



SAN LUIS COASTAL

UNIFIED SCHOOL DISTRICT

2017 LCAP Survey Results April 2017

SURVEY QUESTIONS:

What do you see as the "mission critical" components to our educational program as we remain committed to student achievement and wellness through our budget reduction process?

[Click here to view responses.](#)

Looking at the six focus areas, what do you view as the highest priorities?

[Click here to view responses.](#)

How do we ensure an inclusive process that involves all stakeholders through our budget reduction process?

[Click here to view responses.](#)

What do you see as the "mission critical" components to our educational program as we remain committed to student achievement and wellness through our budget reduction process?

- Do not increase class sizes. Teacher work load - reduce some responsibilities, allow teachers to use their time more effectively to focus on students.
- Small class size (especially k-2), district funded preschool, counseling services at every site (play based and formal), PE instructors
- Free and reduced lunch, special education, services for struggling students.
- class size, instructional coaches, elementary specialists, professional development opportunities
- Student physical and emotional safety, and the many ways these are addressed- class sizes allowing for a high level of personal interaction, programs for specific populations (see below)
- Small class size (especially K-2), Preschool, Reading intervention
- Small class size, Music/PE specialists, limit combo classes
- Class size
- Intervention and Preschool
- In order to continue to maintain student achievement and wellness through our budget reduction process I believe that we need to make sure to support kids through RTI in both reading and math. Teachers need to continue to have opportunities to learn and collaborate around our curriculum and teaching even if it is in a different model than we currently have. We also need to make sure to set up kids for success entering school by continuing high quality preschool and transitional kindergarten to our families who need it. Finally, counseling and its related programs are also critical as well.
- Providing RTI for students with exceptional highly qualified, certificated teachers; continue to support at the district level LLI for all sites - providing access for all learners especially our English learners. Counseling services for students and families.
- Fix all the broken stuff, restrooms, drinking fountains, so our kids have decent facilities.
- High academic achievement will continue to happen within the population of students who desire to go to college, especially with those who are driven to excel. Those in the middle and lower end of academic achievement need to be supported to attain to the best of their abilities. All students need more support in the area of wellness, which seems to have diminished in the last few years. Cuts made to counseling and guidance have been critical in this regard.
- Keeping classroom teachers a priority.
- Culture of Care needs to be strong for all (students & teachers & families) and less focus on collecting data
- We must do our best to maintain counselors at all sites and low class sizes.
- Keep the money in the classroom.
- Lower class-size levels at the early primary level, especially at title 1 schools and continued intervention support at the early primary levels.

- First and foremost, should be a culture of care, intervention, and support for ALL students. Counseling is already much less accessible than it should be. Before a student can be successful academically, they must feel confident and supported and safe.
- Keeping class sizes as low as possible. Providing sufficient materials, such as books needed for the new reading curriculum, and the necessary science kits for each site. Preschool should remain a priority. It is costly, however as academic challenges are increased, the need for preparing students to be ready to learn becomes even more essential.
- We need small class sizes in preschool-3rd grade.
- Having high quality, meaningful instruction that will continue to result in high academic achievement, along with supports for lower achieving students
- -continued support for EL students throughout their day -continued support for struggling learners -continued support for teachers implementing multiple new curricula -social skills support for our volatile and withdrawn students
- Intervention, counseling, and other forms of support (small class sizes) for teachers, students, and schools with students and families who are under great stress due to low SES, abuse and neglect, homelessness, etc. Stress affects a person's ability to learn. This should be placed as a top priority as we are attempting to close the achievement gap.
- Keep intervention at low performing schools
- Social and Emotional well-being and care for all students. Recognition that each school site has varying needs and demands on resources and 'one size fits all' solutions are not appropriate.
- Availability of mental health/counseling services as well as intervention services for our lowest performing students. I also believe that equity across elementary schools is very important. Keeping that in mind while setting priorities for the SLCUSD Foundation is also critical in my opinion. I believe taking into consideration the open enrollment process is also related to equity and a critical component of maintaining and improving our educational programs across the district.
- Have an overall look at what programs that are working and which ones are not. And, perhaps individualize what is needed at different sites. Give sites more decision making opportunities on what purchases the district makes so that site money could be utilized for specifics at each particular school. Our elementary schools have very different needs.
- math and ELA intervention for low performing students
- Smaller class sizes in K-2 * School counselors * Intervention programs to ensure student success
- parent education, continued funding for classroom technology, elementary arts K-3 Bas release time.
- Intervention (LLI/Hourly Teachers), School Counselors for our Title 1 schools
- Keep lower class size in K-2. Science focus.
- School counselors are vital to our school site. I would love to have one full time so needs can be addressed immediately. With full time, there can be push in support as well. I

also believe that the music and arts programs are vital in all grade levels. Intervention is vital to schools, as well. Finally, class sizes must remain low in order to be effective.

- Music and Arts.
- Class size is the most critical towards our mission. It must always be Children First! In order to be children first, we need to have smaller class sizes in order to meet the academic and emotional needs of the child. In order to produce well-rounded students, we need to make sure they have access to technology. Starting in kindergarten with Chromebooks/iPads for the whole class is very important along with programs to support them.
- Motivate, recognize, and appreciate teachers.
- LOW LEVEL: Attendance. If they're not physically here how do we influence student achievement and wellness? HIGH LEVEL: Access to information. Textbooks have become antiquated. Everything is online and most is free to public schools. If we sincerely adopt ChromeBooks 100% at secondary sites, would we be able to say goodbye to hardcopy textbooks (for good) and really embrace online texts students could download and interact with?
- Serving our marginalized students (English learners, SED, LGBTQIA, and others) while broadening the perspectives of our "mainstream" children by providing respectful, authentic, safe contexts for education that authentically provides a variety of pathways for success including, but not limited to, university readiness. School is the place that gives students the tools they need to be themselves.
- Stay focused on what is important - using funds wisely to help our students succeed. Brand new District vehicles, perfectly manicured green lawns, etc., are really not necessary.
- Maintaining integrity of academic and support programs
- Balanced curriculum offerings (e.g., not weighing more toward AP or remedial - but something for everyone)
- It is important to prioritize Staff Development for Educators, the Arts, the Academics - cutting edge in all arenas, please. NOT cutting budget in these categories!
- Reduction at district office while maintaining appropriate staffing for schools.
- I need better access to the preschool playground, a storage shed for my classroom outside materials, and a handicap accessible bathroom equipped with a pre-k sized toilet located inside my room.
- Teachers need to feel safe and supported as much as possible. Keep cuts as far from the classroom as possible.
- We need to do more to close the achievement gap. Our low income and EL students are getting further behind. When determining funding, class size, etc. the district needs to differentiate between schools allowing those schools with higher at risk populations to have greater programs and supports.
- Do not ask teachers to adjust contract numbers for class sizes, and do not ask teachers to sign waivers to accept more students in their class.
- Small class sizes, keeping teachers, funds for curriculum materials (books)
- Low class sizes, no combination classes, communication

- Small class size and interventions to boost achievement
- keep class sizes low, especially with new curriculum, demand for assessment, and high standards
- Well-rounded education for our kids. Don't cut arts and electives.
- Supporting the whole child
- Keeping our arts and music.
- I feel we are in need of more counselor time. We simply have more students with more needs. The needs of the students are greater than in the past and require more time from the counselors.
- Teaching our students to be global citizens with a foundation of respect and a healthy curiosity for learning. Programming that teaches them skills that can be applied to their future career paths.
- Public school has GOT to be the driving force behind equity in our society through education for all. As we go through the budget reduction, please advocate for the students who are under-resourced and will feel the effects of budget reductions more than students who come from stable families who can provide opportunities outside of the school day for the children. To me, this means that mission critical components are centered on equity, such as intervention and whole-child wellness. This would mean supporting programs like more intervention at the elementary sites to remediate before middle school, maintaining or increasing counselor ratios, increasing the amount of Sp Ed students in a push-in setting instead of pulled out for resource classes, a reduction of advanced or accelerated classes, etc.
- With all the changes in how and what we teach in science, we need support for curriculum, materials, and planning. The changes are huge! It is nice to see elementary starting to teach some science!!
- academic support and success across all areas. continued focus on intervention for all students across all areas of need, social, emotional and academic. I believe Teach School should be disbanded. It is an extravagance we should no longer be supporting.
- educational equity
- We have more and more students with trauma and emotional challenges. Keeping our counselors and MFT's is imperative to all student success.
- To prepare ALL students for life as productive people...not just the college bound. They need to be able to explore their interests and aptitudes.
- LOW CLASS SIZES
- District Family Services Coordinator cut - I use ours as a liaison for special education paperwork and connection to a family
- Continue to improve opportunities for all learners (staff and students) via the following:
 - 1) Maximize resources within district, i.e., students as teachers/trainers, staff experts in-house
 - 2) Tap resources that are free, i.e., menu of learning via MOOCs
 - 3) Integrate curricula, i.e., humanities (social science/English, engineering (math and science)
 - 4) Target student engagement with community of learners via makerspaces. Application of academics.
 - 5) Actively recruit mentors from community with expertise
 - 6) Economize transportation via vans at sites/hubs for local explorations outside of the box

(classrooms) 7) Ensure 1:1 technology becomes like breathing 8) Career Technical Education is the future and now. High tech, high touch means the hearts and minds of the future must be technical oriented and ready to work.

