



LCAP Priority Area	Specific Ideas on this Topic
Academic Enrichment	<ul style="list-style-type: none"> <li>• Student/Teacher Ratios</li> <li>• Resources toward gifted learning on a daily/weekly basis &amp; school site.</li> <li>• Reduce class size for TK and/or provide an aide.</li> <li>• Multi-sensory through elementary school and not just teaching to standards via worksheets.</li> <li>• Play based multi-sensory approach to learning in Kinder.</li> <li>• GATE enrichment for students and training for teachers grades TK-12.</li> <li>• (Since GATE does not exist in school) Can parents of gifted children be connected to organize their own enrichment outside of school?</li> <li>• PD for teachers</li> <li>• Cut 6<sup>th</sup> grade Science Camp</li> <li>• Externships for <u>all</u> teachers</li> <li>• More materials computer-based ex law enforcement</li> <li>• Access for <u>all</u> students to CTE programs – AP &amp; band have limited access</li> <li>• Debate teams, Art, Math clubs, AVID, Robotics, Band, Woodshop, Ag, MESA, STEM class, GATE, more elective options and more time in the day to take electives.</li> <li>• More hands on experiments.</li> <li>• More support.</li> <li>• Teacher trainings.</li> <li>• More support.</li> <li>• Music helped my children – it soothes the soul and the people connect with each other. Theater brings out imagination &amp; character.</li> <li>• Provide a variety of extracurricular activities that are fun &amp; educational. i.e. science, something more than extra homework for GATE students.</li> <li>• More funding for elementary libraries. More hours for elementary librarians, so they can provide more than one minute per child interaction each week.</li> <li>• More academic support for students.</li> <li>• Better teachers teaching</li> <li>• Art – building projects that are hands-on for students – young students. Music – singing for young students.</li> <li>• Enrich with counselors, watch videos because it is important to know more about academic support.</li> <li>• Students at level need more to motivate</li> <li>• More ways to learn, resources, and programming</li> <li>• Tangible tools for learning Science</li> <li>• Increase Art teaching – theater</li> <li>• Connections across disciplines, integrated project based curriculum, students present or perform final projects.</li> <li>• More support for programs like MESA</li> </ul>
Academic Intervention and Support	<ul style="list-style-type: none"> <li>• Reduce class size for TK and/or provide an aide.</li> <li>• K-12 address different ways students learn.</li> <li>• We need to support those students who struggle to be able to access</li> </ul>

	<p>educational opportunities.</p> <ul style="list-style-type: none"> <li>• Reading &amp; Math especially at elementary level. More reading books...less reading online.</li> <li>• Reading &amp; <u>Math</u> interventions with early grade emphasis.</li> <li>• It is too much to expect teachers to cover the spectrum &amp; so the gifted children just get shafted. At no cost but relocation of a circulating teacher, this could be done tomorrow but ideally GATE children need <u>in school</u> a safe space to be smart, quirky, and challenged &amp; challenge one another. (45 minutes to an hour) They are at such high risk of social ostracism &amp; bullying &amp; boredom &amp; dropout.</li> <li>• Students have needs in Math and English. Each learning is special.</li> <li>• Additional RTI Specialists</li> <li>• As long as it meets the areas of effective intervention.</li> <li>• Funding to expand after school intervention or fifth period intervention.</li> <li>• Fully funded RTI Specialist.</li> <li>• Emphasis on MTSS</li> <li>• Need support/personnel to do intensive intervention with students that are behind.</li> <li>• MTSS – authentic and coherent system.</li> <li>• RTI teachers are a must!</li> <li>• Counselors, Homework Club/Afterschool Tutoring, Targeted/Concentrated academic support at the elementary level, Summer school.</li> <li>• After school/during school interventions in all areas. Math, reading, and writing.</li> <li>• More one on one meetings with students or like smaller groups.</li> <li>• Once they know that a student is struggling or low in a topic, they should give them academic support.</li> <li>• Give interventions and support, especially for students who are low or are not at the level of the other students. Help them and motivate them to keep learning.</li> <li>• Not waiting for parent to call for an IEP to make needed changes to concerning behavior and regression in classwork/homework.</li> <li>• More information.</li> <li>• Programs for the development of students.</li> <li>• More ways to spot and asses children with learning problems.</li> <li>• A tutoring service that can count towards community service.</li> <li>• Making sure that there are different learning methods for all.</li> <li>• Supports <u>within the classroom</u> (i.e. paras) for all classes at the elementary level to help students meet standards earlier. Class sets of books!!</li> <li>• An earlier intervention and short time to test students with possible need for intervention (less than 6 months from teacher/parent concern to final testing)</li> <li>• Need more of a good thing.</li> <li>• Tutors and counselors</li> <li>• Additional interventions – afterschool support or ASES (incorporate interventions)</li> <li>• More interventions</li> <li>• More tutors for interventions after school.</li> </ul>
