



October 25, 2016—Goal 1: Closing the Achievement Gap

Get parents involved.

It would be great to explain how the pre-k and the college info that it was presented today at the DAC mtg on 4/19/17.

Pathways programs are affecting teacher positions and not always serving kids well because of pushing kids into AP classes that may not be prepared.

The push to enroll students in AP, advanced and college level courses without pre-requisites sets some students up to fail, as they are not prepared for the rigor and additional workload required for such a course. Additionally, these students often are thrust into multiple advanced classes, without any prior experience, thus quickly often becoming unprepared for the extensive workload. Another issue with the CTE courses is that it is eliminating certificated teachers, despite many school admins intimating that that would not be a result of additional pathways.

We are keeping our focus on closing the achievement gap, primarily through a K-8 emphasis on literacy, i.e. reading, writing, language. Of course, math and science are also major learning areas that we continue to monitor.

Is there a committee for the development for the comprehensive K-12 guidance plan and is there a timeline? How will the district provide program for elementary students that will mirror Unlocking the Genius used in Secondary level. Add Professional Development opportunities for School Counselors within their professional scope. 1.5.5 Add "work towards staffing in line with the American School Counseling Association (ASCA) National Model Recommendation.

List the actual services - what they are and how much of all kinds of money is spent on which kinds of services at schools and departments.

Names that forwarded to the sits to fill classified EL Coordinator positions have little experience and NEED training before they can do the work needed at the sites The compliance and the instructional responsibilities of this position are more complicated than anyone realizes and the job descriptions need to be aligned across the district Middle School Drop Out Rates- the transition to middle school from elementary is not smooth. The middle schools are larger, the hormonal, mental and emotional component is demanding and not addressed. Any academic or behavioral concerns not resolved in elementary intensify at the middle level. We do not have enough counseling to balance that out... The Morse cluster has one middle school and two charters. How is that equitable. Mid year, Every year, Bell enrolls students who have been kicked out of charter for behavior challenges and when they enroll, we struggle to meet their needs and other families choose to rise roll as result of other students' behaviors and they say the school is not doing enough to discipline the other students.

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All students should have equal access to school libraries, not just students in wealthier neighborhoods. Our elementary school students need more access to our school libraries. These younger students should be able to visit regularly and have open times to check out books whenever they finish reading one. If they have an actual time scheduled, they are still stuck with one book until the next scheduled visit. There should be 20-30 minutes after school when every elementary library is open for book exchange.

Better explanation of district lingo/abbreviations at district meetings or presentations.

Did any schools have grant money and if so what schools got the money? Can we build sessions for students (through the arts) to express themselves about social, emotional, and political issues across content and curricula areas. This would build empathy and compassion.

Focus more on Title I schools and a review of the SPSAs as a metric for how a school is working to close the achievement gap. Lets not reinvent the wheel.

Interesting to see what programs are being implemented at all levels, especially high school since our students are headed there soon.

It is a great idea to provide access to families that are moving into Pre-K schooling. We should continue to increase enrollment at that level, raising the income limits to accept families free of charge. I've often heard comments from parents that Pre-K programs are to short in the day. More access to a full day (6hr) Pre-K program might make it more appealing to parents. With the push to implement younger schooling programs, it is very important that teachers at those levels are getting the proper support.

LCAP Goal 1.4 It is impossible for me to give a recommendation without the data from the previous year that shows me that the implementation of this program supports the goal. In order for me to comply with my duties as a DELAC member, it is important for me to have this data. This reflection goes for all the goals the district is implementing. Parents need the data and reasons to justify the programs.

More communications. This is the first time some of us are seeing this. There's a lot about pre-k and college but nothing in between. Some of the elements are not about closing the achievement gap, more about how to get kids ready for college.

Poor fiscal management will not help reach this goal. In fact, it's building a wider gap especially for underrepresented groups such as English Language Learners, Students with disabilities, low income, etc. A bigger emphasis should be placed on early interventions to help with closing the achievement gap. In addition, their should be transition/bridge programs for at-risk students transitioning from elementary to middle and middle to high schools.



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To ensure that all students have an opportunity to take AP courses at their high school. To make sure that Early Childhood Education programs are available to all students regardless of income. To provide ELs and students with disabilities all supports and resources to help them succeed in the general education curriculum to the greatest extent possible.

Very good ideas in particular possibility to take AP classes for college credits. Goal 1 covered grades pre-K to advanced studies which was nice. It would be nice to see hard data regarding how AP has increased; are more teachers teaching AP? It would be nice to see data for preK enrollment now compared to what it was pre LCAP.

We need more teaching aids in the classrooms to help the teachers with the larger classes and to help the kids who are struggling to keep up. There are not enough resource teachers at Language Academy.

What is working? 1. Intervention support (Tier II) to assist all students that are below or slightly below grade level. This intervention support is built into the school day for all grade levels. 2. Literacy and Math before/after school tutoring for students struggling in these areas. 3. Reading and Math technology programs for the students to utilize at home or during centers that focus on fundamental skills and strategies for those content areas.

What is needed? 1. More resources, research, and support for new ways to identify how student learn and how to be more cognitively engaged with daily instruction. 2. More time to get to know the variety of programs to assist students and what different data points in those systems say about how students learn best. 3. A more up-to-date curriculum focused not only on CCSS, but the critical thinking skills required to be successful throughout their school career.

What is working? Strong TK programs make a difference. Students are more prepared to academic success. TK's are stronger readers, writers and have strong foundation skills. Kinders are more prepared for higher level literacy skills. What is needed? TK classes may need additional support staffing (classified staff?). How do we make our TK's more desirable - increase? Wondering about costs as we move ahead with expanding the TK programs in the next few years.

1. How will we continue to support and provide targeted intervention for at-risk learners? 2. How can we make sure that students are celebrated for being bilingual rather than English Learners (label)? 3. What can we do to show kids that's (being bilingual) is a strength?

It is very important for students to reclassify before they get to Middle School. We need concentrate our efforts to ensure that students are reclassified to fluent English proficient prior to middle school.

I think that it is essential for students to have supports all the way through high school. For example 1.3.b is huge to provide these supports. The 1.8.9 goal is extremely

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important to provide these resources to the refugee students and their families.

1.3.a #3 "Elementary.....counselor...work collaboratively.....K-12" this part also needs to be added to section 4 of the in reference to a comprehensive counseling model. There needs to be consistency all around to ensure that those who are doing the face to face work with students are an integral part of the planning.