- Academically at risk students in math and English. Emotionally at risk students and proper support.
- Students, meeting them at their educational level and advancing them, remain the priority. Therefore, the frontline staffers are crucial, namely teachers. Maintain the smallest class-size ration possible and work to make sure that teachers have supplies to be successful.
- Our students benefit from excellent teaching in all areas, including Spanish as an elective. In order for the students to have access to this, and all electives, we need the Zero Period sections in our schedule. A critical component to keeping LOMS achievement and wellness intact through our budget reductions are choices that will keep students motivated, and excited about their futures, all students. This brings me to the choices that teachers need in order to fulfill that mission. They need choices of materials, and the class sections for interventions. LOMS is currently using a math support class (Math Connects), collaboration classes (RSP teachers pushing into general ed Math and English classes), and intervention classes (Read180 in gen ed and sp ed classes). LOMS has 6 classes (6 teachers) working with students with IEPs. Extra sections are being used or will be needed for options in integrating these 61 students into gen ed classes.
- Educate students through technology and promote innovation way to reach all students through a variety of different methods not just sitting at a table in the classroom.
- Keeping class sizes down in elementary setting, continuing to offer STEAM funding and electives, supporting technology in the classroom, rolling out Social Studies Standards, support for our Special Ed departments
- Mission critical- It is critical that LOMS continue to emphasize STEAM, integration, and having student centered classrooms.
- We should lose sight of emotional well-being of students and issues regarding school climate in a chase for higher test scores
- One-to-one technology. School counselors.
- Social and academic growth.
- Preparing students to do well academically and emotionally in the 21st Century.
- To continue intervention programs
- Focus on the students in a well-rounded approach in all disciplines, and maintain communication with families to keep everyone in the loop on what is ongoing at LOMS.
- I hope that we will not cut programs, especially the Arts, for our students.
- Low class size, access to services, classroom support and materials
- Small class sizes (especially in elementary), access to technology in all classrooms, educators who are versed in best practices, students who have additional supports (ELD, SPED, resources) as needed
- 1 to 1 computers and technology for math. :)

- The process seems very complete and thorough at this time. I appreciate the Blue Ribbon committee stepping up to evaluate all plans and develop opportunities. I wholeheartedly agree with the closure of Teach Elementary.
- Literacy in Elementary School
- Quality attention for each student. Proper resources and support for educators
- Keeping class sizes low in order to best support and differentiate in each class. Offering several elective choices in the secondary schools
- Keep teaching the core components well - Reading, Writing, Math, Science/Social Studies.
- The most important part is to keep a quality teaching staff that can work just as hard with the possibility of less resources.
- Provide a well-rounded education program that builds students character, intelligence and desire to learn.
- Reasonable class sizes and access to technology.
- Funding to departments and curriculum. More counseling support for students.
- Keeping in mind how critical the years 0-8 are in developing strong executive functioning skills. Keeping preschools to allow students and families access to high quality early education.
- Small class sizes, "Non-academic" (PE, music, art, wood, FFA, etc.) classes maintained
- ELD support and intervention for those who need it.
- We need to protect lower class sizes especially in primary to help teachers get kids to rigorous benchmarks. We also need to keep LLI and small group math support for those students who need it, or they will fall so far behind they will be buried. Counselors also need to be available to help students and families who need it.
- It is crucial to keep our student achievement in the forefront, but student wellness is key in these times with such rigorous learning expected of our students.
- Small class size!
- We need to find more ways to generate revenue.
- Our mission should be to prepare our students to become productive citizens in our society.
- Community of caring - Counseling - Small class size
- We know the biggest impact on student achievement is the teacher, so we need to focus on classroom instruction along with deeper learning of our curriculum. District wide grade level scope and sequences with integrated units would help everyone maximize classroom time. Mental health supports are critical! I would also like to see us continue to refine our common assessments so they continue to be useful while being more manageable time wise.
- Students welfare has to come first with a commitment to programs that will help them so that they are coming into classrooms feeling that their basic needs are met. Food, shelter, love, etc.
- It is critical that we provide a high level of rigor in our instruction, scaffolding for all students. Therefore, it is imperative that we have access to quality materials, student support services, and professional development.

- Special Education & Technical Programs
- Staying focused on student needs.
- Classroom size
- Science needs to continue to be able to get resources while going through this transition process of transferring over to NGSS. Invest in curriculum, equipment, and other resources within the next few years while we have the money and while it still remains relatively inexpensive.
- Closing the achievement gap between traditionally high performers and traditionally low performers
- Closing the achievement gap between traditionally high performers and traditionally low performers
- enough teachers to prevent overcrowding and foster individualized help and instruction
- Providing the best possible ration for teacher to students and providing funding for necessary materials to create 20th century skills in the classroom.
- Smaller classroom sizes and adequate counseling.
- Activities and Athletics
- In order to best serve our students, it is critical to avoid reducing certificated staff in the classrooms.
- Being able to continue with smaller class size in the elementary schools.
- small class sizes - project based learning and use of technology are only done well when classes are below 30 in secondary. Anything above 30 is just management and not learning. I can speak from experience because my first semester classes were all near 35. This semester they average in the mid to high 20s just by asking admin to open another section and allocate numbers more fairly. The difference is night and day. I can actually help facilitate their learning, use technology and monitor their use of it, and work on worthwhile projects. There has to be something done to keep these numbers manageable.
- Student support and the people to do it is critical. As positions are lost, the work load does not go away, which makes everyone busier than ever and unable to help students who may need the help.
- Remaining true to the quality of our students' education and not quantity of students we can put in a classroom.
- To continue to provide educational options for students. Try not to cut on electives that also provide students with other opportunities.
- Students first
- No layoffs. Golden Handshake?
- Keeping low class sizes
- SLCUSD students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD). SLCUSD students will achieve substantial academic gains in Mathematics.
- I believe support staff is very important to ensure a successful TLC program.
- Clearly defined goal with a plan to achieve them.

- Keeping teachers in the classroom and keeping programs for kids. People who work in schools teaching, coaching, and inspiring KIDS should be the priority.
- keeping class sizes low, teacher prep time in Elementary, preschool and interventions
- Maintaining and building support for our English Learner population.
- Producing literate students able to function as productive adults in society.
- Maintaining support for classroom teachers so they have enough time to plan and collaborate so that instruction is well thought out and implemented.
- Staying up with technology use by students and teachers.
- One critical component for student achievement is Pacheco's dual immersion program. The data shows that the program is serving the needs of many of the districts EL population and then some. Looking closer, one component that makes this possible at Pacheco is the support provided by instructional aides and the pre-school program. Sure, the program would be able to exist without these two supports, however the success of the program would likely suffer.
- Counselors.
- I think we need to keep the preschool and also keep class sizes reasonable.
- Full support for our neediest students, ELD, low SES, and students with disabilities. 2. Well-trained staff to meet the needs of those students
- Support for EL's, Reading Intervention programs, and Counselors.
- I appreciate the effort made to minimize the effects at the classroom level. Mission critical: continue support for the students who need extra support (ELD and other special needs)
- Small class sizes, Maintain counseling, Teach arts and PE
- The mission critical components to our educational programs is to remain committed to our students as it all has been.
- To continue to provide students with an environment in which they can thrive when, odds are, that they struggled in their previous educational setting. It is critical that we be able to reach students on an individual level...a component of education highly valued by all teachers yet often compromised by budgetary constraints which lead to large class sizes.
- Mental health issues
- socio-emotional support
- Class Size/Connections with students/Student achieve academic gains
- Not sure.
- Ideas for increasing revenue and keeping cuts away from everyday needs in the classroom.
- please place priority on keeping people who work directly with students on a daily basis -relationship.
- Excellence of basic education
- Keeping arts programs alive and supported financially.
- Retain as many excellent teachers as possible. They are the ones that make or break a school and school district.