<p>Additional School Site Allocation</p>	<ul style="list-style-type: none"> <li>• Reduce class size for TK and/or provide an aide.</li> <li>• Learning center at WHS is great!</li> <li>• School sites could demonstrate specific funding needs with the school site council.</li> <li>• Wellness Center/MFT</li> <li>• Update Tech</li> <li>• With a significant site allocation bump. Sites could support professional</li> </ul>

	<p>learning, after school clubs, some academic interventions/enrichments, and such.</p> <ul style="list-style-type: none"> <li>• If this was provided, I could do enrichment and intervention.</li> <li>• Resources to support student’s SAT/AP</li> <li>• Release time for teachers</li> <li>• With a significant bump to site allocations, we can support professional development, academic enrichment, and such...</li> <li>• LCAP – WBL Coordinator (timesheets) – CTSO support</li> <li>• After school intervention programs targeted at a specific need, field trips.</li> <li>• Help finance more interventions and extra-curricular activities for students after school.</li> <li>• Special classes for parents who do not know how to use the web site.</li> <li>• Parent trainings.</li> <li>• Schools are run down and in need of repairs. Growing student body but less space. I am in a kitchen that is too small to perform my tasks.</li> <li>• Especially for DI sites = books – need DI books</li> </ul>
College and Career Readiness	<ul style="list-style-type: none"> <li>• CTE needs its own metrics.</li> <li>• Career readiness for <u>ALL</u> students.</li> <li>• Strong CTE pathways that link to thematic elementary. (ex: robotics – Spring Lake, Douglass, Pioneer)</li> <li>• Focused on <u>Career</u> rather than this single-minded focus on putting kids to university.</li> <li>• Soft skills are critical! We need to prepare our students for careers.</li> <li>• Vocational programs for both are needed.</li> <li>• Challenging curriculum</li> <li>• Equal support for sites &amp; programs per pupil</li> <li>• Very important.</li> <li>• Additional guidance counselors</li> <li>• 21<sup>st</sup> century education classroom. This involves college education, work force, life skills, and social emotional development.</li> <li>• Culture. There is nothing at elementary school indicating college or anything – is a goal.</li> <li>• Need 2<sup>nd</sup> period ROP</li> <li>• Need internship coordinator</li> <li>• Need facilities management period</li> <li>• Full pathways</li> <li>• Full access for all students</li> <li>• Marketing</li> <li>• Field trips</li> <li>• Externships</li> <li>• Visitations</li> <li>• Presentations</li> <li>• Please state “CTE” as its own category, in prior plans it never existed alone. (was always with something else)</li> <li>• CTE programs</li> <li>• AVID strategies training for every teacher, more CTE course offerings at every level – strong pathways, World Language for students outside of the DI program in 7<sup>th</sup> and 8<sup>th</sup> grade.</li> <li>• Information on the benefits of studying and making specific explanations especially children who do not qualify for scholarships that financing is an investment.</li> <li>• Counseling for student’s to motivate them to obtain a college degree.</li> <li>• Assistance with how to fill out a FASFA, students often do not understand how to fill out tax information.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sometimes students just need to know what options they have.</li> <li>• Offer help with filling out college applications.</li> <li>• New/Emerging careers, robotics, E sports, etc. Cyber security</li> <li>• More programs like Roads to University.</li> </ul>
