

Goal Number	DAC Comment	District Response
1	Recommend using college ready rates versus grad rates. How many are actually college ready?	College readiness is currently reported in the LCAP with the Early Assessment Program (EAP) metric for Goal 1. The metric includes students who are “ready” and “conditionally ready.” Those who are conditionally ready can take and pass one additional course during their senior year and also be college ready.
1.1b/c	Disabled students need more resources to access their development and staff needs to be trained and retrained to assure professional help is assured each student.	The Special Education division is working toward a culture of commitment from a mindset of compliance to ensure all students receive the most appropriate services. LCAP Goal 1.1.a.6. includes providing professional development that focuses on individualized instruction opportunities to meet the unique learning and social/emotional needs of students with disabilities.
1.1a	Improving the number of students achieving growth from one year to the next	While the district is committed to all students making one year’s growth each year, LCAP Goal 1.2. specifically focuses on early learning to ensure that all students achieve grade-level reading proficiency by Grade 3, which provides the foundation for each student’s academic success through elementary, middle and high school.
1.2a/b/c	Keep intervention for at-risk learners	The district continues its commitment to providing intervention services for at-risk learners in LCAP Goal 1.2.c.3.
1.3.a.	Students' badges should be communicated to parents twice per semester, not just twice per year.	This suggestion will be shared with the Office of Secondary Schools. In addition to the digital badges, the district also continues to provide information to parents on their child’s academic progress at regular intervals (e.g., progress reports, report cards).
1.3.a.	Ensure no students are denied access to advanced coursework due to lack of capacity.	The district remains fully committed to achieving academic equity, and is continuing its work with the National Equity Project (NEP) and Equal Opportunity Schools (EOS) to ensure that all students have the opportunity to succeed in challenging high school courses, as described in LCAP Goal 2.2.
2	Ensure no racial/ethnic/economic bias in advising.	
1.3a	Provide resources, support and educate the educators regarding disabilities and familiarize with IEPs.	As described in LCAP Goal 1.7.a.7., the Special Education division is committed to providing quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality IEPs and translating those IEPs into high quality instruction for students with disabilities.

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1.4.  1.7.a.	Providing parents dedicated "navigator" to navigate special ed system and interpret "educational lingo."  Additional support for parents of students with disabilities and all student groups.	As described in LCAP Goal 5.1.a.2., the Special Education division and the Family and Community Engagement (FACE) team are working in collaboration to host informational parent trainings, such as the parent training provided by Speech/Language Pathologists in Spring 2017.
1.5.	Keep Summer school program	The district remains committed to offering additional educational opportunities such as Summer School. As described in LCAP Goal 1.5.a.1., a general education core course credit recovery Summer School program will be offered in 2017. The Extended School Year (ESY) program will continue to be offered for students with disabilities to participate in summer programs based on individual student transition plans, graduation plans, and needs identified in Individual Education Plans (IEP) (LCAP Goal 1.7.a.3.d.)
2	Provide choice access to students who are identified as GATE after choice deadlines to be able to attend schools with quality GATE education.	As described in LCAP Goal 5.4., the Neighborhood Schools and Enrollment Options team is always ready to assist families in selecting the most appropriate placement for their child and to helping parents navigate the Choice window.
2	Continue enrichment programs, i.e., art, music, PE, science, language, etc.	LCAP Goal 2.2.b.2. shows the district's commitment to ensuring all students have broad and challenging academic opportunities. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA) and physical education, the district will continue to provide enhanced and extended learning opportunities including: Linked Learning; College, Career and Technical Education (CCTE); Junior Reserve Officer Training Corps (JROTC); Gifted and Talented Education (GATE); Advanced Placement (AP); International Baccalaureate (IB); biliteracy, dual language, and world language programs; Advancement Via Individual Determination (AVID); Science Technology Engineering Arts Math (STEM/STEAM); Next Generation Science Standards (NGSS); Civics Education; Interscholastic Athletics; and outdoor learning opportunities.