1.3.b #10 Intervention counselors are School Counselors since we are in process of aligning our programs we need to be on the same page not divide, that needs to be clarified here. Per our contract intervention counselors are school counselors, the LCAP needs to coincide. These type of counselors need to be K-12 not just 9 and 10. Drop out prevention happens in the elementary grades, otherwise it becomes intervention after they already lose interest or get behind in school. Drop out prevention/at risk needs to be addresses by other staffing as well. What happened to drop out prevention, Race and Human Relations and half of the CYT department? Wheres the \$118 mil going now? Who is supposed to take over all that work? If the district isn't investing the money in these support services, then where is it going.? Perhaps a state audit needs to happen here since the people to address this where cut out of this plan. We seem to be the only district without student support services 1.5 # 5 Add the the end of it .."in alignment with the American Association of School Counselors (ASCA) National Model" Add a # 6 and move down the rest "Professional development opportunities for School Counselors will be provided through the San Diego Writing Project"

1.3a #3 that specific language needs to also be written into 4.1.b-c "elementary and secondary counselors will work collaboratively....K-12

1.3.b #10. Specifics, who else will be supporting? Why were student services eliminated to support these students? \$118 and CYT was cut in half, race and human relations was completely eliminated, dropout prevention was eliminated. Where is all that money going, what people are going to support these students who are at risk? There's only says grade 9 and 10 intervention counselors. So these counselors supporting only these grades are the only people who are supporting the students at select the school site? What's happening with all that money and why were all these people cut out of their positions? The specific part also needs to say K through 12 intervention counselors and not limited to ninth and 10th. What will take the place of all of those positions in student services that was completely eliminated . To my knowledge no other district in the country has eliminated their student services departments. What is happening with the money? 1.5 #5 add the the end of that: in alignment with the American School counselor association (ASCA) National Model #10 add this for School Counselors right below what is #5 and move the numbers down "Professional developed



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October 4, 2016—Goal 2: Broad and Challenging Curriculum

Nowhere does this address what is being done to ensure that the curriculum is meeting the needs of all students, particularly those on both the upper and lower ends of the ability spectrum. Curie as a school has maintained arts and music through massive parental support. IF VAPA is now a priority, will this mean that the school site will now receive more district support for the art and music programs? This is of particular concern in this time when the PTA is being forced to increase fundraising to maintain services like library that the district is cutting.

add the STEAM program

Broad and challenging curriculum should be available to every single student, not just ELs. Many kids do not advance because they are at grade level or above. They are completely ignored by teachers. All kids need at least a year's worth of growth.

Computer and printer access is needed, Google Chrome netbooks are a fail. We need more languages available in LOTE, as well as awareness of LOTE exams. We need better master scheduling and more weighted/AP classes.

I noticed that the study is only for high school students. Shouldn't the study also include the middle school students to prevent any gaps before high school? Middle school will establish their knowledge to prepare for high school. With the new common core, a lot of the elementary students are struggling to meet the standards. Maybe even study the elementary students to prepare them for the rigorous common care requirements. Thank you.

Innovation center. Internet set up at home, some of our students need it.

It's commendable that the district is supporting VAPA. Data continues to come out on the importance of VAPA curriculum exposure on a young growing mind. The move from STEM to STEAM is an important move that SDUSD should support. My worry with technology being provided is how quickly it becomes dated, and if it will be relied on at such a high level, we need to ensure it will be replaced at all levels/all grades/all schools.

Our hispanic and special ed students need more help. As students, we want more information on what is available to us.

Students 1:1- being able to bring computers or iPads home to have access to the internet. LOTE exams. We need student-centered master scheduling.

There is commitment through VAPA. iHigh has several VAPA classes, could possibly increase in classes. Support with online classes is needed as students don't know about the resources available. We need more weighted and honors classes offered, especially in science/art, etc.

October 4, 2016—Goal 2: Broad and Challenging Curriculum

Very concerned about the cuts to VAPA and the arts for the 2017-18 school year.

We need more CTE classes and a student-centered master schedule because there is an inability to take certain electives/acadmic classes/athletics/PE. Is our band getting support from the district? And do our students get take home technology? Do our students have the option to take LOTE exams?

We want 1 on 1 take home technology, I think it would greatly benefit us because we have a lot of low income students.

To teach students to be more competitive so that they can be better prepared for college. Encourage teachers to have high expectations for all students.

January 24, 2017—Goal 2: Broad and Challenging Curriculum

And second to inquire about Goal 2 Standards for ELA "Speaking & Listening" skills. Since what gets measured gets done, how will Speaking & Listening skills be measured?

Being able to work with a grade alike team in our PLCs with the support of our principal, vice principal and support staff has been very helpful in conducting lesson studies, making curriculum decisions and working as a team, have all been crucial in supporting our students' learning. I am especially appreciative of our leadership and their decisions to allow our staff to work with the ELSTs (redacted) to improve and guide our undertaking of the Lucy Calkins readers' and writers' workshops in our classrooms as well as the ability to work with the ELSTs (redacted) and the math department through the "Green Team" project to take on/ improve our conceptual math teaching to improve our students' critical thinking and communication of their conceptual mathematical understanding.

Hate typing

How are you going to maintain the VAPA goals when the many of the VAPA teachers were pink slipped

I believe that school should provide a challenging curriculum that keeps a broad spectrum of kids engaged. I do NOT believe every school can engage all kids, so school should be "magnets" for clearly defined purpose, without losing the general curriculum that all students must receive.

Impressed by overwhelming number of programs that are serving our students. This is a great summary for parents.

Professional learning academics! Many countries do this, namely France. This is wonderful to hear. Not all students are in to academics. Decreasing the number of long term English learners... How is this done?

The curriculum needs to include both an Ethnic Studies course as an A-G requirement for all ninth grade students in the district and the inclusion of ethnic studies material



January 24, 2017—Goal 2: Broad and Challenging Curriculum

throughout the K through 12th Grade curriculum. Numerous studies have shown that Ethnic Studies courses and curriculum help students both to stay in school rather than dropping out due to the lack of relevance that the current curriculum has to their daily lives and that their overall academic achievement increases significantly.

This year, Carson is participating in concentrated mathematics work through Teacher Development Group (TDG). Three teachers continue to be trained in Math Studio concepts. They and a district math resource teacher have planned and implemented three professional development sessions for all teachers and designated paraprofessionals. Monthly PLCs focus on this learning that is "tried on" in classrooms and then analyzed. The purpose is to develop productive habits and routines in mathematics. The emphasis for students is Mathematical Habits of Mind/Interaction. Teachers focus on Catalytic Teaching Habits and Mathematically Productive Teaching Routines. TDG/Math Studio will be integrated into the STEAM Grant work beginning in 2017-18. Keeping the library open every day supports literacy instruction and offers access to every student.

What is working? Our students are learning Spanish; strong teachers; Adelante curriculum; support for teachers and opportunities for them to understand the curriculum; teacher collaboration/time for planning (site based funding). What is needed? What is the reason for the drop in potential [biliteracy] seal students? Is it clear articulation through middle school/high school?; continued purchase of curriculum; better coordination of English/Spanish curriculum; DL programs should have our own curriculum as a whole - different expectations for DL programs; Site-Cluster-Area-District planning (articulation); staffing for credentialed/certificated; assessments; \$ to ensure continuation of program.