English Learner Support	<ul style="list-style-type: none"> <li>• Keep EL &amp; RTI teacher. Empower them to <u>provide</u> PD and train other teachers.</li> <li>• Reduce class size for TK and/or provide an aide.</li> <li>• Inclusivity, respectful climate in the classroom, support from teacher and fostering peer engagement.</li> <li>• Respect for students struggling with ELS</li> <li>• Limited support at secondary sites, how to help teachers help their students.</li> <li>• EL students need additional support in Math and English and also equally emotionally</li> <li>• Additional EL Specialists</li> <li>• Qualified ELS</li> <li>• Secondary level English learners need emotional support to adapt</li> <li>• Keep ELS! Need to take more groups.</li> <li>• Curriculum accessible</li> <li>• Tutors &amp; translators in classroom</li> <li>• Please bring back the in-class tutors in multiple languages</li> <li>• Additional Para support for EL students in content area classes, targeted interventions and supports outside of the school day, bridge/support program for EL students after ELD 3 and before or simultaneous to full immersion.</li> <li>• More English programs or needs</li> <li>• Making sure parents/guardians know about Adult Education classes for English Learners so they can also learn English.</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>• Facilities that replicate industry needed.</li> <li>• Cannot be grant funded.</li> <li>• District needs to invest.</li> <li>• Build out of Spring Lake</li> <li>• Up keep &amp; maintenance of middle &amp; high schools</li> <li>• Finish Spring Lake Elementary in 2020.</li> <li>• Build the new Junior High on owned land next to Pioneer HS in next 5 yrs.</li> <li>• Spring Lake Elementary already overcrowded – accommodate neighborhood</li> <li>• Rehaul of Woodland High’s heating and air system. It is hard to focus as a teacher or student when you are freezing! We also need to keep up with industry standard CTE facilities.</li> <li>• Set up a clearly communicated “Facility needs list” for the district.</li> <li>• Gibson front gate separated from office – anyone can walk onto campus.</li> <li>• Safe facilities that protect children’s brains &amp; bodies from environmental harm.</li> <li>• 21<sup>st</sup> Century classroom furniture</li> <li>• Desperately need campus updates for student/teacher safety.</li> <li>• Bathrooms</li> <li>• Up to date lighting, paint, and landscaping.</li> <li>• Appropriate security cameras</li> <li>• Plumbing</li> <li>• Update and upgrade facilities – deal with leaky roofs, craggy sidewalks, bathrooms, cafeterias, etc. Too much deferred maintenance.</li> <li>• Better trained staff to keep every area especially eating areas <u>very</u> clean.</li> <li>• Making sure that facilities are properly working to include A/C and heat to accommodate children with specific health conditions.</li> <li>• Improve facilities that need it to bring up to code.</li> </ul>

	<ul style="list-style-type: none"> <li>• Security around the school entrances.</li> <li>• Update classrooms and libraries to better assist students.</li> <li>• Update facilities to make them welcoming places to be. Food services feeds students to help them learn but get no support from the D.O.</li> <li>• Bond &amp; partial tax</li> <li>• Repair existing buildings</li> <li>• Funding for libraries, updating libraries, books, technology, bookshelves, tables &amp; chairs!</li> <li>• Maintaining facilities better</li> <li>• Pest problems need to be addressed</li> </ul>
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> <li>• I feel you are the school district. You should have more community meetings.</li> <li>• Encourage &amp; train parents to volunteer in classroom.</li> <li>• Families should feel that the “District” works with them in a partnership. This will drive support for</li> <li>• I was not aware of the CAFÉ</li> <li>• Need to have less formal engagement of parents &amp; community</li> <li>• Both use of school web sites for active calendars &amp; information</li> <li>• Physical education &amp; role in student engagement, student achievement, and school climate</li> <li>• Implement “team approach” invite <u>all</u> stakeholders &amp; make feel welcome (multiple languages)</li> <li>• Offer LCAP meetings in multiple languages</li> <li>• Parents need emotional support in particular migrant families.</li> <li>• Keep CAFÉ doing great things!</li> <li>• Parents helping parents</li> <li>• Communication, Mixer/social to introduce/meet teachers and staff at the beginning of the year- like a mini-fair.</li> <li>• Parent workshops in various topics. At the district or at each individual school.</li> <li>• That is ideal. There should be a plan on how to motivate parents to attend school meetings.</li> <li>• If no one speaks up, then there are no changes.</li> <li>• Group meetings via weekly/monthly, etc. to touch base on whether things are working or not. To share ideas and concerns.</li> <li>• I love that the school district is getting involved in the community. I hope that it continues as years go forward.</li> <li>• Send parents flyers and call them by phone.</li> <li>• Parent notifications.</li> <li>• More family meetings to know what children are learning. More communication from teachers/school.