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2.4.a., 2.4.c.	State that the district will continue to identify and provide standards aligned culturally and provide standards aligned culturally relevant instructional materials and resources. I work at Bell Middle school and have seen no culturally relevant instructional materials and resources after several years of fighting to get an Ethnic Studies course for 9th graders as a pilot project elective at Lincoln HS. A week of teacher training this summer to expand the pilot program to other schools has been cut to a half-day session with an outside consultant to teach cultural awareness to the 2 teachers who are currently teaching the Ethnic Studies program at Lincoln. The district has also said that the pilot program can't be extended only continued as it not is. The state of California passed a law requiring school districts to provide Ethnic Studies to the students. It seems like the district is out of compliance with state law.	The district remains committed to ensuring that all students have access to standards-aligned culturally relevant instructional materials as described in LCAP Goal 2.4.a.1. The district will also continue to implement an Ethnic Studies introductory course, using culturally empowered curriculum and culturally relevant curricula products (i.e., lesson plans and resources), as described in LCAP Goal 1.10.a.4.
3	Necessary to the school qualifications will be considered for staffing teachers	As described in LCAP Goal 3.1.a.2., the district will continue to offer early employment contracts to high quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education).
3	Continued support for teacher training to address all student needs, i.e., bi-lingual ed, STEAM, GATE	As described in LCAP Goal 3.5.5., the Office of Language Acquisition (OLA), in collaboration with the Special Education division, will provide supports and training that includes utilizing the priority standards and proficiency scales for setting learning and language targets for students for special education teachers, paraeducators, and support staff that teach students with special needs, including students with disabilities, English Learners (EL) and Gifted and Talented (GATE) students throughout the school year.
4.1.b., 4.1.c.	Provide additional counselors and/or teachers for actual needs in classroom - measured by teacher referrals of students sent to office for behavioral issues.	As described in LCAP Goal 4.1.b.1., the district will provide additional intervention counselors for high need high schools with high percentages of English Learners, Foster/Homeless youth and Low Income students (i.e., Crawford, Hoover, Lincoln, Morse and San Diego High Schools).

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5	<p>School Smart programs to educate parents at elem/MS/HS levels with support of FACE to organize.</p> <p>FACE support for schools wanting to develop PTAs.</p> <p>To have FACE to help schools start PTAs especially in high school - Start a school Smart to help communication with parent with community and school staff.</p>	<p>As described in LCAP Goal 5.1.a.5., the Family and Community Engagement (FACE) team is committed to providing parents/guardians/community members with leadership training opportunities to enhance meaningful engagement, participation in shared decision making, and to assume leadership roles.</p>
5	<p>Increase cultural diversity/appreciation events to reflect the local community</p>	<p>The district remains committed to celebrating the cultural diversity of its unique student body. As described in LCAP Goal 1.10.b.6., the Family and Youth Advocacy team will work to identify and explore cultural identities and/or student identified inequities to begin building bridges in support of increasing student achievement. The district will also continue to provide standards-aligned culturally relevant instructional materials and resources and culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park, as described in LCAP Goals 2.4.a.1. and 2.2.a.5. As described in LCAP Goal 4.4.a./b.4.,the Family and Youth Advocacy Team will provide support services, such as:</p> <ol style="list-style-type: none"> <li>a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school’s students, parents and community (e.g., refugee students and families new to the United States, Students with Interrupted Formal Education [SIFE]), and building site capacity through walk-throughs, consultations, etc.</li> <li>b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships with San Diego youth organizations.</li> <li>c. Supporting sites experiencing cultural dissonance and/or other related issues, as identified by site and district leadership.</li> <li>d. Developing partnerships with community based organizations engaged in providing support and resources for students with varying cultural needs.</li> </ol>