- Students should continue to be provided a rigorous curriculum with the supports necessary for them to succeed, such as personnel to address their emotional needs, materials that are current, classroom size that is conducive to learning and programs that meet the needs of all students
- Keeping the cuts from the child. You can do cuts and still improve your program. More counseling.
- Keeping cuts as far from the classroom as possible.
- maintaining multi-level programs in all areas, not just CTE and STEAM
- Keep class sizes down. 30+ elementary students in a class is not a good idea. Some high school classes are fine with 30+, but keep the Algebra 1 & English 9 to 24 and under. Also, we must keep the trimester to keep the CTE courses.
- More counselors - less TOSAs and Admin
- Funding the classroom activities that make learning possible.
- Academic core subjects, particularly those focused on writing/reading comp. Smaller class sizes (particularly for non-honors/AP classes) to allow for more individualized attention.
- Class sizes throughout all disciplines; especially in physical education. If the State is looking for improvement in assessments (scores), then class size will have a major effect for this component.
- Keep class sizes from increasing and ensure that successful programs are kept.
- Cuts through attrition
- class size
- That students still have the same opportunities to explore careers in many different areas.
- In PE, the concern is class size. Since there is no ceiling on the amount of students that can be in a PE class, it is a concern of the department that attrition will contribute to rising class sizes in PE, which are already well above the average for the school.
- Continue providing all students with a safe environment for learning and doing. promote career, lifetime skills, and college readiness with personalized learning and technology.
- arts, music, CTE, class size, emotional health of students (counseling support)
- class size
- Strong FOCUS on effective instruction using framework. Allowance for integration of curriculum at elementary level to include innovative learning opportunities. Funding for job embedded PD
- Maintaining special education services for students.
- Please keep classroom size to no more than 30. I know it costs \$\$, but it is difficult to have 35 in a class with no help. We are not a Title I school and when you have no break or prep in kindergarten and no aide, it is a challenge.
- Keep cuts as far from the classroom as possible and keep class size low.
- Class size

- I would suggest that any intervention programs that support and encourage our students to develop their skills in reading and math that will always be the building blocks for their success in years to follow.
- Keeping class sizes manageable so teachers have the ability to impact students at an individualized level: specifically, lower class sizes in primary grades and under 30 in upper elementary.
- Maintain class size of less than 25 in K-2. Keep early literacy intervention in place.
- Early reading intervention (aka a major focus on getting kids up to grade level reading by 3rd grade), keeping elementary class size small.
- I believe that providing adequate intervention are extremely beneficial so that students can get the little extra boost of support they need to be successful and don't "fall through the cracks". I know that Reading Recovery is ending, which is such a shame, so I think that it will be imperative to maintain LLI and be sure to have enough spots for all students who need it. I also feel that keeping class sizes as small as possible is really important too so that the instruction is meaningful and that teachers can connect, confer, and support each of their students sufficiently.
- LLI/ Kids NEED to be reading as soon as possible!
- 1. Ongoing, integrated PD support on-site. 2. Coaching/data cycles continued around a site focus. 3. Low class sizes
- Providing resources (books, tech., etc.) to continue PBL and other project based work with students.
- I believe the culture of care is hugely important. Everyone will be doing more work to compensate for the cuts so maintaining service to special needs is important.
- Strong foundations in reading, writing, and math. We sometimes rush through trying to meet district deadlines and the foundations are weak because teachers are worried that they are not meeting a certain date and will rush through lessons.
- Continue the diverse program offerings (Pacheco and Teach), and support intervention where needed.

Looking at the six focus areas, what do you view as the highest priorities?

- Culture of Care Gains in ELA/ELD Gains in Math
- 1. Culture of care, intervention, & support for all students 2. ELA 3. Math 4. Technology 5. STEAM 6. Data use
- 1. SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness. 2. SLCUSD students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD). 3. SLCUSD will provide student access to a world-class STEAM and CTE program.
- SLCUSD students will achieve substantial academic gains in Mathematics. SLCUSD will provide student access to a world-class STEAM and CTE program. SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.
- Culture of Care- Counseling Programs, Programs for Underserved Populations including Preschool and Academic Interventions
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- culture of care, ELA
- not sure
- Academic Gains in Math, Culture of Care, intervention, and support for all
- The highest priorities (1 being highest).... 1. Academic gains in ELA, EL and Math 2. Intentional culture of care 3. support innovation, technology, steam 4. Strengthen data
- Intentional culture of care, intervention and support for all students 2)Substantial academic gains in ELA/ELD and Math 3)Student access to world class STEAM and CTE program 4)Expand technology and promote innovation 5)Strengthen data use to improve academic achievement
- SLCUSD will create an intentional culture of care, intervention, and support for all students. So many more students are suffering with anxiety, depression, and other mental health issues, with very little resources being put forth to support them with improvement. We are concerned about their social and emotional well-being, as well as the safety of staff and students.
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- #1 Culture of Care #2 Gains in Reading #3 Gains in Math #4 STEAM #5 Technology #6 Data
- Of the six focus areas, establishing and maintaining a culture of care and support for all students should be our top priority.
- Student teacher ratio.
- Language arts and ELD
- First and foremost, should be a culture of care, intervention, and support for ALL students. Counseling is already much less accessible than it should be. Before a student can be successful academically, they must feel confident and supported and safe.

- Programs such as preschool, support the focus of "culture of care." As interventions, such as Reading Recovery" are cut preschool becomes an even more vital intervention for EL & SED families.
- We need to ensure a culture of care, intervention, and support for all of our students.
- Student achievement, culture of care, and support for students needing intervention
- intentional culture of care, intervention, and support for all students- withdrawn students need to feel that they belong, volatile students need to feel they are accepted and can gain control over time with support, EL students need a community where they feel safe attempting their new language. A warm relationship with a teacher is the basis for providing a challenging curriculum and encouraging students to take risks in their learning.
- Creating a culture of care, intervention, and support for all students needs to come first, as students are physiologically unable to perform at their full potential when students are faced with stressful conditions in the home and at school. We will continue to struggle to achieve the first two focus areas regarding academic achievement without addressing the fourth one - culture of care, intervention, and support of all needs.
- educational programs-intervention and PE specialists are top priorities
- Our highest priority should be the development of well-rounded citizens that have the literacy and self-advocacy skills needed to tackle whatever path they choose.
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- Culture of Care. Again, our elementary schools have very different needs. But, we can all agree that having smaller class sizes makes an impact on student behaviors, socially and emotionally, as well as academic. Class sizes should be at a number where optimal learning environments can be achieved. When you factor in, children with special needs in the classroom, the learning of all could be interrupted. The need to individualize what each school needs would definitely help with Culture of Care goals. Some schools would benefit from a full time Counselor and other intervention needs, depending on student population and what services are highly being used at each site.
- I would prioritize it as it is listed on the slide.
- Intentional culture of care, intervention, and support for all students.
- Technology and innovation
- ELA - we need to continue to build our understanding of RUOS and implement with fidelity Culture of Care - School Counselors STEAM - continuing to keep the ARTS in the steam focus
- SLCUSD students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD). SLCUSD students will achieve substantial academic gains in Mathematics.
- SLCUSD will create an intentional culture of care, intervention, and support for all students should be the foundation to all learning. Without this, students have trouble learning.
- ELA and Culture of Care.

- Culture care should be our main focus! If we do not create that and the classroom or on sites, how can we dress their learning needs. We must start with the basics in order to make sure they're available for learning.
- All
- expand technology promote innovation
- All are priorities are important, however we can do better with Culture of Care by beginning to weave students' actual identities into our classroom. This will include an investment in text and materials that mirror who our students are while providing them windows into understanding others. For example: As a standard do we have books on our shelves, and do we require reading that mirror the breadth of our students' identities (gender, class, language, race, family structure...)
- Language, Math, CTE
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- STEAM/CTE access - because that is more in line with the world today; EL/Math will come along with it.
- Strengthening academic achievement
- SLCUSD will create an intentional culture of care, intervention, and support for all students. SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness. SLCUSD will strengthen data use to improve academic achievement.
- Culture of care, intervention, and support
- My highest priority is that ALL students continue to make gains in ELA and Math. Of least priority, strengthen data.
- For the culture of care, intervention, and support for all students; I would like to see any future curriculum that is adopted be purposeful in supporting English Language learners as well as students coming from low SES households. This will, in turn support all students.
- Creating a culture of care, intervention and support for all
- Student performances in ELA and Math, technology
- ELA. Students need to know how to read!
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- #4 culture of care, support, intervention for all
- Number one! ELA.
- Our Laguna Library Culture of Care--enriching the whole student through various and yearlong activities--using digital resources. Continue having it as a safe place for students to develop and learn and explore. The library supports our classroom projects with the use of Chromebooks-introducing students to proper ways to gather information, cite and write papers. Makers Space--students tinker, create, build, and share throughout our Teen Tech Week Our library space is so vital to the emotional and academic growth of our students, supporting the whole child.
- Keeping our teachers and arts programs.

- SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.
- Highest priorities from the focus areas are 1. culture of intervention and support and 2. using data in the RIGHT ways - and to use data correctly, we need to have PD embedded. Right now, it often feels like data is collected to be collected and to say that it is there, without understanding what we want the data to tell us and how to design data collection in the proper ways.
- All areas that relate to students succeeding academically including their mental health.
- create an intentional culture of care, intervention, and support for all students.
- Career technical education of course!
- SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.
- Culture of care and ELA/ELD gains
- SLCUSD.... culture of care for all students
- SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness. SLCUSD students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD).
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- 1. STEAM - engineering (math and science) 2. Makerspace 3. Continue bus for after school 4. Keep PEI counselor 5. 1:1 technology 6. MOOCs for data driven decision
- *Math intervention. Maintaining the ST Math program for our intervention classes. It is the best support program I have worked with as a teacher with 19 years' experience working with at risk students in the area of math. *Maintain our math technology support. The LOMS math department has worked hard to integrate math technology and support utilizing Buzzmath. We have spent hours incorporating it into our current adoption as a means to support the program. Please maintain this technology support. *Culture of care and intervention. Please maintain counseling support. We will need it more than ever. I would sacrifice class size for counseling support.
- Maintaining a culture of care...that is the key. Students can only learn from teachers that are happy in their positions.
- Providing student access to a world-class STEAM (and CTE at the high school level) program is a high priority, as it benefits all students in multiple classes. The students use the skills they learn in the STEAM classes. Funds for replacement of 1:1 devices and sections to make these classes meaningful is critical.
- Supporting the EL and SPED students within the GE classroom with lower numbers, intervention programs and support staff. Increase our inclusion classes at the secondary level to math, science, English, and history. There is inclusion training for GE teachers, paraprofessionals and on how to effectively teach all students within the GE classroom. HW Club after school helps students be successful that don't have support at home.
- Expanding technology in the classroom with innovations and providing students with 21st century skillsets for future success

- The highest priority, in my opinion, should be the continued focus on integrated instruction, articulation between subjects.... which would fall under SLCUSD will provide student access to a world-class Science, STEAM and CTE program.
- SLCUSD will create an intentional culture of care, intervention, and support for all students
- SLCUSD will provide student access to a world-class STEAM and CTE program.
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- Number One
- SLCUSD will create an intentional culture of care, intervention, and support for all students. SLCUSD will provide student access to a world-class STEAM and CTE program.
- SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.
- I hope we will continue to focus on STEAM supporting the Core Curriculum. Technology is definitely a close second as it is an important part of what we do across the curriculum and in STEAM.
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- Access to world-class STEAM program. I want our students to be the innovators of the future. I'd like to see this K-12.
- SLCUSD students will achieve substantial academic gains in Mathematics. SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness. I'm a math teacher.
- Student - teacher contact time in all subject areas. Class size is crucial to student success. It is just plain truth that more teacher time, individually, means more learning opportunities.
- Literacy in Elementary School Teaching Executive Functioning Early School Culture Encouraging English use at school
- Creating an intentional culture of care, intervention and support to all students and staff
- Establishing and maintaining a culture of care. Gaining in ELA through the use of content standards in HSS.
- English and Math need to stay a focus. Those are used in everyday life for every day jobs.
- The emphasis on ELA and Math. Of course, making that relevant through technology is essential.
- Care, intervention and support
- SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.
- Educational programs and keeping valuable teachers and support staff.
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- Student safety, culture of care and intervention

- strengthen data use to improve academic achievement.
- Like I stated before... LA, math and culture of care/counselors are most important.
- Culture of Care
- 1) SLCUSD will create an intentional culture of care, intervention, and support for all students.
- culture of care 2) ELA 3) math
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- Culture of Care
- Highest priority must be academic growth for all students. Second to that should be culture of care - especially interventions and mental health supports.
- Create a culture of care. This needs to start at the district level and flow down to the school level. We aren't feeling it right now. Elementary teachers keep asking for administration to allow them to digest all the new changes before the newest things is purchased. We don't invest in a program long enough to see if they even work. School is compared against school to see who is scoring better, which students are testing better, who has the newest program to put up on a slide to impress the school board. We aren't asked how is climate at the school, what is the social emotional welfare of the school, who are neediest students and what are we doing for them? We just keep trying new things to score better on tests.
- Strengthen the use of data to improve academic achievement, then high quality instruction that's based on the data in order to achieve the gains in ELA and math.
- See above
- Climate of care
- Culture of care...
- SLCUSD students will achieve substantial academic gains in Mathematics and SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.
- The first one: substantial gains in ELA and ELD
- The first one: substantial gains in ELA and ELD
- I am concerned that one year we are all about STEAM and the next year STEAM isn't even mentioned. I feel many of us do not have clear Central Admin. directives as to what we are actually supposed to be doing.
- using data to improve student performance
- Provide students with access to world-class steam and CTE programs
- SLCUSD will provide student access to a world-class STEAM and CTE program.
- Intentional Culture of Care and Interventions for all students.
- Culture of care, intervention and support
- Technology and Innovation.
- SLCUSD will create an intentional culture of care, intervention, and support for all students.

- Based on the new ranking system, I would say that gains in academic areas should be the highest priority. We should also focus on a culture of care and support for each student. Those are the two I would like to see in the foreground.
- The intentional culture of care, intervention and support, as stated for all students would be of the highest priority to me, followed closely by expanding technology and promote innovation and strengthening data use. These will go a long way in the success of all students, whether or not they go to college or into a career.
- The Proposed Reductions and how it will affect the Focus Areas.
- Achieve academic gains in English and Math. Provide a culture of care and support for students. Also provide world class STEAM and CTE programs.
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- create an intentional culture of care, intervention, and support for all students. I feel like this one covers everything. It doesn't appear to be at the top of the list since counselors and aids are disappearing. These are the people who help students when they are in need.
- Curriculum achievement
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- SLCUSD will create an intentional culture of care, intervention, and support for all students.
- Culture of care. Community. Rigor.
- Programs for KIDS. Math and English are important. Kids go to school for a wide range of subjects and activities that keep them in school and help them prepare for a life outside of HS...college, career, etc.
- support for EL learners
- #1 LCAP Focus Area (ELA & ELD) SLCUSD students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD).
- Academic gains in ELA and ELD.
- Improving gains in ELA, ELD, and math while cultivating a culture of care at the same time.
- STEAM course offerings and focus Technology
- SLCUSD students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD). This provides the foundation for other focus areas to reach success.
- Counselors and preschool.
- I also want to say that in showing students that we care, that means that we need to think of the needs of all students. I am sometimes concerned with this at the high school level. There is a huge focus on sports. The students who participate in sports feel like they belong and are cared for. But please be aware that there is a large number of students that don't fit into the sports group. Usually these students are more musically inclined. Please don't cut music programs to save money. These programs not only provide a good education but they also provide a place where those who don't

fit into the "sports model" can feel like they belong somewhere. These are usually good kids that just need a place to fit in. Music programs and classes provide that place.

- students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD).
- Supporting students in ELD/ELA and Creating/Maintaining a Culture of Care.
- Intentional support for ALL students - from pre-school to adult school.
- The highest priorities are for students to achieve substantial academic gains in English Language Arts (ELA)/Literacy and English Language Development (ELD), for students to achieve substantial academic gains in mathematics, and for students to have access to a world-class STEAM and CTE programs.
- "SLCUSD will create an intentional culture of care, intervention, and support for all students." True success in this area is the cornerstone for all other focus areas. Students who feel supported, safe and cared for have a greater capacity to expand their education by taking greater risks, overcoming mistakes, and understanding that their success as a whole person is the desired outcome of their experience at school.
- Culture of care- mental health issues
- SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.
- Finding other ways of funding our schools with the closure of Diablo.
- Culture of Care, then English Language Arts, then STEAM
- intentional culture of care and student support
- Math
- World class STEAM and creating an intentional culture of care, intervention and support
- World class CTE classes. No one should graduate without having taken the same CTE course for one year, like art. CTE courses teach students how to conduct themselves in the real world. Since over 50% of our students who start college leave after one year, these job skills are critical.
- Teacher student ratio, Personnel for Emotional Needs of Students, Training of Teachers for technology and content
- Culture of care.
- Achieve substantial gains in English.
- preparing students for college, a unified schedule between the high schools, equity in offerings and work load at the high schools
- Expand technology and promote innovation.
- Culture of Care
- Developing and enhancing a "real" CTE program
- ELD and college/career readiness.
- Culture of Care CTE
- STEAM and CTE programs. These are skills that students will be taking with them wherever they go.
- Promote Innovation, Culture of Care
- Care, intervention and support