We would like to see them create meaningful graduation for students with disabilities. We need some quality control. How are we going to measure meaningful graduation for students with disability? If you dont have a solid foundation in your primary tongue, then we cannot adequately support them. For ELL students, for example, there is not enough support for them at this level when there is such a limited proficiency in the native language. It feels like it they are set up to sink and swim. We need to return to the block to best support them. How are you going to do library access, if our positions are cut? What schools can we offer a partnership with college community credit for concurrent enrollment that allos students to compelte and associate degree while in highs chool.. within a program that would offer the AA degree in conjunction with the HS diploma. Dual enrollment degree. What does culturally relevant look like? How are all staff being trained in this? Special education teachers do not have access to the professional development oportunities

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because we do not have visiting teachers to support their being absent

2.5.5 Love that we are creating pathways and strengthening TK-3 pathways. Very important to have bilingual options.

2.1 #5 is pretty descriptive. Why is this the case yet throughout the document there are very vague areas without plans Also, .."comprehensive guidance plan" add: developed in collaboration with School Counselors who are at the sites

Pay for AP Tests for all students! No more inflated grades for students who cannot past the test.

March 14, 2017—Goal 2: Broad and Challenging Curriculum, EL Update

Goals state to have ELST support and trainings but funding for actual ELST staffing has been eliminated or reduced... How does that work?

To make sure that the teachers are prepared to teach and have support to do so. Teachers should be updated in the latest ways to teach and engage students.

Parent agrees with the actions and services OLA/SDUSD is providing.

It is imperative to learn how many EL students are leaving the district without graduating. 1. provide information graphically. 2. Include the proficiency levels (ELPAC). 3. Grade. 4. School. 5. Is it possible to know where students are going?

Ensure that all clusters are having cluster ELAC meetings. Easier access to all cluster meetings.

We would like to know if our school, Carson, can have summer classes for our kids that are not meeting grade level standards when the school calendar changes to traditional? How can we obtain information so that our school can have tutors for students not meeting standards?

37 teachers for OLA and the district is a little number of teachers supporting ELs. Can we do something to have more teachers? How can we educate parents to support students at home? How can parents be included in Coaching Cycles?

not enough direct support from resource teachers

How to involve parents to provide more information on Reclassification? Provide workshops on Powerschool to teach parents how to get emails from PowerSchool to track grades, attendance, etc.,



December 13, 2016—Goal 3: Quality Leadership, Teaching, and Learning

Budget have been affected for many years, the future of our children is jeopardy if we don't commit to a good quality education. The future of this country depends on these kids and we need to secure a healthy and quality path for the next generation leaders. In order to do so, we need funding to attract talents in the education system and make sure these talents stay up to date in education processes, technology and continuous learning. The teachers are the fundamentals of this success, and we need to make it clear that we need to work with by providing them whatever resource is necessary to secure the success of our children,

I believe it is important to allocate appropriate funds that ensure our teachers are able to receive personal development and training which will ensure that quality leadership and teaching is maintained in our schools. However quality teaching does not just depend on the quality of training our teachers have, the available resources, such as technology, are important to assure that a quality standard of teaching and learning is provided.

I'm unable to see anything beyond the first couple letters for each topic so I'm not sure if this comment is in the right place: The District needs to be sure language learners have appropriate funding for their target language -- Spanish, Mandarin, and French, across the district, across income levels in instruction and books! My child is supposed to be 100% immersed in French and yet his text books are in English. He is supposed to read 30 min in French 5 nights a week, and yet our library hours are very limited and our library tech has been given his pink slip.

More than anything we need quality in education. In my opinion, to achieve that, we need qualified teachers, leadership in the administration of our school and improve the learning process.

My children both attend the Language Academy and have been thriving and learning a second language. I am concerned with the lack of funds provided for quality leadership and education. The Language Academy is succeeding on many levels and I strongly encourage the district to prioritize funding for language immersion schools. In addition, each year we feel the impact of less funding-- from the loss of the school nurse, limited library staff, and the movement of teachers. Our community and students deserve better.

Quality leadership, teaching, and learning are our core values and this requires funding. We need funding for excellent and discerning leadership, quality teachers, curriculum, and educational opportunities. Now more than ever teachers need to be equipped with trauma-informed care, new and best learning practices, managing classes with diverse learning types and backgrounds, and on. This requires not only qualified, credentialed teachers, but also ongoing development and equipping for those teachers. Teachers also need access to the appropriate supplies (so many go above and beyond out of pocket! or rely on

December 13, 2016—Goal 3: Quality Leadership, Teaching, and Learning

parents for extras not covered at school). Lastly, our kids need cutting edge technology and technological education to stay current with work and societal expectations.

Quality teachers are the most important. Using appropriate hiring procedures so that enough questions can be asked to get the best teachers as well as the funding needed to keep them in our district are needed to get the best educators for the students.

Role models start in the classrooms and school offices, we need quality teachers for our schools. Highly qualified credentialed teachers supported with a budget for materials and resources to perform their job successfully. Cutting teachers pay, cutting school days and eliminating programs is not the solution to our education problems.

The District needs to be sure language learners have appropriate funding for their target language, Spanish, Mandarin, and French, across the district, across income levels in instruction and books!

We just need smaller class sizes and more accountability for teachers. While there are some exceptional teachers out there too many are uninspired and ineffective. We have two children at the Language Academy and in the middle of 5th grade transferred out son to a private school. Even though he had an IEP he was not getting a quality education and was being left behind.

We need quality leadership to create quality schools for every neighborhood. We need quality teachers to teach our students. For this we need proper allocation of highly qualified credentialed teachers; with a sustainable budget that will allow the school and teachers the materials and resources to perform their job. For quality teaching, we need teachers to continually be professionally developed which cost money for time and resources. Funding is also needed to maintain curriculum and technology, which is being used with more frequency to teach from.

What is Working? 1. PLC/grade level planning days every other month on assessment, instruction, and intervention. 2. Two additional PLC meetings throughout each month to discuss students, intervention, instruction, and assessment. 3. All of our teachers want to stay at Angier every year. 4. We have begun building common assessments for all content areas utilizing questions that focus on critical thinking skills and logical reasoning.

What is needed? 1. Continued funding at site and district levels for substitutes for the full day PLCs. 2. More district professional development in ELA, Math, Science, Technology, Assessment, etc. that is focused on 21st century best practices in instruction. 3. More information at the school level for implementation of the E3 prototype.

*Does the district go to outreach programs to recruit teachers (proactive approach)? *Are we recruiting teachers during the current fiscal climate? *Concerned about teachers being retained, last hired is first to go. *UTIP program. Urban teachers internship program. Training teachers who want to teach in our communities.



