards by grade level with specific outcomes in order to make GUSD students technology literate. In the meantime, I believe Mavis Beacon and other free programs are available on line.

Q9: Is there a common assessment in math FLAG schools? FLAG students don't do iREADY – I would like to suggest this be created and implemented.

A8: To my knowledge, GUSD does not currently have a district wide math common assessment in general education or FLAG. iReady is used in grades 2 through 8.

Q10: Why did we move from numbers (API) to colors (dashboard)?

A10: Don't have a real great answer to this. However, the State wanted to make it easier for parents to read and to address multiple measures. With API, we only had one number whereas the dashboard shows growth over time in a variety of areas (suspension, ELL, English, Math etc...).

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