- That the district will continue to provide student access to a world-class STEAM and CTE program.
- The CTE and STEAM programs.
- To promote personalized learning in preparing the student for a possible college experience or career experience or both. Technology should be a "tool" used in the advancement of all students. Also, the school should promote a feeling of support with intervention programs in place for those in need.
- creating a culture of care, improving STEAM and CTE education for career and college readiness
- promoting technology and innovation
- We need to do a better job with "world class" STEAM and expanding technology to promote innovation and personalized learning
- Substantial gains in ELA and ELD Culture of care, intervention and support for all students
- Close Teach. Close Pacheco. Have evaluations every third year. Close Hawthorne. Combine principals- one principal for two schools.
- Intervention and support for all students.
- SLCUSD students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD).
- The highest priority is educational programs which have the most direct impact on our students and teaching staff.
- One focus area to incorporate achieving substantial academic gains in ELA/ELD and math. Expanding technology and innovation, STEAM, PBL as best practices. Strengthening data use to improve academic achievement.
- Strengthen ELA/ELD, STEM; math and science support/PD.
- My highest priorities are the intentional culture of care and the use of data to inform instruction. I think we need to do a better job making sure each one of our young students can access learning, including our most fragile groups of learners.
- I feel that academic achievement and culture of care/intervention support are the highest priorities. While STEAM and technology innovations are great areas of focus, and things that I believe really do enhance student learning and college and career readiness, they do incur a lot of costs of maintaining the tech and programs. While I would never want to lose a strong STEAM program or access to technology, if given the choice between maintaining 1:1 tech use or keeping class sizes smaller/keeping intervention programs, I think that the priority should be on the latter.
- ELA/literacy, Culture of Care, Intervention, Student Support
- Support for integration of content in elementary, shared ideas about how to promote and continue to support a "culture of care" for ALL students-especially in light of our current political climate, PD support on site to support students' speaking/listening skills, as well as teachers' ability to implement integrated ELD.
- Intervention/Care - especially ELL
- The culture of care is a top priority to me when cuts happen.
- World class STEAM program.

- The first, second, and fifth.

How do we ensure an inclusive process that involves all stakeholders through our budget reduction process?

- Allow stakeholders to see the real choices being made. Open ended questions such as these do not share the real budget choices that will need to be made. I'd like to see stakeholders giving input on many different possible budget scenarios. "If we implemented X budget..." in addition to "cut a or b"
- Surveys and coming to our sites to hear teachers' thoughts
- Being as transparent as possible.
- Communicate often and be transparent
- Ongoing outreach and opportunities for two-way communication, such as this site presentation paired with this follow up survey
- Coming to schools to talk to staffs regularly through staff meetings is a great way to ensure that everyone is on the same page.
- Public Forums
- Don't allow subjectivity. Create a document that has objective qualifiers (questions) based on the Association Agreement and make that document transparent.
- All stakeholders need to be aware of decisions and also to have multiple opportunities input. This includes stakeholders in the school setting as well as parents, community members, etc.
- Make sure that all TRANSPARENCY exists at all levels and communication is prevalent. All stakeholders should be able to be involved in decision making process.
- I would suggest developing more than one option for which reductions could be made and allowing stakeholders to review and give their input, perhaps even vote on which way to go. Otherwise it seems like the cuts are proposed, the cuts are revealed and then the cuts are made, with stakeholders becoming mere bystanders.
- Share the same information with all parties as it becomes available.
- Open communication and listening (Culture of Care)
- Listen to your parents and teachers.
- The LCAP committee meetings should include teacher representation--both elementary & secondary. Surrounding districts have union member representation that goes beyond that of yearly surveys. Meeting times should also be planned at times where it is feasible for teachers to attend. Meetings dates should also be well publicized well in advance.
- Keep things transparent.
- Continue to provide opportunities for feedback about what is working in our schools, and what is not working, by those who teach. Also provide opportunities for parental and community input so that they are included in the planning process. Inclusion will foster ownership in the final plan.

- I like the idea Ryan presented regarding tiering. It will also be important to try to get parents as involved as possible and to have school sites compare programs to evaluate best use of funds and to find areas where savings can be found.
- All of our elementary schools contain high-achieving students, outstanding educational and extracurricular programs, and teachers who are well-educated and trained and truly care and go above and beyond for their students every day. I think the district has created a sense of exclusion with Teach Elementary. Sending out flyers advertising a trip to Catalina and other amazing field trips that are not offered to the other elementary schools is creating a program of exclusion. It's not right and changes the dynamic of the "other" elementary schools. How can one public school have such great opportunities for their students, while the others don't get the same opportunity to provide a "rich" educational opportunity for their students?
- Open meetings, access to speak and write to the board of Education
- Be as transparent as possible across many forums: social media, town hall meetings, Back to School Nights, school newsletters etc.
- Be sure to involve teachers, parents, and students from all school sites and various background and income levels.
- Having all stakeholders equally represented in the decision making, that includes teachers, parents, and administrators would definitely ensure that it is an inclusive process.
- committee that is comprised of all stakeholders, surveys
- Clear communication and teacher representation.
- Keep all stakeholders informed of upcoming cuts and let all voices be heard.
- Surveys such as these where responses are calculated and given significant weight.
- There should be a committee that includes teachers from a variety of grade levels and schools, admin, and local community members to help make these decisions. It is important that all stakeholders are involved in the process and feel heard.
- Surveys work
- Members of the Superintendent's Local Leaders Group should keep their constituencies updated and solicit comments and concerns.
- The combination done with this presentation aligns with many diverse generations of learners: road show face to face at sites, and the satellite approach with surveys. I hope you continue to deliver your message in person site to site and additionally offer the online options. Also, please don't forget about itinerate specialists, like support staff that are at sites only on certain days of the week. Instead of us coming to you would you please be willing to attend in the future our all sp.ed department staff meetings so we all get the message at once? We hear things second hand from school sites and then the message gets distorted. If we hear the same message directly from you it becomes an "inclusive" conversation, by default, because we all just experienced the same info and now we can problem solve and unpack ideas together. Please feel free to come to an all sp.ed. staff meeting in the future so we can all hear this important information. We usually have about 100 people.

- The variety of meetings and committees that I've heard of is phenomenal. Some of the language and the process is very high-level. I wonder about a simplified webinar posted and shared for sites to use at ELACs and PTA meetings.
- Continue to take surveys.
- Include multiple voices amongst district stakeholders in the planning and recommendation process
- If schools have "parent math night" or something like that, it might be a good time to take 30 minutes to present LCAP and let them take survey in the lab - capture an audience we don't usually get
- How many experienced educators are now (or also) in the business arena? This may be a rich resource for addressing the dilemmas of reduction vs. revenue generation and quality education. How often and how well are people being invited to consider themselves "stakeholders?"
- Reduce from the top. Less chiefs...
- Inclusion requires an understanding that changes must occur both in the education system and at each school site. Whenever ownership is meddled with there will be push back. There needs to be a specific plan on how to deal with potential challenges that may arise. We need to do our best to convey that the push for inclusion is a societal change in attitude and has nothing to do with personal competence. Targeted data should be developed to help stakeholders evaluate whether we are moving in a direction toward inclusion and how to improve. Everyone needs to feel supported and heard. Time should be set aside with specific agenda items designed to generate discussions and allow for questions to be answered or gathered. Funding should be set aside to allow stakeholders access to research tools, conferences and ongoing education as changes continue to evolve throughout this process.
- Open communication throughout the process.
- Constant communication so that there are no surprises in any program reductions. A panel of non-partisan, parent-driven that provides input on any reductions.
- Inform the public about big decisions that involve our general fund in advance. Include teachers and staff in the decision making.
- Surveys, meetings for discussions/ suggestions
- It seems like the district is committed to informing the public and including a variety of people in the decision process.
- Updates on proposed cuts to ALL. Making these updates accessible to all families by presenting to them at sites as opposed to District office. Parent may feel more comfortable attending meeting at sites.
- include teachers
- The best you can! Tall order.
- Don't get rid of the library or library techs!!
- Be open to any and all ideas.
- I don't know if that is even possible. Someone will always feel they were unjustly targeted. Cuts to both Admin. and other areas would be helpful to maintain moral.
- Communication is key in various forms to reach such a wide audience.