LCAP 2017: Stakeholder Comments as of 2017.06.27

December 13, 2016—Goal 3: Quality Leadership, Teaching, and Learning

We need a similar program that prepares teachers to staff our schools in urban areas. Not sticking newly credentialed teachers in neighborhoods they aren't familiar with or passionate to teach at. *Torrey Pines shooting (recent events, LGBTQIA, etc) Are we providing counseling in the areas of mental health? Not just academic counseling for A-G requirements, do we see mental health counseling? Teachers have relationships but do we have mental health available to offer extra support. *Is mental health concerns covered under goal 4? *I see the "offering early employment contracts" on 3.1.a.3

How is \$7.7M in Central Office Discretionary money spent? No more renting of the Univ of San Diego facility for fancy retreats.

You recruited educators to this district with one of your selling points being a fully paid induction program. You put over 100 educators on a waitlist last year and told them and SDEA they would receive it in the first 5 years. You have lied to them, misled them and that needs to changes. A district paid INDUCTION PROGRAM MUST BE PUT BACK IN THE LCAP!

Me encanta la escuela me encantan los maestros mi hija va en kinder con señora adams y me siento muy satisfecha y contenta con el trabajo que hace. También la organización de la escuela las actividades todo es increíble the language academy .

November 8, 2016—Goal 4: Positive School Environment, Climate, and Culture

AP Calculus was a full year class, now it is only a semester. Yes, there is equity. EL graduation needs to be a priority. We need more recognition. We want more refugee support and money for refugee tutoring.

Creating environments that help students feel welcome by feeling safe are important. Students need to know that there are expectations of them-decorum as well as consequences if they do not follow them-consistency in order to create an environment of pride in their school. In addition focusing on discipline strategies that put respect and limits as top priorities would be important too. Restorative justice, class meetings, character education programs would help students create the environment with guidance.

Graduation requirements are clear and there is equity (treatment, classes, etc.). The improvements are good and I think we should have more half days and holidays. We'd like to know more about TIC.

Graduation requirements are clear at my school and students are supported. We would like to know more about Trauma Informed Care (TIC).

Holistic approach to quality education is needed. Academics are important but equal focus and attention to

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social, emotional and cultural issues to help students successfully navigate through primary education is needed.

I believe Mira Mesa has a wide variety of opportunities. This positively impacts our campus. Every student is unique and are offered numerous options. Military students are somewhat supported. What is TIC? We need more information about it.

I believe that a school's environment sets the tone to what is acceptable - I believe uniforms and/or enforced dress codes is important to setting a "professional/all equal" tone. Some clothes on campus are distracting.

I feel graduation requirements are clear and we as students know what we need. Students feel they have equal opportunities.

It is good to know and see that the bars are increasing for A-G requirement. Can we get more information about TIC?

Let's continue to work to create a positive environment for the children & staff

Mission Bay is doing well with most of the departments. I believe half days are beneficial, but from what I've observed I noticed a lower attendance rate. Since Mission Bay transitioned from late start to half days, the attendance has increased a bit, but overall there still is a low attendance rate. We'd like more information about TIC.

More funds for music program and library services.

Our offices are so understaffed and our classes so overcrowded that a positive environment, climate and culture is very difficult to establish, foster and maintain.

Our school is called East Village now, we are no longer San Diego Early Middle College but that was the only option in the drop down menu on the last page. Students are all given the same opportunity at my school. There seems to be a disparity among the races that will be graduation. More help and opportunities should be provided to minorities. My school also needs math training. We would like additional information about TIC. I think standards should be given a more enthusiastic approach to school.

Students at Kearny High School always feel like they have the same opportunities and are all aware of aid when it comes to their road to graduation. I feel like these new implementations are helpful for college and will benefit students who feel disconnected. We'd like more ASB Advisor and ASB training. It'd be helpful for Kearny High School to have an innovation center. We'd like to have more info on TIC. My school environment is extremely safe.

Students with disabilities are suspended and receive expulsions at higher rates than other students. The LCAP in its current form does not acknowledge this civil rights issue, document baseline data, set a goal for improvement and describe corrective actions. Goal 4.1b and 4.1c pertain to discipline. Action 9 states that the District will "monitor



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data." A SMART goal is Specific, Measurable Agreed Upon, Realistic, Time-Based. Proposed Additional Language for LCAP: The district will take immediate, focused actions to reduce the disproportionality of disciplinary actions experienced by students with disabilities. Consistent with many LCAP goals, we suggest that the disparity decreases by one-third from baseline data within one year. Why do we need a goal? Shine a flashlight on the issue; Put the "A" into the LCAP District-Level: Deliver intensive professional development to parents and staff focused on the policies and practices of student discipline; Examine the data collection process associated with suspensions and expulsions. Site-Level: Document, address, and reduce suspensions; eliminate information early dismissal practices. Dismissal from learning environment should be last resort. Sites should develop positive behavioral systems; provide training to all staff in PBIS. Establish procedures to require the review of required behavior supports/behavior plans at the first suspension and on an ongoing basis. Teacher-Level: Explicitly teach schooled behavior expectations and provide differentiated modalities for student access and participation in Restorative Practices/PBIS. Ensure that behavior is carefully considered at each IEP. Facilitate student voice in the behavior planning process (restorative practices, reinforcement inventory, IEP team discussion as appropriate, etc.) Parent and Guardian Level: Parents need an understanding of their rights and responsibilities relating to IEPs and Manifestation Determination; an interest in learning about the policies and practices of student discipline on a given campus; to advocate for the student; information about community-based resources and programs. Student-Level: When appropriate, include student in Restorative Practices; IEP teams ought to consider the student's Self-Advocacy. Recommendation: The CAC and the AdHoc Committee on Discipline recommends that the LCAP goal for Suspensions for students with disabilities will not exceed 7.8 per 1000 students with IEPs. The following year target would be <5.4 suspensions per 100 students with IEPs. The third year target would be <3.0 suspensions per 100 students with IEPs.

The equity is good. Our school is doing well with reading. We do not have a sports department. We need woodworking and autoshop. What is TIC? We'd like more information.

The Language Academy is a model school from a cultural perspective. Our students come from a wide variety of socio economic and ethnic groups, and get along better with fewer issues of social hierarchy than at any other school I am aware of in this region. This results in fewer distractions and greater focus on school related topics. I believe the district should learn more about why this is the case at our school so they can promote this type of environment elsewhere.

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The road map and GPS are very positive. There are limited options for elective classes and they are not equitable. Students are on track to graduate. We need more ASB time and more staff development.

We need more support for homeless students and mothers. We need to help the opportunity youth. Graduation requirements are clear and everyone has equal opportunities and are fully supported. I agree with the chart in this PowerPoint is correct, but it is unfair to students who are less on track by race. I think counselors in elementary school is a good thing.

We need more training for our ASB Advisor, ASB, and more ESL teachers.

