San Diego Unified School District
Response to DAC 2019-20 LCAP Feedback
June 2019

DAC Feedback	District Response
Goal 1	
ELSTs (English Language Support Teachers) are needed at every site.	ELIRT will be assigned to support all sites and to provide schools specific dates and times when they will be present each month.
SSCs need training when they take over the legal role of the ELAC.	SSC training is offered on an annual basis for new and continuing members.
Greater support for atypical schools is needed. They were not assigned an official Area Superintendent and DAC saw an uptick in the number of atypical schools attending monthly meetings in order to get more information and support.	All schools have an assigned Area Superintendent. Atypical schools are assigned as follows: three language-focused schools to area 4; schools with high school grades to the high school area superintendent; and special education schools to the executive director of special education.
Schools need more counselors in order to support the whole child.	In our District, we currently have allocations of school counselors at all grade levels, including Elementary, Middle School & High School. We look forward to continue the work of the Elementary School Counseling Pilot at Crawford Elementary. From this pilot, we have shared important systemic school counseling lessons, that now we have implemented within the

	school's coaching cycles for all elementary counselors.
1.10.b.7

This action item is really vague. What is the Process of Continuous Improvement and how has it been shared with parents, including advisory groups - where much of the information is gathered and taken back to schools, and parents? | The Process of Continuous Improvement includes gathering and analyzing data, determine a plan to improve conditions, implement the plan and reflect on the results of actions taken (make adjustments or revisions). In an ongoing effort to seek ways to improve our collaborative work with parents and advisory groups, we incorporate formative measures/data (i.e. parent surveys, parent learning workshops surveys, advisories surveys, cluster surveys, home visits reflections from teachers and parents) and continuously assess the effectiveness of current family engagement strategies. This information has been shared with parents during family learning workshops and advisory committee meetings where we promoted and dedicated time for input to obtain additional parental perspectives. |
| How will the FED assess the effectiveness of current family engagement strategies? | The federal government assigns responsibility to the state to oversee this area via the Local Control and Accountability Plan and the federal addendum. |
| **Goal 2** | |

Summer school needs to be offered to both 5th graders and 8th graders and not just to high schoolers in need of credit recovery. 8th graders with Ds and Fs are more likely to need greater support or drop out in 9th grade. Supports need to be directed to these students.	Available budget/resources preclude expanding summer school.
GATE students can also benefit from the ability to get ahead with courses over the summer. Supports need to be offered to both our low and high achievers.	Available budget/resources preclude expanding summer school.
Goal 3	
3.3.4 How will the district be paying for the professional development? Title II is no longer available to sites and neither is the Educator Effectiveness Grant.	Professional development is an allowable use of the LCFF Intervention funds available to each site. The additional $8m in Title I funds allocated to schools for the 2019-20 fiscal year may also be used on professional development.
Parents want to know what types of PD teachers are getting. The more familiar parents are with the professional development of their children's teachers are getting, the less likely there will be complaints about substitutes in the classroom.	TK-12 Coaching cycles provide professional development in the classroom, side-by-side with teachers and students. Student-centered coaching cycles include professional development on using assessment data to monitor student progress and to plan instruction. Teachers in coaching cycles also learn how to develop high quality relationships that create a sense of belonging within a safe and inclusive classrooms. The focus of coaching cycles is as follows: ELA TK-12: instructional strategies that all readers use; understanding a broad range of

	texts of increasing complexity; implementation of guaranteed and viable curriculum
	TK-5 math: development of mathematical reasoning and conceptual understanding.
	6-12 math: implementation of a guaranteed and viable curriculum; development of student vital actions; and proficiency grading.
	In addition to coaching cycles teachers have the opportunity to sign-up for professional development opportunities offered through our electronic sign-up system (ERO). These sessions are offered on a variety of topics designed to meet the various learning needs of our teaching and administrative staff. Topics include using technology resources to enhance instruction, instructional approaches to enhance conceptual understanding of mathematics, reading strategies to navigate complex text, and designing authentic problem-based lessons.
3.3.5 What does the cluster-level support and learning opportunities from OLA look like? How are sites and clusters identified? Is there a goal to offer this to all sites in all clusters? How is this support being provided to ALL STUDENTS in the district? How many schools have been served since 2016 and how many will be served in 2019-2020?	The Office of Language Acquisition has designed a process to have ELIRTs support each site. This will provide the customization of support to address the unique needs of language learners. The design for the upcoming year 2019-20 will consist of ELIRTs providing in class support in an effort to address all schools and students. The