</li> <li>• To have apprenticeship at a job helps a student know how to do something. How to work on a farm through the FFA, small engines, and Fair projects involves community &amp; family. They need to integrate into society.</li> <li>• More social media involvement.</li> <li>• Meet &amp; greet fair in August with food and activities to help make families feel involved/included.</li> <li>• More involvement at home with the parent’s</li> <li>• Offering to have reduced fee for parent volunteers fingerprinting. Inviting parents to be on campus more often.</li> <li>• Keeping communication with families.</li> <li>• The more families and the community meet, the students will get used to being around other cultures. Activities that have to do and know about other cultures.</li> </ul>

	<ul style="list-style-type: none"> <li>• More support for people and groups to have more parents visit school. Have more funds.</li> </ul>
Foster/Homeless Support	<ul style="list-style-type: none"> <li>• Make sure we have enough resources to help those unable to help themselves.</li> <li>• Have more admins help with homeless students. Give students safe place to spend time after school.</li> <li>• Have more staff involved in help students not just admin but kitchen and custodial.</li> <li>• Liaison to do home visits.</li> <li>• A connection with social services/foster care program to assist and check in with students. Also a check-in with homeless and provide extra services, connections, food, shelter, and books. Etc.</li> <li>• More shelters for homeless.</li> </ul>
Health and Safety	<ul style="list-style-type: none"> <li>• Designate full time nurse at secondary sites</li> <li>• Full time SRO's for high schools</li> <li>• Full time nurse</li> <li>• Hours for health clerk and safety (radios, emergency food &amp; water, professional maps)</li> <li>• A nurse at each site.</li> <li>• Each secondary site needs their own full time nurse</li> <li>• Security guard/police officers during school patrolling campus. Directing and supervising traffic in the am/pm.</li> <li>• Proper training for staff who are working with students with health conditions and how to administer rescue medications.</li> <li>• For all special needs children.</li> <li>• Learning how to be safe with chemicals – Science, Health education – CPR, medical education, and basic nursing, and driver's education.</li> <li>• Emergency response training to prepare for events.</li> <li>• Vape detectors</li> <li>• More health programs.</li> <li>• Improving facilities safety and health.</li> <li>• Pest issues</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>• Industry conferences &amp; trainings.</li> <li>• Externships</li> <li>• PD focused on instructional strategies</li> <li>• Trauma informed training for admin/teachers/parents.</li> <li>• Commitment in trauma informed practice</li> <li>• Our CTE teachers need to stay on the cutting edge of industry standards and practices.</li> <li>• Trauma informed, PBIS, Social/emotional, and GATE/enrichment</li> <li>• Lesson study style PD so teachers can practice what they have learned and see others teach.</li> <li>• Coaching/inquiry, cycles/lesson study PD.</li> <li>• Move away from meetings and trainings that teachers attend but do not receive in classroom support.</li> <li>• Move toward colleague observations and lesson study to improve practice.</li> <li>• Once a month staff meetings on different days other than Wednesdays.</li> <li>• Tech PD for teachers</li> <li>• Dedicate PLC time once a month department meeting</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Specifically</u> more supports &amp; training for school admin/teachers/staff about trauma – informed practice.</li> <li>• Opportunities for tours</li> <li>• Bring in other people to help train &amp; work with students. Food service, M&amp;O, and custodian. Students come to us with questions or need help.</li> <li>• More targeted PD to job families</li> <li>• Library skills NOT just how to use Destiny but how to develop a library. How to increase circulation and tie STEAM to books.</li> <li>• PD for paras</li> </ul>