What is working? ALD; a-g course requirements; lack of testing pressure; PD led by experts from certain central offices. What is needed? ELSTs; support for EL/IEP; professional development for SpEd teachers; counselors/psychologists on campus more; ALD; training for restorative justice

Yes, graduation requirements have been made clear. Some students (mainly bussed in) may feel as though they do not have equal access to AP courses. What are reconnection resources and do we have any? There is a lot of support for military, but it is not well publicized. We'd like money for an innovation center or for our student lounge. It would be good to get more information about Trauma Informed Care.

Yes, there are equal opportunities. We feel supported academically, but less supported socially and emotionally. There is a lot of military support and our counseling team is good. We would like more information about TIC.

The student bathrooms at all the schools (elementary, middle and high schools) need to be remodeled each year to make the safe and usable for all students. If needed re-tile or re-grout every year. Anyone who has ever visited a high school bathroom knows that these bathrooms receive airport level of human traffic every single day. Most bathrooms are deplorable at the beginning of the year and it just gets worse as the year goes by. Doors are broken. Tiles are cracked. The floors are cleaned only once a day. The toilet paper is usually out half of the time. The district need to invest in clean up-to-date bathrooms for our children and a higher level of custodian allocations so that these bathrooms are taken care of during the day.

When families transition from elementary to high school they are used to family friendly structure having to know only one teacher, and usually a small staff to get acquainted with. The transition to middle is hard for students and parents. More teachers, more office staff, more email addresses and extensions, and more personalities. It doesn't help when classified staff with no training or customer service etiquette run the offices (nothing admin can do about it when they are placed). Additionally, we have no support for telephone systems, websites, and other ways for the parents and community to



November 8, 2016—Goal 4: Positive School Environment, Climate, and Culture

communicate with us. How do we provide the environment worthy of our students with custodial cuts? It appears that some communities have schools in top shape but in our cluster work orders take forever. We are told by representative in landscaping and other departments that projects to get ou campuses up to standard are back logged into the next school year, and we are talking basic tasks: stripping, pulling weeds, painting and repairing holes In walls, etc.....

April 14, 2017—Goal 4: Positive School Environment, Climate, and Culture

4.1.a Add "school counseling support aligned with American School Counselors Association (ASCA). 4.1.b / 4.1.c Add central office head counselors too support TK-12 (not just secondary level). 4.4.4 These are all the things that School Counselors currently perform to support our students. Instead of this section being housed under FACE/Youth Advocacy, it needs to be housed under Counseling & Guidance.

4.1.a #1 Add to the end: in alignment with thr American Association of School Counselors(ASCA) National Model. It also needs specifics. Whats the plan? Will a survey be developed to adress site specific needs? What role does the CHKS play here? Resource Couselors at the elemenatry level were cut out so who will be helping with this? The secondary Resource Counselors (with exception of 2) are newbees and are not even trained themselves. Who deemed them qualified to handle the social and emotional component? There are plenty experienced counselors who can so thst job . Who determined that the person running OSS is even qualified to be working with counselors when she doesnt even hold a PPS credential. 4.1.b\4.1.c #1!intervention Counselors are School Counselors, clarify that. Add K-12 to end of the sentence #5 needs to be specific. What does this mean? Details? #6 monitoring is the easy part. Anyone can run those reports in less than 30 minutes. then what? Where are the district supports for this? What will be done to address at the district level? All supports have been taken away. Where is the money going? #9Asin section 1 .3.a # 3....After "The" add: Elementary and Secondary School Counselors and the district will work collaboratively to....."create a comorehensive K-12" School "Counseling model" aligned with the American School Counselor Association(ASCA). Remeber that out School Counselor interns/fieldwork students attend univerity programs where the ASCA model is followed and is part if the contract agreement in order for us to have them in our district. 4.3 #1 CYT was cut in half. Probation exists where in the district? The plan id to monitor and do what since staffing was cut? What good does monitoring do?

April 25, 2017—Goal 4: Positive School Environment, Climate, and Culture

In looking at tough budget cuts, the district has eliminated many library and health tech positions. In my opinion, the effect of this will be to understaff the "safe spaces" the district is trying to create. The library is a place at all schools that students may go to sit and work and not be concerned about bullying or being alone. They may go their to use the library printer if they don't have a printer or computer at home. The health office bathroom is a place that "transitioning" students may go and not face questions. The safe spaces are an important part of every school and yet these places are likely to be understaffed with recent cuts.

Que Los Consejeros Sean Comprometidos,y concientes, que de ellos depende mucho que el padre y estudiante estan bien informados de Los grados para lograr graduarse de la Preparatoria

February 14, 2017—Goal 5: Family and Community Engagement

Art and music!!!!

As part of Language Academy's (LA) SSC and SGT teams I have found the LA principals are looking for ways to incorporate feedback from parents as the budget cuts are hitting next year.

Do not remove GATE funding

I can't see the full topics listed in the previous question and I don't have access to the information that was presented at these meetings. Might be good to provide additional (brief) info within the next survey.

I do not believe the communication at our school is acceptable. Only thing we get are emails. No paper I know there are still parents that do not have emails or use the internet. I have one parent calling me and asking for help. It ok I have not seen our home school compact agreement or any other required documents go out this year.

I've been pleasantly surprised by the amount of communication from the school. The school leadership communicates well with the parents. I am not thrilled with the communication form our teacher. She rarely answers emails or updates parents, but the schools as a whole is doing an excellent job.

PIQE classes (supporting parents to assist their children at home) CoTA (an arts experience that parallels what their children experience STEAM (an introduction to what the grant will mean for Carson) Family Friday (monthly meetings in the auditorium with an informative topic followed by classroom visits where parents read to students)

Please continue providing this presentations, help us to be able to connect closely with our chindren's school and community. I suggest to encourage parents to volunteer more with our children, try to reach out more parents do not usually volunteer, perhaps support communication between companies and volunteerism to make it more



February 14, 2017—Goal 5: Family and Community Engagement

attractive. 1-2 hours a month or bi-weekly, I will assume does not harm parents productivity, and, in exchange increases children development and emphases more family, community engagement.

Responding to District Goal 5 for Community Engagement, I am emailing to first commend your innovative efforts for better education.

We are stunned and saddened to hear that the GATE program is being considered to be cut. We have been so impressed with the GATE program at Loma Portal and is one of the primary reasons we have chosen to remain at a public school. This will be a huge loss to the school and our children. Please consider saving the GATE program.

What is Working? Point Loma is keeping nearly 80% of their marketshare of students. What is needed? Analyze our school enrollment data to determine if our schools are able to keep kids in the PL Cluster, or are going to charter, etc.? Family and Community Engagement timing and topics will be expanded with the Cluster leaders and parent leaders. Reach out to local libraries, local Pt. Loma YMCA partnerships. Continue to rely on community partnerships to strengthen student supports. Reach out and have Pt. Loma library to present programs for students at the monthly PL Cluster meetings. What are priorities? The PL Cluster really appreciated the parent engagement goals. Co-leaders, partners in our children's education.

September 27, 2016—Goal 5, Family and Community Engagement

A translation service would benefit our school greatly because we get a lot of English learning students.