- I would like to see more teacher input to the district-level administrators. Often, it feels like teacher input is disregarded when it comes to education or curriculum decisions, despite being grounded in best-practice and research.
- good question! keep discussing it with staff and parents.
- honest, realistic conversations about what is truly going on in the classrooms and on sites. Those involved in the budget decisions need to be in the trenches all the time. Visiting classrooms for entire lessons, watching what is really happening and what the needs are with their own eyes. I honestly think that every administrator needs to put themselves into a classroom once a month as a substitute teacher or certificated staff person, to get a feel for what is going on across the district. The reality of what the students and teachers and staff are experiencing will be enlightening you all as budget cuts are being considered.
- Keep seeking input from all stakeholders.
- open meetings, all information above board
- Continuing communication and rationale for necessary cuts.
- It comes down to money and things that are necessary. Is Teach necessary? Is Pacheco necessary? Are preschools necessary? Is a million-dollar loan to our superintendent necessary?
- Constant communication with all involved in this process
- keeping us informed and educated on the process.
- A cadre of concerned folks at the site level with recommendations to the district.
- Lots of communication on public hearings regarding budget reduction concerns and decisions. Multiple locations for those without proper transportation so all are included.
- The process of having a separate evaluative group review all aspects of the budget with a fine tool comb seems a fabulous idea. Opportunities for revenue generation and contracting services should be considered!
- Please have meetings at the schools to ensure that the teachers, staff, students and parent communities feel heard, and to improve buy-in for the choices that will need to be made in our budget reduction process.
- Use staff that we already have to do inservice trainings.
- Do away with TOSA/ admin roles and send back to classroom, school sites have restrictions on hiring, class size increase to upper-grades (I would rather I have more students in my rooms than elementary have larger in theirs).
- The creation of committee that involves representatives from all stakeholders. Dr Prater's advisory committee that he suggested in the last board meeting seems to be missing several stakeholder representatives: students, teachers, to name two.
- Obtain feedback from all stakeholders through community "town hall" meetings.
- Seek out public comment rather than just waiting for them to come to you. Ask for teacher feedback directly. Value all school sites the same.
- Educating the stakeholders of the options.
- Communication

- Having 'town hall' meetings (in various locations...on the coast and in SLO) is a helpful forum to allow the community of parents/families affiliated with SLCUSD to learn more...and stay in the loop.
- I believe reaching out to the community and our schools to be a part of this process is necessary. I see that this is happening.
- Record meetings and broadcast via Youtube, Facebook Live, etc. Continue to solicit input. Provide opportunities for groups of stakeholders to meet and discuss, share results.
- Not sure what that mean. Who are you referring to for inclusiveness?
- I would highly recommend that the communication stay open and timely. People in all areas of the organization and community value our district's role, therefore, actions must be transparent.
- Make it clear that everyone will give something up.
- Prioritize spending. Make cuts at the top first, instead of cutting student programs
- The blue ribbon committee should include educators. I hear the superintendent wants a diverse group of people, but you must have educators in on the panel. Nationally, our president chose a non-educator to run the DOE. She has no credibility with any educator on our campus. If the Blue Ribbon Panel lacks educators, then they will have zero credibility on our staff as well.
- No secrets. Keep everyone involved in the process so no one feels left out or targeted.
- Meetings, Meetings, Meetings of all stakeholders. Transparency when the tough decisions are made.
- Have representatives from all schools.
- Seek input from all stakeholders.
- Keep inviting people of the community to meetings by encouraging teachers to share meeting dates and agendas with their parents.
- Include teachers when decisions are being made
- Meetings, surveys, newsletters...
- I think these surveys are a great start.
- I liked hearing from Ryan's presentation that an outside committee will be used to draw up a plan for budget reduction and goal setting.
- It would be helpful to have more admin. visits to staff meetings or to see firsthand where big dollars are being spent. Visiting spec. ed. programs, seeing the work paras are doing m visiting during STEAM projects, etc. School board members as well need to sign how money is spent now to understand cuts better.
- Have every level of the school district and community represented on the "Blue Ribbon" group.
- Cabinet could do a lot of road shows - visiting staff meetings, PTA meetings, etc. Come to the stakeholders, don't expect them to go to you.
- Get teachers on the committee from all areas of the district so you get valid input and not just a rubber stamp. Ask for input not just going through the process of putting up slides for teachers/staff to see and then ask for input. It is too late then.

- Continue the community meetings, and pull sites together to have smaller clustered meetings with staff.
- include certificated and classified input
- Listen to contributions in open forum
- Getting the word out as you are doing.
- Have transparent communication as to teachers as to what is going on at the district office as well as gathering feedback on different cuts that may be made.
- Maintain, support, and fund healthy AVID programs at all secondary schools
- Maintain, support, and fund healthy AVID programs at all secondary schools
- be absolutely transparent in use of funds
- Keeping all stakeholders informed and making sure the Blue & White committee continually speaks with educators about what is needed in the classroom
- Through blog or social media, such as Facebook.
- Blue Ribbon Committee
- Create opportunities for input from stakeholders
- Continue to educate the public during the process.
- Continue to host meetings and make sure to be transparent about process and all possible ways to save people through cuts. Also, brainstorm and discuss ways that the district could bring in new revenue.
- Have forums & discussions that take place between all stakeholders. Discussion should include teachers, students, parents, classified, community members, etc. before the decision on what to cut are made. It's not just about what we spend the most money on. I feel like the 87% on personnel is emphasized, but that is on par with many schools. We can find other ways to cut money that have the least negative impact.
- Somehow, it has to be brought to the parents, grandparents, siblings, and other outside people to support the student in the schools. We have to make it a priority to keep students in school, keep them learning, keep them interested and out of trouble.
- I think you are already doing a great job. Those that don't get involved in the process, can't say they weren't asked.
- Not sure.
- Budget is a real life process; this affects our students, families and our education community. This has economic impact; open the forum in class. Connect to families directly.
- Ask everyone to submit ideas where they would make the cuts.
- Transparency! Clear communication about possible reductions and allow time for people to weigh in
- negotiations by all stakeholders
- I am unsure. I believe continued open communication is a good approach.
- continue to openly communicate the process and with input from the stakeholders
- Extra Outreach to our Latino Community. Ensure proportionate input from Latino Community.
- I think you're doing it. Invite stakeholders to participate in the process.

- I think visiting school sites and parent meetings if really helpful because people have a chance to meet as a community. Also, possibly coming to ELAC meetings as a way to reach out to English Learner families who may not attend other meetings.
- Focus on the above areas because all students should be prepared for the use of newer and newer technologies.
- Do focus groups. People don't go to the district meetings. Go to the people.
- Look at the whole population by site. Then distribute funds according to needs. Make sure that all population segments are well represented regardless who speaks the loudest.
- Ask for concentrated input (focused on some areas, like this survey is), versus wide-open "Tell-All" feedback process from teachers, community members, etc. Then based always on the question "What will help students as learners and citizens MOST in this very difficult decision process.
- Continue to be transparent and communicate to all stakeholders in their first language (as much as possible).
- One way is to keep all stakeholders informed of any changes that might affect us.
- Continue to provide forums for input and interaction, and demonstrate that these ideas have truly been taken into consideration and/or utilized in the re-creation of our financial schema.
- Cut a senior administrator position
- Come with a blank piece of paper instead of a completed LCAP ready to alter. Listen to the stakeholders instead of creating a list for them.
- Expand view of possibilities. Give up on one calendar/size fits all needs/circumstances
- Include all stakeholders in the survey.
- Continue to offer school and community meetings
- -meet with people who work on our campuses before the decisions have been made.
- survey's such as this one
- Keep teachers in the classroom, don't let that be our first reduction.
- Much as you have started, at least for the teachers, by having open, frank discussions of the fiscal situation.
- Set up committees with all stakeholders
- Have meetings at sites with students that are not preselected. Listen Listen Listen. Do not go into meetings with ideas; let the ideas come from the meetings. Do not look for approval of a document you have already completed, but ask the stakeholders for improvement ideas.
- Continue with site visits such as this one.
- No right answers here. Tough decisions will have to made.
- Include site staffs in this decision making
- Understanding that all programs will lose something but that other programs will lose more
- Communication; explain the thinking behind some program cutbacks vs. others.
- Transparent communication

- Communication is key. An easy way to gather feedback is important, maybe online q&a sessions.
- Town hall meetings
- I don't know
- Continue to keep everything out in the open and ask for help from all stakeholders.
- Communication and transparency will be critical to keep the trust of all stakeholders throughout this process.
- By including and listening to administration, teachers and the community in making these tough decisions. We all have a stake in the education of our children. Continue communicating with the public and school sites.
- Continue to publicize meeting dates, agendas, and proposed cuts in advance. Continue to solicit staff and community feedback.
- transparency
- Be clear about process and over communicate. Have representative team meet regularly and share out info at sites.
- Continuing to get input from all staff.
- Involve all parties- community, parents, teachers, admin.
- Get lots of advice, comments, and information from the people who are directly involved. Use our money wisely.
- Communication with teachers
- Continuing to include and listen to all those that are impacted along with maintaining a goal of doing what is best for our students.
- That one is a great question. Communication is huge, so I was glad to see that as a priority. Surveys, forums, stakeholder meetings etc. that have been used thus far seem to be effective.
- SLCUSD staff, parents, students and community members should be invited to participate.
- Consistent communication and solicitation of feedback from all stakeholder groups is key. I know district level admin. is reaching out to groups, but as a teacher, I have no way of knowing who is representing what groups, or when the conversations are happening.
- I think open communication and transparency are key for all parties to feel fully informed and aware of the potential changes so that they can make their voices heard. It will also be important to have a committee made of admin, teachers, parents, community members, and students if at all possible to meet regularly and share ideas, concerns, and feedback from the communities they represent. With each decision and cut made, the implications on each student, teacher, classroom, community member, etc. should be considered thoughtfully and representatives of each subgroup should be consulted.
- This is one way.
- Continue to get feedback from different stakeholders and communicate information with teachers, staff and the community.
- Continue seeking input from teachers and make sure to include other staff as well.