Social-Emotional Supports	<ul style="list-style-type: none"> <li>• Trauma informed training for admin/teachers/parents.</li> <li>• Commitment in trauma informed practice</li> <li>• Better training for teachers on creating relationships with students &amp; fostering a class climate of kindness, respect, inclusivity, and support for learning.</li> <li>• Mental health challenges are rampant, as are emotional problems.</li> <li>• We need more office time...maybe extend communicate to after school.</li> <li>• Mental health and programs. Small community groups within the student body.</li> <li>• More counselors needed at all sites.</li> <li>• Second steps (social emotional lessons or curriculum) or calm down areas.</li> <li>• Basic needs like unstable home, no food, no supervision, verbal/physical abuse at all levels, and no health care. How can kids learn? Need family &amp; community involvement. Schools cannot do it all.</li> <li>• I think it is very important to support students emotionally to face any challenge in their future.</li> <li>• Students with social-emotional handicaps disrupt other students learning. These students need all the support they can get from professional counselor.</li> <li>• Without social-emotional support, learning or teaching cannot happen.</li> <li>• Increased student access to mental health services</li> <li>• I placed 2 chips because of trauma</li> <li>• MFT &amp; wellness centers staffed with interns (this could help with absenteeism)</li> <li>• Fully funded Communicare/Wellness Centers</li> <li>• Need SEL curriculum &amp; roll out thru PD &amp; counselor.</li> <li>• Counselors are a must!</li> <li>• <u>Specifically</u> more supports &amp; training for school admin/teachers/staff about trauma – informed practice.</li> <li>• Additional counselors at each site to lower caseload to what is max # per counselor by law.</li> <li>• Each secondary site needs an additional counselor to raise “Face Time” for our students with adults.</li> <li>• Communicare/mental health clinicians, nurses, counselors, Wellness Centers at each school, wrap around services and collaboration with social services, Victor Services.</li> <li>• More available resources for children that have depression and anxiety disorders, and proper areas for them to go cool down and get help.</li> <li>• For families of special needs children.</li> <li>• Peer counseling supported by a mentor.</li> <li>• I have seen the mental issues that our students suffer from. They need more help.</li> <li>• Have a safe place for students to go to help cope with issues unrelated and or related to school.</li> <li>• See/address a young student with emotional support, provide counseling more than the average 20 minutes a week (by the time the counselor gets student in room time has lapsed)</li> </ul>

	<ul style="list-style-type: none"> <li>• More support for special needs kids</li> <li>• Support on mental and emotional problems.</li> <li>• Need more counselors and training on how to better support our students going through life problems.</li> <li>• Better emotional/social support.</li> <li>• So much distraction for even well supported at home students. Many students coming from distressed backgrounds.</li> <li>• For <u>African-American students</u> – hire a resource person rotating among the schools to support African-American students: have after school gatherings, counseling, and training for teachers.</li> <li>• The more students feel emotionally supported, the more likely they are to make them happy. Laughing activities</li> <li>• Increase counselor time –based on data</li> <li>• Counselor curriculum – district wide. Let counselors spend more time with students rather than developing curriculum.</li> <li>• Mental Health Counselors.</li> </ul>
Special Education Support	<ul style="list-style-type: none"> <li>• For my family it is important to get help with homework.</li> <li>• Support at the school with reinforcing more attention.</li> <li>• More in class support in elementary and middle school <u>before</u> their class count for graduation.</li> <li>• Teachers are given a myriad of other tasks, allow SPED teachers to focus on clientele only.</li> <li>• Many classrooms need a floating para or co-teacher for special day class or mainstreamed inclusive class.</li> <li>• Many general ED teachers need <u>extensive</u> training where there is inclusion.</li> <li>• Inclusive activities: abilities awareness day, lunch with a buddy, and celebrate differences week.</li> <li>• Inclusion survey at the beginning of the year to see where students are at and if inclusion activities increases awareness, acceptance, and understanding.</li> <li>• Special education teachers are overworked.</li> <li>• Lower RSP caseloads</li> <li>• Smaller SDC class sizes</li> <li>• Sub pay to hold IEP's during the school day</li> <li>• Lower class sizes</li> <li>• PD for CTE teachers with SpEd structures.</li> <li>• Para support, training, resources for intervention and support in class and outside of the school day, collaboration time for SpEd and GE teachers, Co-teaching training and support for continued learning, Curriculum Camp.</li> <li>• Teach specific what children are more interested in.</li> <li>• Provide more materials and books to help students do homework.</li> <li>• Once it is noted that the child is behind in special education, find a way to motivate or support her/him to reach their goals, even if she/he is already in the program.</li> <li>• ASL teachers and proficient staff.</li> <li>• This needs to be included by name when funding is talked about. It's not "other"</li> <li>• More aids to help students.</li> <li>• More aids to help with students. Train others to help with kids who might be out of control.</li> <li>• More paras</li> <li>• More help at special education classrooms. Help at home with parents and kids. More personnel in the classroom.</li> </ul>