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		<ul style="list-style-type: none"> <li>e. Developing students' leadership skills to become equity ambassadors through participation in the Student Equity Coalition.</li> <li>f. Ensuring that student voice is present in identifying areas of advocacy and developing action-driven outcomes.</li> </ul>
5	<p>Increase interpreter resources for every-day communication between schools/families.</p> <p>Getting more interpreters for different languages.</p>	<p>The district continues its commitment to providing dedicated translators and interpreters, trained to communicate specialized elements of special education and other supports to ensure parents, families, and caregivers are fully included in the student's education, as described in LCAP Goal 1.7.b.1.</p>
5	<p>Increase FACE presence/resources to support schools</p>	<p>In 2017-18, the Family and Community Engagement (FACE) team will be fully staffed and will be providing services directly to schools as described in LCAP Goal 5.1.</p>
5	<p>Have the FACE Team provide trainings to empower parents to become active participants in their kids' school. For example, the Quality Assurance Office exists, but many parents do not know of its existence.</p>	<p>As described in LCAP Goal 5.1.a.6., the FACE Team, in collaboration with Counseling and Guidance, Restorative Practices and schools, will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance (e.g., FACE trainings, activities and resources pertaining to trauma informed care, restorative practices, strength-based approaches, resilience, and social/emotional learning).</p>
5	<p>The FACE team should put together an event for PTOs from different schools come together to share best practices.</p>	<p>This suggestion has been shared with the FACE team.</p>
5	<p>At the high school level, the FACE team could create opportunities for students to become interns with local community based organizations.</p> <p>Provide more professional learning to boost graduation rates; not every child is keen on pure academics (very common in European high-school education)</p>	<p>As part of the district's commitment to preparing our students for college, career and community, the Office of Secondary Schools will increase the number of work-based learning opportunities with industry partners at each secondary school as described in LCAP Goal 1.3.a.5. This could include experiences for students with local non-profit organizations.</p>
5	<p>In general none of these actions and services are being provided.</p>	<p>In 2016-17, the Family and Community Engagement (FACE) team was still in the development process. In 2017-18, the FACE team will be fully staffed and is committed to providing the services described in LCAP</p>

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	<p>The district does <u>not</u> have meaningful engagement. FACE is not meeting any of its actions and services, only thing it did was distribute and collect healthy kids surveys.</p>	<p>Goal 5.1. The parent component of the CHKS survey will be available online in 2017-18.</p>
5.1	<p>The FACE dept's role should be to <u>effectively</u> support communication (Posting info on the FB page is <u>not</u> effective support.) This would include help distributing district-wide stakeholder input (e.g. calendar committee)</p> <p>Communication and info sharing with clusters is currently non-existent. School websites need to have consistent content especially around required groups (legally required, such as SSC and ELAC).</p> <p>Communications in this district is still highly ineffective. Best methodology for some cluster is email - works well. Parent Healthy Students survey should be given online, not just in paper format. Overall, the district continues to communicate AT its stakeholder. (particularly parents) rather than listen and acknowledge and <i>act</i> on the feedback it gets from its stakeholders.</p>	<p>As described in LCAP Goal 5.6.1., the district will continue to improve communication strategies and structures for timely and easy access to information, support, and resources, and LCAP Goal 6.2. reconfirms the district's commitment to providing timely information to all stakeholders, and is constantly working to improve its communication strategies.</p>
5.4	<p>Design Thinking has not occurred for the vast majority of areas. Plus the premise of Design Thinking - the listening by staff of parent concerns - has been co-opted to make Design Thinking "directed" with specific topics and also not listening or acting on what was expressed.</p>	<p>As described in LCAP Goal 5.1.a.13., the FACE Team will continue to work with parent leadership advisories and committees to utilize Design Thinking as a strategy to engage stakeholders in action driven initiatives to support student achievement and parental engagement and empowerment.</p>
5.4	<p>Look at what services have provided adequate "bang for the buck". Parents are busy with work and family - often leading them to not participate. Programs that haven't been well attended might be taken out and replaced by new programs. Or, perhaps figure out why certain programs don't give the desired outcome for the cost and modify them?</p>	<p>Due to the difficult but necessary budget decisions that have been made for the 2017-18 fiscal year, services described in the 2017-18 LCAP may be provided via changed delivery models; while the Goals remain the same, delivery of services may be different than past years. LCAP Goal 6.3.2. describes the district's commitment to ensuring that it is making the best use of its resources, increasing efficiency and streamlining operations through the consolidation of similar services, and aligning</p>