- Surveys like these instead of attendance at meetings will provide the widest amount of input. Eventually putting the list of possible cuts in a list and allowing people to prioritize the considerations.
- Tell us what has been done and give a list of things to be done and let teachers give a rating of where we think the budget should cut for the next few rounds of cuts.
- If you are talking about the process of sharing information, you are doing an outstanding job! As far as who to include in making budget cuts, I'm not sure anyone really believes that their input would make a decision. You are making reasonable decisions right now. And, you've explained it very well. People will realize it soon enough.

Do you have any other comments or questions for the District?

- The district has been asking teachers to do more and more without taking anything away from our workload. More concise responsibilities will allow teachers to focus more on students and their achievement. More responsibilities pull attention from students. More reporting, more data entry, more assessment, more "homework" from principals outside admin PLCs or staff meetings is filling many teachers' cup to overflowing. Please make administrative decisions that do not interfere with teachers' abilities to focus on students' needs. Since Dr. Prater termed this as a "catastrophe" in summer 2016, the district has framed this situation less negatively. Our community is greatly committed financially to the district as evidenced by our bond measure. I'd like the district to be more proactive in sharing the positive ways that we continue to serve the community so they know they aren't paying more now for less. Can we justify keeping TEACH open when those students could bring their skills, families, and district dollars back to their home schools in this time of shrinking budgets? The long term nuclear waste storage situation at Diablo (and nationally) will have a direct impact on SLCUSD, our families and our students for years to come. I'd like to see SLCUSD admin focus not just on this lost additional revenue that puts our district back on equal footing with nearly every other district in the state, but also having at least a position on the other impacts of this possible closure. Our students will be accepting the ongoing risk of nuclear storage in their community with none of the benefits of additional revenue, jobs or carbon neutral energy production.
- Thank you for your time, care for our schools, and thoughtfulness in this challenging process
- Have you considered opening up the preschool program to district employees (and/or the public) to generate some revenue to keep the program running? Perhaps at a discounted rate for employees (less than going rate for a preschool). You could consider opening 50%-75% of the roster to paying employees/community members and the rest could be reserved to low-income families who qualify for the program. I know I would be interested and I have talked to other colleagues who would be as well. Food for thought...
- I appreciate the hard work that the district is doing to support and maintain the programs that we have to enhance student learning and support teachers to provide high levels of instruction.

- The reduction of suspensions seems to be reinforcing the precept that there are no consequences to student actions. We seem to be teaching them they can continue to be poor citizens in our school culture and nothing negative will happen to them. In other words, they are left to disciplining themselves, which oftentimes fails. I am consistently seeing students who, after kicking furniture across the room, telling teachers f*** you, telling teachers "I don't want to", "I'm not going to do this," or bullying others, then report back to their peers, "Hey, they didn't do anything to me! I might have to apologize. We'll see!" It's a slippery slope and student defiance is feeding off this new approach, making it more and more difficult for them and their peers to learn. In addition, learning there are no consequences to bad behaviors, is not teaching them to become responsible adults. The suspensions may be going down, but the bad actions and behaviors are not.
- Counseling is a must at all schools.
- It is disturbing that as the district has entered financial uncertainty, a \$950,000 private home loan was given to the superintendent. Other districts have made similar loans, but those districts financial situations are not under the same concerns. There are other manners in which investments can be made. The timing of said contract amendment was also suspect. The transparency of this decision is in question.
- Not at this time.
- I feel the district is on the right track in the first steps of reducing our budget in the face of fewer monetary resources. As we face more difficult cuts and decisions in the future, key priorities and identification of our goals as a district will help to guide decisions to help meet those goals.
- Well done on the plan to have a board outside of the schools to make suggestions regarding cuts, but it is important to find persons of influence and people with areas of expertise as well as the general population so that the suggestions are actually beneficial to the educational process.
- Please do what you can to keep class sizes low, especially at schools like CL Smith who have a high population of students with various needs that can be more readily met with a lower teacher to student ratio. It really does make a difference for the students and teachers who are in the classroom together day in and day out.
- Think of the long term effects of some intervention cuts, for example, more special ed referrals as a result of cut in LLI
- Looking at assessments, it would be great to really look at what is needed and what is not at each grade level. I feel there are too many being done. If we looked at what children can do developmentally, and align assessments to that, we could possibly hold off on some testing at later grades. Ex. All the testing in K, couldn't we wait until the last trimester, after almost a full year of school, to assess? For some students, Kinder is their first exposure to a school setting, and I feel Kinder should be a year of exposure and the focus should be more on emotional & social learning than academic. And, through emotional and social learning, so much academics will be learned, without the pressure of being at a certain level when the students are just five and six.
- I would prefer to do away with MyOn and to have Accelerated Reader.
- No

- Some of the costs that seem unnecessary at this point are: ETC Portal, District Writing Scoring Days, Grade level math meetings.
- If some sites do not need all the technology, for example MyOn is very expensive, can we use that money for other areas at a site? Our interventions, such as LLI teachers, are extremely important especially since reading recovery has been pulled.
- District personnel are handling this unwelcome Diablo crisis with dignity and grace. Thank you for protecting the welfare of this organization and considering the implications of its legacy on generations to come. We are fortunate to have leaders with integrity who don't freeze with fear when difficult situations arise. Applause to those in the B-wing.
- Thank you for your work on this!
- Stop wasting money on non-education related items (ie, food, too many conferences, and other extravagant items).
- No
- From what I can discern you are chopping the legs off of the institution. Your reduction in substitutes will greatly backfire and ultimately the children will suffer. Cutting back on school security at the high school levels opens the school up to crime at alarming speed. DO NOT STICK YOUR HEAD IN THE SAND AND PRETEND YOU DO NOT SEE THESE THINGS!
- I'd really like to see special education take over all preschool programs. I feel that what the district preschool program has access to is vastly different than the special education program has access to. I realize much of this has to do with the funding source and the licensing requirements for district pre-K. From both a parent and teacher perspective, it's shocking that the youngest and most intensive group of students in our entire district have been placed in smaller rooms without windows, proper bathrooms or fluid access to the outdoors. I think this needs to change immediately. If the preschool programs were run entirely under special education, we would no longer require state licensure. We could offer a full-inclusion, low-cost district program for Gen. Ed. and less-intensive students in the morning then use the big, beautiful rooms for running more-intensive pre-k in the afternoon. This could save the district preschool programs long term and help fund the special education programs.
- I am disappointed with the loan given to Dr. Prater. I have been in uncomfortable situations on several occasions having to defend San Luis Coastal. The community is angry that their tax dollars are not being spent to better serve their children. Many have lost respect for the entire school district and are very vocal in their opinions.
- How will communication be delivered regarding any program reductions? Preferably not through a blog, put specific newsletters or emails.
- Will anything significant happen with health care costs next year?
- Not at this point.
- Keep kids/future adults in mind.
- Our students need to remain the highest priority during this difficult and challenging budget reduction time.