Technology	<ul style="list-style-type: none"> <li>• Specific industry tech needed.</li> <li>• PD for teachers on <u>using</u> the tech we already have (keep it going)</li> <li>• Children spend too much time already on electronic devices.</li> <li>• Update on tech TV's &amp; new ports using HDMI, not UGA.</li> <li>• TV kiosks in front office</li> <li>• Need wireless GHS</li> <li>• Continue Chromebooks/Internet for students</li> <li>• Continue supporting them and helping the children know that they should only use technology for studying.</li> <li>• Providing tablets with apps for communication for Sped students who are non-verbal.</li> <li>• Hot spots for families who do not have internet at home for rural families, lots of families at Plainfield do not have internet at home because service cannot be provided and they do not qualify for a hot spot.</li> <li>• Cannot go wrong with more tech.</li> <li>• Learn new tech to keep up with new jobs. Chromebooks.</li> <li>• Improving infrastructure.</li> <li>• More access to technology.</li> </ul>
Textbooks and Materials	<ul style="list-style-type: none"> <li>• Materials for CTE are different but should be funded just as we do for ELA &amp; Math.</li> <li>• Align adoptions to the CDE recommendations. 2018 – HSS Released 2019 – Science/NGSS released</li> <li>• We need <u>all</u> subjects with up to date standards in this LCAP.</li> <li>• Need core adoptions in HSS &amp; Science</li> <li>• Updates/software, offer 2015</li> <li>• More textbooks and materials with more fun information.</li> <li>• If students need help and are below grade level, give their parents books and materials to help them at home. Help the parents understand how to help their children.</li> <li>• Books, cards, and other materials needed for communication for Sped students who are non-verbal.</li> <li>• Newer books for kids and teenage students. Newer materials.</li> <li>• Providing materials for better learning. Take home things to practice out of school as well.</li> <li>• Always need textbooks &amp; materials. Teachers should not have to pay for things or only have so much allotted to them.</li> <li>• Need updated science and social studies. Less “stuff” and more basic materials that are updated.</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Credentialed teacher librarian to meet state priority #2</li> <li>• Implementation of <u>all</u> state standards</li> <li>• I am very interested in how the district is working towards the MTSS model with Tier 1, 2, &amp; 3 supports. I am hoping to see this language in the re-write.</li> <li>• Life skills – coping – problem solving</li> <li>• Smaller class size with Para educator</li> <li>• Neighborhood school</li> <li>• Appropriate K level</li> <li>• Expectations developmentally appropriate</li> <li>• Life Skills – life learning, university professional skills, critical thinking, and humility</li> <li>• If Math I is what is needed to graduate, why is it the lowest level of Math offered? If a student fails year 1 they are already behind and they need 3 years of Math to graduate, how is this logical?</li> <li>• Having students be on time to school needs to be a focus at WHS. This is a big concern during passing time with students not in a classroom.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Resource person dedicated to African-American students rotating among the schools, creating a safe space &amp; <u>secondarily</u> as a resource/trainer for teachers.</li><li>• More art, music, humanities, civic training and enough with robotics &amp; STEM.</li><li>• Community movie...like SELPA has done “Swim Team”, maybe at a high school.</li><li>• English learners, especially at the secondary level, need extra support academically and emotionally to adapt in the United States.</li><li>• Class size reduction – especially at TK-3 grade span.</li><li>• Real life lessons, how to balance a checkbook, how to write a check, how to create a budget, how to file for taxes.</li><li>• Studies show that strong libraries have a positive impact on reading scores and indirectly higher academic scores over all.</li><li>• Counseling for young people. They should have more contact with them or spend more time because young people need someone to listen to them or give them advice but without judging. (Suicide prevention)</li></ul> |
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