A web presence is essential to providing access to parents and the community about the school. This is a critical need in recruiting our neighborhood kids and yet it is not a funded position. In the 21st century every school needs a web master/designer. We currently have a teacher doing it whenever they can find time and the feedback has been that it is insufficient. However, this teacher has not been properly trained and is doing it as a volunteer. Funding should be provided to help schools promote their programs by hiring web masters, at least part time to update the schools websites.

As a very small school with atypical scheduling and student hours, it is difficult to get community involvement. Special Education is working well, there are not specific special education classes, but work to provide accommodations. We need more social advocates for youth and more help from community partners.

Family and community engagement is working very well at our school. Community involvement is good, they help raise money for our schools.

I believe that California and San Diego's budget is unreasonably low. I would like to see it increased dramatically, but in the meantime, we must maximize what we have by leveraging community partners to

September 27, 2016—Goal 5, Family and Community Engagement

strengthen our students' education and cultural awareness.

I think our school needs support from all of the community partners on slide 11. We lack LGBT resources and need them.

I think that we do have a lot of family and community involvement. I think our principal has done a good job of reaching out and informing parents and community members of information about our school and because of this, we get a lot of participation.

Parents and community partners are not that involved with our school. We have a Linda Vista multi-cultural fair and I believe we should take part in the event, to promote our school and get the community involved. Not many resources/engagement support is known on our campus like GATE, ACLU, CSEA, we need support from all the community partners on the slide.

Parents are engaged in our school, but our larger community is not. We do not work with our local schools though we should as we are a non-traditional school. We are a very good school for parents as our teachers are very open. We lack "school police". We need all the community partner organizations included in the presentation.

Parents are often involved with supporting students. The PTA is very involved. Booster clubs help raise money for different teams and clubs. Schools might want to give more information onto how to support students acadmically.

Students are receiving take home laptops, CC Crawford center volunteering to help families, hosting blood drives. More parents involved/guardians, how can the school help benefit students (from family feedback). More support from Office of Language Acquisition. Upgrade restrooms. Need student-centered master scheduling.

The Pointers Association supports us. The community directly next to our school doesn't like us.

We could improve parent/community communication/participation and engagement with community partners.

We need more involvement. There are not a lot of opportunities to include local businesses, family, and other community members. We should have strong military connections! We have many military families/students. We need support from all of the groups listed on slide 10 and 11.

We need support from all of the community organizations on slide 10 and 11.

Parent teacher Home Visits are a proven strategy that needs to be highlighted and supported with resources. SGT's are also a meaningful way to show you actually care about and value stakeholder input. They should be one of the metrics, as well as called out in your actions and services.



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There are too many restrictions on how to spend parent funds. If a school wants to provide a meal for families we should be able to. Light refreshments don't always cut it. We need to be able to purchase items to raffle and other incentives to thank parents for sacrificing their evening time to attend school events. We need a district wide plan, supports in place and an expectation that schools will "go to families" via home visits, community event attendance, etc..... How will parents be selected to engage in the training listed? Will it be piloted at a few schools first? How will principals be engaged in the roll out to ensure it works at their particular site? The morse cluster community has little trust in our middle and high school. The is a very native perception that our schools are horrible and not worthy of our students. It would be nice to pilot a study of the community and a community assessment to partake in a community rebranding of the school.

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Parents are not always aware or informed of activities at sites or the district-level. Please use the automated dialer to call all households at various times (not just once) to inform and remind them of upcoming activities, meetings so that parents or guardians can attend. Also, please share the reclassification process for EL students.

It is time for real meaningful parent engagement. The new F.A.C.E. department is now fully engaged in the job of Race and Human Relations as well acting as an arm of the Communications Department. There seems to be no clear goal for parent engagement and the department is not responsive to the parents needs and the community needs. You have employed a new crop of very green "specialists" who haven't got a clue. It is time to go into the community to ask "what do you want?", to record these meetings accurately, not in language that reflects what the district thinks the direction should go. There are a lot of good models out there, there is no need for the district to "invent" a new parent involvement model.

We need more ways to get parents involved at SCPA, to strengthen ELAC, Suggest ELAC's have students present at ELAC to get more parents involved. Also, make an appeal to parents we just need your voice for four meetings which results in six hours per year. Provide parent connection calls to invite all EL and RFEP parents to ELAC for each meeting. Make sure Parent connection calls are in the parents' language. Also, have a staff member call each person that attended the previous ELAC meeting to invite them to attend again. Have students who have been reclassified speak at ELAC meetings. Provide networking opportunities between parents at ELAC and DELAC.

5.1.7 & 5.1.8 are something that school counselors are currently providing to support our students and their

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families. School Counselors needs to be added to the involved parties.

DELAC, June 1, LCAP Input

We need more opportunities for parents to be involved at sites. Better communication between teachers and parents so that parents have ongoing knowledge of concepts being taught throughout the year and can discuss with and support their child at home. Parent workshops are not accessible to parnets that work if they are only offered in the day time.

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I am not sure which Board presentation to select because October 25th and Goal 1 is not on there, but here is my feedback for that one: Hispanic students need more attention, there is a divide. Those in advanced classes are more typically white. As students, we need more informaion for students about LOTE. Student centered master scheduling is needed.

I'm wondering how we can use the LCAP to help clarify the ELST role with all stakeholders (leaders, teachers...)? How can we expand our work as ELSTs to further support tier 1 content instruction?

The goal of 100% of third graders achieving a literacy level deemed to be competent is laudable, but unachievable without dedicated additional, trained paid support for both the students and their families.

Close examination of exactly how the district justifies spending of LCFF (Local Control Funding Formula) monies from the state. We appear to be in a clear deficit and I am concerned how monies are being allocated within the district. I feel our children's education is on the line. Cutting Teachers and programs is not the answer. My husband is on our schools site governance council and frankly funding is a big issue! It is amazing that the school is able to function based on the current allocated budget. Again, cutting teachers is not the answer. We have a big problem and the district needs to stop ignoring the issue.

The Gate/Seminar program is very important for the community and the children who have cell in the program.

We had a very rapid highlight summary of Goal1. We do not feel that we understand the info well enough as there was little explanation and no opportunity for questions

Honor our students who have more than one language.

How is FACE going to support ELACs and DELACs?

I find it very odd that I can't seem to find any input from counselors or our PGT on the 2015-2016 Stakeholder input notes. As you know, we have been speaking to the board at the public meetings regarding the lack of shared decision making with counselors as stated in our contract agreement. At what point will you be involving counselors



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in this process being that we are mentioned in the LCAP in multiple areas?

Please make sure that the needs of the English Learners are being met every step of the way. Please continue to offer support when needed. Please do not take the extra supports away.

