

Superintendent Response to Comments
DAG/PAC/DELAC Meeting
May 19, 2021

- ❖ Are the TOSA positions going to be flown?
 - **Response:** Yes, the TOSA positions will be flown.

- ❖ Since our curriculum is technology-based, how does Williams Law interpret when technology can be unstable?
 - **Response:** Our adopted instructional materials include supplemental technology resources that support the printed materials.

- ❖ As we move towards technology-based curriculum, will students have access to printed material if need be?
 - **Response:** If the teacher is not utilizing the paper portion of the instructional materials then, it does not need to be passed out.

- ❖ How can we assure that programs available are equal to all? For example both high schools have the Cerritos Dual Enrollment (president's program).
 - **Response:** Both schools have several dual enrollment programs. BHS has an early entry program and it is available to all students. You can request a permit to attend BHS if interested in this program.

- ❖ Cerritos College Dual Enrollment is at BHS and MHS. The problem is that it is not the same. Books are provided at both schools; however, computers are only provided at BHS because of funding. Seems to be the same across programs because MHS has less funding.
 - **Response:** The decision to check out a Chromebook is a site based decision. BHS may have been able to provide technology because they had more devices prior to the district moving toward a 1 to 1 student to device ratio. BHS will always have more funding as they have a higher percent of targeted students.

- ❖ Is this the document that addresses avoiding combo classes?
 - **Response:** Yes, we will do what we can to minimize combos as much as possible.

- ❖ How does forward funding and declining enrollment impact this plan since it spans over four years?
 - **Response:** The LCAP is a three year plan, as such, it conservatively plans for services that can be maintained for the next three years.

- ❖ Are the onsite TOSAs for next year only or over the four years?
 - **Response:** Planning for the TOSAs for the next five years; however, the LCAP is a three-year plan.

- ❖ Are we penalized if we cannot afford something we planned for and cannot do it?
 - **Response:** No. If we cannot spend the money, we have to explain why. We are not penalized.
- ❖ Between the infrastructure and this goal 1.7, where does the network fall under?
 - **Response:** Infrastructure
- ❖ If there was not much money spent because of school closure, is that money lost or is it saved?
 - **Response:** The money is not lost.
- ❖ As the Mimio systems are going out, does this plan cover replacing that outdated technology?
 - **Response:** Yes. Pre-COVID we were piloting a few options.
- ❖ Will there be classroom modifications?
 - **Response:** We have no plan for updates to the classroom environment. Some modifications of flexible seating have been implemented by some teachers.
- ❖ Will TOSA's be hired by the district and assigned to sites or will they be hired from the staff that are currently at the sites?
 - **Response:** The TOSA positions will be flown in and outside the district. They will be hired by a panel and assigned to the sites. That could be someone at the same site or a different site.
- ❖ Will there be intervention specialists at every school? I am not sure if we have them at Lindstrom. I know we have RSP.
 - **Response:** Yes. Every elementary and comprehensive high school with a plan, is going to have an instructional specialist focused on professional development, supporting teachers, and an intervention teacher. The intervention teacher works directly with students.
- ❖ How will this be implemented at Las Flores?
 - **Response:** The principal is working with the district regarding how the interventionist may be utilized. This is still in the planning stages.
- ❖ Does this change the composite of site leadership teams?
 - **Response:** Specialists would be part of the site leadership team at the site.
- ❖ Will the TOSA's at ILC be bilingual to also support the dual students?
 - **Response:** If we can find a bilingual TOSA, that would be an asset.

- ❖ The suspension rate is 4.3% and mentions 3 student groups in Orange (African American, Homeless, and Pacific Islander). What specific actions will be taken to decrease this rate and help these students stay in school?
 - **Response:** Actions include identifying students and their challenges, to implement intervention based on common and individualized needs.

- ❖ When we say we are looking at students that start with us and end with us, does that mean K – 12?
 - **Response:** No, the state metric is a four-year cohort: 9th – 12th grade students.

- ❖ At ILC the Math programs changed three times (too many times). The books follow the same standards, but have different approaches and confuse students. There are no supplemental programs or tutoring available. Maybe that is something to look at in the future.
 - **Response:** The ELO grant funding will be utilized to support tutoring; however, this may be a service that the site might be able to support. We are looking into utilizing Great Minds next year so that there would be more alignment.

- ❖ Does the graduate cohort include foster students?
 - **Response:** It includes all students.

- ❖ Can you explain to me how this is different from high school summer school in previous years? 1.5
 - **Response:** The difference is we are looking at adding in a CTE course and possibly additional original credit other than Health.

- ❖ For expansion of Dual Immersion, Washington was named, but Mayfair is not named. Can you clarify expansion?
 - **Response:** Dual Immersion may be offered at BHS when students in Washington's program are promoted to 7th grade. This would provide an equitable opportunity.

- ❖ Is this at all schools?
 - **Response:** The money for increased hours for college technicians is at both schools. Some programs are determined by the schools and their school site councils.

- ❖ Is virtual dual immersion an option?
 - **Response:** We do not have plans for virtual dual immersion. We would need enough students to support that program.

- ❖ Have you had higher attendance with virtual meetings than you did in person?
 - **Response:** Yes and no. It depends on the type of meeting.

- ❖ At Lindstrom, younger students (5th/6th grade) did not understand the LCAP survey questions asked. They were too advanced for them to understand. Something to consider in the future please.
 - **Response:** A note on the survey for next year was made so that the questions can be reviewed.

- ❖ Will you be considering hybrid meetings moving forward for district meetings like this one?
 - **Response:** This option is being considered.

- ❖ Do we want to update bylaws to include hybrid options?
 - **Response:** The Governor may change rules allowing for virtual meetings in the future. However, we may not be held-harmless in the future unless the guidance changes. Depending on the guidance, we would need to determine if we have the resources to meet the legal requirements of meeting accessibility laws.

- ❖ How many students is the LCAP proposal based on?
 - **Response:** The LCAP is based on our current enrollment. If enrollment numbers decline, then the funding would change.

- ❖ Diversifying two-way communication is budgeted low.
 - **Response:** These expenses are included in other areas.

- ❖ Does it make sense to add a metric tracking website traffic?
 - **Response:** We will look to see what we are able to track.

- ❖ Is there a way you can provide a summary of the LCAP, high level? Then you can send this out to parents for comments - since this is so long and detailed. Such great information.
 - **Response:** Clarification requested, none received. Summary will be provided at the Special Meeting on June 10, 2021.

- ❖ Some sites have offered citizenship classes. I noticed that it was not included in the opportunities for parents action.
 - **Response:** That will be looked into. We used to offer that through the adult school. Thank you for the suggestion.