- I repeat: Those involved in the budget decisions need to be in the trenches all the time. Visiting classrooms for entire lessons, watching what is really happening and what the needs are with their own eyes. I honestly think that every administrator needs to put themselves into a classroom once a month as a substitute teacher or certificated staff person, to get a feel for what is going on across the district. The reality of what the students and teachers and staff are experiencing will be enlightening you all as budget cuts are being considered.
- Please keep us informed.
- If you have to cut a program, I think it should be Teach and not Pacheco. It appears the data proves the benefits of a bilingual education and there are not enough programs for our low SES/minority groups. Most of whom do not attend Teach.
- Focus resources with our community.
- Maintain open communication throughout the process! The grapevine can spread false information quickly, falsely, and unfortunately!
- Continue utilize outside Family advocate grant that supports all students.
- There is an element to this district that is a bit troubling- and that is the fragmentation of different schools. Teach elementary school is pulling students from other schools that would like to retain them within their programs. Teach is advertising their prowess while the other schools are doing the same. This is very strange. Aren't we all on the same team? Secondly, there is a division between the city and the coast. Even categorizing them as "city" or "coast" schools implies a division. There is a stereotype that is unfortunately alive and well: the city schools are the academic schools, while the coast is more vocational. City schools are clicky, while the coast is more inclusive. City is richer and better funded than the coast. In my opinion, the District would be wise to break down those stereotypes so that we are more of a solid unit.
- No.
- I think we should focus on keeping staff that works directly with students and not increase class sizes.
- We need to address magnet schools. With two magnet schools (Teach, Pacheco) in the city, and none on the coast, coastal families are at a disadvantage. If we send our kids to the city, what does that do in the long term to our middle school and high school? With so many kids from the coast at schools in the city, aren't there other solutions for creating equity? Possible solutions include moving one school to the coast, adding an arts magnet school on the coast, or closing one or both of the existing magnet schools. The status quo seems untenable.
- At LOMS, we have been working many hours to incorporate our math curriculum into the free online app Desmos. We run most of our math curriculum through Desmos. Desmos is an excellent tool for students and teachers to communicate math ideas and receive immediate feedback. It has revolutionized the way my students learning math and the way I communicate my feedback to them. I feel very fortunate to have 1to1 computers in my math classroom as I would not be able to do the work I am doing without them. Also, Desmos and CPM are partnering to create a more robust online interface for CPM. More is coming from the CPM/Desmos partnership online next school year! Thank you for this opportunity to provide feedback.

- Just an idea...privatization of certain areas of education might be more effective...Food services seems like a natural place to start looking at contracting with a private organization.
- Was it really necessary to hire a PR firm to have public input? Isn't that the job of the superintendent?
- Do your best. Keep the program as intact as you can. The District population is not getting smaller so we have hope.
- Phenomenal district, work on revenue enhancement that will offset and increase revenue each year in SLCUSD.
- Continue to make not laying off teachers.
- Has transportation been looked at for saving the Dist. money?
- Pay someone who has knowledge of generating revenue to help!
- Please don't lose sight of the welfare and self-esteem of the child. We are testing these children so much they are losing their individual identity. We are creating a generation of test takers and hoop jumpers. We need to celebrate who the child is and not what the district wants them to be on paper. Data collection is getting out of hand! Kids that are basic are being made to feel inferior. In addition, we need to create programs in our schools that prepare students for non-college careers. Not everyone in a society goes to college. A society needs a labor force. We are taking away the dignity of students who are not college bound, but yet want to serve our communities in a productive way. What can we do to meet these students' needs?
- If you keep class sizes smaller, teachers have more access to work with individuals - thus creating more success both socially as well as academically. It is the most expensive aspect of education, but students need to be able to access the curriculum.
- SLCUSD is an amazing district! Perhaps we should think of communication plans to get the word out about all the great work happening. It would motivate our community even more to support our schools when we face reductions.
- There should be teachers on this committee along with district personnel, and members of the community who aren't afraid to ask questions and want results tested with accurate data that isn't slanted. We will only grow when we work on changing the top down model.
- How can we continue to support teachers (the front line for students) despite the cuts, so that the already overwhelming job does not become impossible?
- No
- Thanks for coming out.
- AVID. It's proven and effective.
- Where is Common Core going to be addressed?
- I would like to see more effort to include stakeholders on the budget reduction process.
- Not at this time.
- SLCUSD is a wonderful place to work and have our children attend its school. Together, we will get through this budget reduction process.
- As budget constraints dictate our future, we must keep in mind we are educating youngsters, who do not have the capacity to be adults yet. While we try to get them

ready for the "big" world out there, we must remember they are still children and we must TEACH them how to handle many things they may not face until adulthood, if at all. Engaging students, age appropriately, is critical.

- What is the district stand on Foreign Language? Will it ever be taught in elementary, or due to cuts it is not a priority for now? Thanks.
- Information is knowledge; with it our community can make the difference.
- We can't say that the current cuts don't affect the classroom. Every cut affects in some way.
- no

- Looking good so far. Excellent communication. Keep up the good work!
- When you're reducing the budget, don't forget that KIDS and SCHOOLS are the reason we have a budget in the first place.
- Thank you for all that you are doing to support us and our students. We appreciate your thoughtfulness each step of the way in this tough process of cuts and please continue to keep teachers and students in the front of your mind as you make these tough decisions.
- How are we going to implement LCAP Focus Area #1 (ELA & ELD)? How can we ensure proportionate input (by population/demographics) from Latino Community?
- How does the District envision interventions during a time of substantial cutbacks?
- This district support of Pacheco is very much appreciated, please continue this support.
- We have enough data, let's start focusing more on best practices rather than collecting more and more assessments and data.
- I just want to say thank you for the information. I also want you to know that I know this isn't about Us vs. The District, or Schools vs. PG&E. This isn't happening TO us, it is just happening. So I will try as best I can to focus on what I can manage as a teacher, and any feedback I give will be based on what students really and truly need MOST, as well as the support/programs I really and truly need MOST in my efforts to support/teach students. So, thanks- we're in this together.
- My niece and nephew go to school in Calabasas, CA. They have science teachers that are paid for and trained by the municipal water district. Couldn't we find creative sources of funding, like this, to pay for and train science teachers (or others)? We have so many creative companies with big money and big interests in our community that maybe they would be willing to participate in a similar fashion. For example, could MindBody train a teacher and possibly help finance that teacher to teach coding to students? Being creative about solutions and involving our community seems like a win-win.
- no comments.
- Why did we give a loan of \$1 million to our superintendent when we are making budget cuts? He wasn't worth it.
- Staff morale is important.
- It would be great to have a culture of respect throughout the district, sites, and between certificated and classified staff. Thus we become a team and the students' needs are met best by a TEAM of staff members.

- Continue to send surveys
- worried about impact of work overloads by combining jobs
- it would help if LCAP was explained to school staff including what the consequences of the decisions are.
- Why would you get rid of resource officers AND campus security - seems really foolish and a huge liability!
- No
- Budget reductions was minimal for TOSAs, equivalent to the salary of a veteran teacher. More TOSA positions could be reduced.
- When are we going to address the staff morale problem at SLHS?
- Please provide clarification as to how the "Foundation" will operate. Who will ensure that public funds and private donations are kept separate?
- Academics and excellence in the subject matter taught should take precedence over athletics and activities.
- N/A
- More counselors hired
- In all fairness to the public and our employees, how can you sell these budget cuts when the School Board has loaned out \$ 950,000 for a home loan?

- Will the architects truly listen to our classroom ideas or will it simply be a token gesture? If a Foundation occurs, then they must have a designated high end grant writer.
- It is important to consider the length of time you have at your disposal to make these changes. Preparing for "worst case scenarios" are not helpful to the public climate. I know other school districts have given "doom and gloom" predictions that were unrealistic and lost talented staff as a result, to the detriment of students and their community. Please don't make this mistake!
- No
- Remember that the only two absolute necessities in education are students and educators. Everything else supports those two entities.
- No further comments. Thank you for communicating the information and update this morning.
- No, thank you.
- can I get my TA's back?
- I am hoping budget cuts does not mean a higher caseload for special education staff, as the caseloads are already high.
- Do we really need all the administrators? All the support staff? We should cap enrollment to 30 in the upper grades and 25 to lower grades. See how other school districts structure their administrative offices and schools. I know Santa Maria has elementary schools over 1000. We could close Pacheco, Teach, and Hawthorne and we would be under 500 at schools.
- Thank you for the hard work and careful thinking you're doing during this process.
- This is going to be a really difficult time but I really appreciate that information is being shared openly and many different viewpoints are being considered. As we navigate this

transition I believe that we can work together to ensure that all input, interests, and concerns will be heard and valued before big decisions are made. I also appreciate that through all of this, the heart of our work and the focus will still be on how can we best support all our learners and our staff to make sure all student needs are being met.

- Not at this time.
- Comment: Encourage continued/increased communication between BG&T and school site custodians to decrease repetitive work. Provide support to teacher to help reduce the amount of paper copies/hard resources used at the school sites (i.e. How to use google classroom and other tech., how to improve lifespan of supplies)
- Speak directly to people on site by means similar to this to gain data. Multiple choice or ranking-style questions would allow easier data to be tabulated.
- Looking good so far. Excellent communication. Keep up the good work!
- Thanks for doing the hard work. I mean, the really hard work!