Section 5 Need to work with ethnically based community organizations As a tax payer, voter and educator it is unacceptable that no plan is in here as to who will be doing all the work at ground 0. \$118 million needs to be account for and properly utilized. School Counselors are mentioned several times in here yet I don't see any actual School Counselors who are currently at sites represented on the LCAP team (not administrators at the OSS office).

students centered coaching is a better change, helps more students, helps teachers focus more on students, helps teachers reflect on teaching and plan for students

The School District should create and produce a clear and transparent budget which shows school by school and department by department where the money is allocated and at the end of the year where the money was actually spent. The LCAP is meaningless if voters cannot see where the money was actually spent. Was it spent on high level management or actually services? A broad and challenging curriculum is not a service. A social worker/counselor for each group of 40 homeless students and foster youth is a service.

The Student-Centered Coaching model honors the expertise of the ELST to support language learners. Area 6 is clustering schools to work together like the schools with International Centers. This is a good idea--connecting schools to share ideas.

We need more parent involvement, especially with EL families.

You need to start actually listening to stakeholders...the meeting today feels like a check in a box. The draft annual update should have been presented to give us an idea of what has happened before we are expected to make suggestions for next year. Top down master scheduling needs to stop. What works at one high school does not work at all. You need to listen to your educators, students and parents in regards to what they need! The centralization of counseling support does not acknowledge that we support community schools. Community schools each need different supports/services/etc. If you are going to say you support RJ and PBIS you must put resources and supports behind it...not just say we are doing it. How you are treating educators is not going to help you recruit and retain a high quality staff. You need to incorporate something to the effect of "Educators will be paid a competitive and comparable salary and benefits package." You need to reinstate additional FTE's going to high unduplicated count schools. You need to show a

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commitment to building and supporting community schools if you want to compete with Charters.

We should have had an overview of the annual update before we are expected to provide input for next year. Overall, I feel the district is not listening at all to stakeholders. You continue to believe those in the district are all knowing and can create solutions in a bubble. A one size fits all approach will not work in a district our size. You have amazing educators, parents, students and community members who are not being listened to. We want to be partners and help to solve problems, but we will not just help you implement what you believe the solutions are.

SDUSD immersion programs pathway
El ELAC de Sherman recomienda:

Referente al programa de Sherman,

1.- Extender el programa de Sherman de K a 5th a K a 8th con la visión y el enfoque de seguir la construcción académica del español a nivel secundaria. ***Integrando al desarrollo del programa académico ya establecido la gramática, ortografía, puntuación, conjugación verbal con el fin de dominar el lenguaje y la escritura académica en ambos idiomas. Ser aptos en todos los requisitos para poder recibir el certificado de bilingües en 5th y 8th. Construir la estructura académica necesaria para que los estudiantes puedan tener éxito en AP,IB o clases de honores de español a nivel preparatoria, obtener el sello de bilingües y extender las oportunidades del estudiante en tomar otro idioma o otras clases avanzadas.***

Referente a los Programas o clases a nivel secundaria (Middle School)

1.-Si la escuela secundaria ***no es de inmersión*** estamos de acuerdo con el distrito de ofrecer 2 clases por año escolar. Una clase de estudios sociales o de ciencia en las cuales la instrucción sea completamente en español, con maestros certificados en la clase que enseña por ejemplo ciencias, historia, matemáticas, académicamente fluidos en el idioma escrito y hablado de español. Una clase de construcción académica del lenguaje (*arriba mencionada*) de Español impartida por maestros calificados con fluidez en el español académico escrito y hablado. Con la meta de que los estudiantes estén preparados para tomar el examen AP de español en el grado 8 y pasar con una calificación de 4 o más alta, dominar los requisitos necesarios para recibir el certificado de bilingües y extender las oportunidades del estudiante para tomar y pasar con 4 o más puntos las clases AP,IB o clases de honor de ***literatura*** en Español a nivel preparatoria.

2.- Profesores calificados con fluidez en el español académico escrito y hablado.

3.-Libros, documentos, materiales o páginas digitales de recursos usados en clase de fuentes hispanohablantes no traducidos de ingles.



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4.-Que se ofrezca un currículum bien definido por cada grado y cada materia impartida. Tomando en cuenta los estándares comunes de español.

Con respecto a OLA

1.- Formación de una coalición formada por expertos en programas de inmersión, profesores de lenguaje, decanos universitarios, miembros de comités de programas de inmersión, ELSTs que aconsejen a OLA sobre el éxito, las necesidades y obstáculos de los programas de inmersión y como estos apoyan el éxito de los ELs, New comers, LTELs, ELs de Edu Esp con la meta de que OLA pueda abogar adecuadamente por todos los ELs

2.-Participación constante y directa de OLA para la programación, discusión y planeación de un plan maestro para mantener el desarrollo constante de la construcción de los programas puente (pathway) o seguimiento del programa de inmersión en las escuelas de primaria a secundaria y de secundaria a preparatorias.

3.-Integración del conocimiento del personal de OLA como colaboradores no solo que sirvan de intermediarios.

4.-Personal de OLA altamente calificado académicamente en educación y programación de programas y servicios dirigidos a ELs. Que tengan experiencia en trabajar en programas de inmersión, sean académicamente bilingües, y dominen las estrategias de enseñanza a ELs(ej. GLAD, QTEL, Estándares comunes en las artes del lenguaje inglés y Español)

5.-Crear sistema de seguimiento de programas de inmersión accesible y al día, con la meta de seguir datos de %de estudiantes reclasificados, % de estudiantes que obtengan el certificado/sello de bilingüe, % de estudiantes que presentaron y pasaron con 3 o más puntos en los exámenes AP en 8th -12th que hayan estado en un programa de inmersión, y que tengan 3 o más puntos en las artes del lenguaje inglés en el examen estatal. Que puedan ser comparados con ELs en programas solo de inglés.

6.-Abogar ante la mesa directiva de educación del distrito de San Diego por fondos para personal necesario para hacer posible la colaboración entre maestros de grado y de materia (ej. maestros VAPA y Tecnología de tiempo completo)

7.-Maestros de recursos en ambos idiomas que colaboren con Desarrollo Profesional, planeación, liderazgo e integración al programa de nuevos maestros o maestros ya establecidos.

8.-Abogar por la implementación del Apoyo para alumnos con el Desarrollo del lenguaje inglés y español (ELD, SLD) y compartir con la comunidad la importancia e impacto de que las escuelas de inmersión sean activas en implementarlo.

9.- Que OLA construya una forma de seguimiento de la eficacia de la clase del Desarrollo del lenguaje Académico (ALD) en las escuelas del distrito y crear un reporte anual accesible al público, el cual sirva de comparación en el

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progreso, éxito, mejora u obtención de la reclasificación de los estudiantes aprendices del inglés a largo plazo (LTELs) o progreso en ELA en comparación de estudiantes que estén en un programa de inmersión.

10.- Que OLA construya una forma de seguimiento de programas de inmersión a nivel local, cluster, y a nivel distrito. Actualizados y accesibles al público. Que muestre el impacto positivo o negativo en el progreso académico de los subgrupos en comparación con los programas de inglés solamente.