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	<p>Basic services b) should do an analysis of legal services to see whether it would be more cost-effective to contract services as needed (especially as a number of legal services must be done out-of-house already.)</p> <p>IT - This department is already stretched too thin. Do not cut services.</p>	<p>service locations to allow for the maximum provision of services to students.</p>
5.5	<p>Accountability Dept. needs to verify that SSCs review data + faithfully + meaningful + review + vote on SPSA.</p>	<p>Participation of SSCs will be monitored through the LCAP Goal 5 metric: Schools with functional School Site Councils (SSC) as evidenced by timely elections, roster submissions, and posting of agendas and minutes.</p>
6	<p>There are no actual metrics for this goal - there needs to be some way to hold the district and the board of education accountable for goal 6.</p> <p>It feels difficult to provide feedback on the goal because the metrics don't necessarily lend themselves to evaluating personnel and infrastructure.</p>	<p>Measurement of effectiveness of Goal 6 is a combination of all metrics in Goals 1-5.</p>
6.1	<p>Basic services need to include training to school sites on Site Governance Team requirements - ensure Labor is helping to train and implement SGTs at every school site. This can be measured through agendas and minutes.</p>	<p>As described in LCAP Goal 5.1.a.1., the Family and Community Engagement (FACE) team will work in conjunction with the area superintendents and the Special Education division to facilitate and provide tools, resources, and training needed to establish and implement effective school and district level committees, including Site Governance Governance Teams (SGT) and the Community Advisory Committee (CAC) for Special Education.</p>
6.1-6.3	<p>Transparent budget process with details on spending at each school as well as income-based on school population.</p>	<p>School budget information is available on the district website at <a href="https://www.sandiegounified.org/your-school-budget">https://www.sandiegounified.org/your-school-budget</a>.</p>
6	<p>Provide Ombudsman for stakeholders to resolve issues</p>	<p>As described in LCAP Goal 5.2.1., the Quality Assurance Office serves as the district's point of contact for stakeholders for issues that cannot be resolved at the site level, and will continue to be accessible and responsive to parents, staff and community who express concerns or seek assistance.</p>

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6	Transparent negotiation process of contracts so stakeholders can make public comment.	Collective bargaining agreements are negotiated between the district (employer) and each bargaining unit as per the Educational Employment Relations Act (EERA) of 1976, which is available online at <a href="https://www.perb.ca.gov/lawspdfs/eera.pdf">https://www.perb.ca.gov/lawspdfs/eera.pdf</a> . The district adheres to public notice and provides the opportunity for public comment as specified in EERA Article 8.
6.3	Shoe-horning Vision 2020 into the LCAP leaves critical items out.	Vision 2020's 12 Indicators of a Quality Neighborhood School are the basis for the district's six LCAP Goals. The district remains committed to implementing all aspects of Vision 2020.
ALL	Better food - eat well, study well :)	The district remains committed to providing healthy and nutritious meals as described in LCAP Goal 4.6.
ALL	Thank you for the occasion to provide feedback!	The district welcomes LCAP feedback during the year via its online survey tool and any time via e-mail at <a href="mailto:lcap@sandi.net">lcap@sandi.net</a> .
ALL	This "drafty-draft" does not provide any information on how any of these items will be implemented. The format is not user friendly, doesn't provide information. We are told whatever we say is "in the full draft" and we don't have details of what is actually being measured and implemented. I feel that this is a futile exercise where the district can check a box saying they got parent feedback, I would cluster the items in programs and assign money to the programs and measure the effectiveness of money spent on those programs.	<p>The early draft ("drafty-draft") version of the LCAP is provided to stakeholders while the full document is still in the writing process. It is designed to gather feedback on the goals, actions, and services that are planned for the coming year. The full 2017-20 LCAP draft is now available on the district website at <a href="https://www.sandiegounified.org/what-lcap">https://www.sandiegounified.org/what-lcap</a> and includes:</p> <p>2017-18 User Friendly format</p> <p>Part 1: Summary (state template)                      Part 2: Annual Update (state template)                      Part 3: Stakeholder Engagement (state template)                      Part 4: Goals, Actions, and Services (state template)                      Part 5: Increased or Improved Services for Unduplicated Pupils                      Attachment A: Proposed 2017-18 Title I Ranking</p>