10.-Que OLA construya una forma de seguimiento para verificar que los maestros cumplan con los requisitos y entrenamientos los cuales puedan ser verificables y actualizados antes de ser contratados para impartir clases de inmersión.

11.- Que los directores verifiquen que las acreditaciones o los entrenamientos sean actualizados.

Con respecto al Distrito

1.-Asignar fondos para mantener el personal y los recursos necesarios para mantener el éxito del programa de inmersión ya establecido o por establecer incluyendo pero no limitando a clases reducidas, *maestros de apoyo extra, ELSTs, VAPA, Tecnología, VP, maestros de apoyo de Edu. Especial*(de tiempo completo), suplentes calificados en el idioma que van a suplir)

****Especialmente en escuelas exitosas como Sherman

2.- Formar una coalición de expertos en programas de inmersión, maestros con español fluido académicamente en el idioma escrito y hablado, ELSTs, Directores, maestros de recursos del idioma y eruditos u organizaciones que hayan establecido su apoyo e interés en programas de inmersión **que se encarguen de interpretar los estándares comunes de español y crear un camino definido de primaria a secundaria y preparatoria** tomando en cuenta el éxito ya establecido y los obstáculos ya definidos en escuelas de inmersión ya establecidas e incluyendo como parte esencial personal de Sherman como parte de la coalición.

3.-Mantener como prioridad de no sean reemplazados en futuros recortes maestros que han trabajado por más de un año en programa de inmersión y desea mantenerse en la escuela a la cual sirve.

4.- Crear un comité de consejo de padres para los programas de inmersión a nivel distrito.

Con respecto Padres

1.-Respeto a la involucración y compromiso de padres por parte de directores, OLA, SDB respecto a peticiones, consejos o quejas referentes a programas y servicios para sus hijos.

2.-Escuchar y darle seguimiento a sugerencias y preocupaciones

3.-Integrar las metas de los padres dentro del plan escolar.(School site plan, ELCAP)



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4.-Convocar a los padres en escuelas de inmersión para participar activos en el desarrollo de la planeación y desarrollo de los programas de inmersión.

5.-Reconocer, promover, respetar, escuchar, tomar en cuenta, y participar en la involucración y compromiso de los padres dentro de los comités como herramienta para crear un programa de inmersión exitoso.

6.-Integración de los grupos de padres en la planeación y desarrollo de los programas de inmersión (ELAC,PTA,SSC,SGT,voluntarios,DELAC)

7.-Fomentar la participación activa de padres en la toma de decisiones referente al desarrollo y planeación de programas de inmersión.

Referente a programas exitosos de inmersión

El ELAC de Sherman recomienda que se asignen los recursos necesarios para mantener el éxito del programa de inmersión de Sherman Elementary y se expanda a K-8. Se le otorgue a la escuela una ELST de tiempo completo. Se le asignen los fondos necesarios para mantener las clases reducidas. Se le asignen fondos para mantener maestro de VAPA, Tecnología y VP de tiempo completo. Se reconozca el liderazgo de padres y personal docente y se reconozca como escuela ejemplo para implementar el programa en otras escuelas.

Sherman ELAC recomienda:

Referente a ELSTs o maestros de apoyo,

1.- Que en las metas de LCAP se asignen fondos para proveer ELSTs de tiempo completo a escuelas con/o más de 400 ELs y una descripción detallada de sus obligaciones e impacto en el progreso de la adquisición del lenguaje.

a.- Que las ELSTs/maestros de apoyo tengan las acreditaciones y entrenamientos necesarios para apoyar directamente a ELs, LTELs, New Comers y Ed Sp. Sean académicamente eficientes para poder dar DP a personal docente, y que sean parte activa de la planeación de instrucción y apoyo para implementar las técnicas dentro del salón así como parte activa en las discusiones del desarrollo del plan escolar y los IEPs.

b.- Que OLA desarrolle una descripción detallada de las obligaciones de las maestras de apoyo y su impacto directo en los ELs, LTELs, New Comers, Ed Sp en el desarrollo del lenguaje y su adquisición. *Incluimos una lista detallada de la descripción laboral. Nota: Adaptarlas a los requisitos del nuevo examen LPAC*

c.-Que dentro de las obligaciones se incluya Apoyo directo en grupos pequeños de ELD a ELs, PD a personal docente, PD para padres.

d.-Entrenamiento a las ELSTs sobre la importancia y el rol dentro de las escuelas de los ELACs. Fomentarles el entendimiento de las tareas legales del comité con el fin de

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fomentar el liderazgo y la participación activa y efectiva de los miembros en temas relacionados con ELs

Referente a los Programas dirigidos a los ELs,LTELs,New Comers, ELs de SpEd,

1.- Creación de un programa con información actualizada de la funcionalidad y efectividad de los programas y servicios para los ELs que ofrece el distrito.

2.-Transparencia en la compartición de datos que sean verdaderos y actualizados referente al progreso en la adquisición del lenguaje y académico de ELs, LTELs, New Comer e ELs con necesidades especiales en forma formal y accesible.

3.- Se recomienda que todo el personal docente tenga las acreditaciones y entrenamientos necesarios para apoyar la instrucción. Se les otorgue desarrollo profesional especializado en entender, desarrollar, planear y usar las estrategias dentro de la enseñanza académica diaria.

4.- Se recomienda que todo el personal docente sea parte activa de la planeación de instrucción y apoyo para implementar las técnicas dentro del salón así como parte activa en las discusiones del desarrollo del plan escolar y los IEPs.

5.- Que ELD sea prioridad con instrucción adicional por niveles mínimo de 25min diarios.

6.-Que las clases de ALD no sean impartidas si los maestros no cumplen con las acreditaciones y los entrenamientos necesarios y/o requeridos.

7.-Clases de ALD que cumplan con los requisitos estrictamente dirigidos a LTELs .

8.- Que OLA construya una forma de monitoreo de la eficacia de la clase de ALD en las escuelas del distrito y crear un reporte anual accesible al público.

9.- Que OLA construya una forma de monitoreo de LTELs a nivel local, cluster, y a nivel distrito.Actualizados y accesibles al público.

10.-Que OLA construya una forma de monitoreo para verificar que los maestros cumplan con los requisitos y entrenamientos los cuales puedan ser verificables y actualizados antes de ser contratados para impartir clases de ALD o/y clases con ELs.

11.- Que los directores verifiquen que las acreditaciones y/o los entrenamientos sean actualizados.

Queremos que se revise muy bien el Curriculum DR cada Maestro de nuestro Cluster

Que Permian que Los Padres Sean parte de verdad de las desiciones de ELCAP

Que Sean Respetuosos ,y compaciosos a Las Comunidades MULTICULTURALES

Es mi primer año en la escuela y estiy muy contenta de aver puesto mi hija en the language academy .