	ELIRT will also provide sites with compliance support (i.e., ELPAC and ELAC).
	In 2018-19, We served 13 schools through the Early Literacy and Language Acquisition (ELLA cycle focused on grades TK-2), 36 elementary schools with Student Centered Coaching Cycles in ELA and Mathematics, 6 schools at middle level, and 4 high school first semester . We served 19 Dual Language schools with the implementation of Benchmark curriculum.
	The 2019-20 support plan is currently in development.
3.4.1 "Principals will learn the process of interrupting mindsets and systematic behaviors that have contributed to lower achievement rates, graduation rates and higher numbers of D's and F's for students with disabilities, African American and Latino students." How are these "learned processes" being put into practice at the school sites? What types of conversations are being encouraged at the SSC to increase the capacity of staff and parent leaders?	Principals have developed strategic plans which call out the specific leadership actions they will take to change outcomes for their learners. Principal professional learning will be geared toward developing the skills necessary for leaders to transform and shift mindsets and belief systems. Principals share progress of their strategic plans, share data and align resources that will support the achievement of their students. Principals will participate in problem solving strategies to effectively change mindsets and interrupting biases at their sites.

3.4.3 "The district will continue to provide differentiated leadership supports to principals to improve student/staff relationships, school climate, and academic success." Define "differentiated leadership supports".	Side by side coaching, different Professional Development opportunities for school site staff and supporting principal development of their strategic plan. Each school and leader will get the support that they need based on where they are and what they need next. These will be voluntary learning opportunities such as leading change, leading a culture of data use, conducting classroom walkthroughs to ensure students are successful, establishing a positive school and classroom culture throughout the year.
3.4.6 This PD will be for whom, principals or teachers? Will this professional development be listed in the SPSA (with the assumption the goals will be similar in the new version)? How are the schools paying for professional development without Title II money or educator effectiveness grants?	The Professional Development will be for principals at the principal institute that they can bring back to replicate at their site. We will also be supporting this PD at their site. There is also training at the district level for the ELPAC, SBAC and assessment for special education services as well as Universal Design for Learning to support and provide accommodations. Sites pay for subs and have this in their Site-Based Budget and is part of the schools SPSA as English learners and Students with Disabilities are a targeted sub group.
Goal 4	

Parent survey metrics need to be more than just the return rate. Parent perception is everything when it comes to deciding where their children attend school.	We agree and will look at what data we can provide parents while we transition to the new, 3-year LCAP cycle that begins in 2020-21.
The parent survey metrics are not being utilized fully enough. The return rate is one measurement. When will additional metrics be provided around the parent survey results?	We agree and will look at what data we can provide parents while we transition to the new, 3-year LCAP cycle that begins in 2020-21.
Absenteeism and attendance are a HUGE issue and need to be singled out. How can clusters work to instill a positive attendance rate in their neighborhoods? Are there still attendance pilot schools and if so, is there a plan to expand the pilot?	Families and District staff continue to work together with parent leadership groups to identify what information needs to be provided to families about the importance of attendance and the adverse effects of chronic absenteeism. Families have a critical role to play in resolving and addressing our chronic absenteeism rates. The district will continue to create a system that supports student engagement, enhancing the importance of high quality relationships with all students. Having a sense of belonging, and knowing that you are missed when you don't come to school is critical to improving student sense of consistency with adults and therefore, encouraging school's attendance. The pilot that took place during the 2017-2018 school year, did not continue during the 18-19 school year. The strategies and interventions we learned from the pilot have been provided to school counselors and the behavioral support

	teams. These teams support schools and coaching is provided to school sites and attendance strategies are implemented. Our district is currently working on identifying system-wide solutions to positively impact school attendance. We will continue to grow best practices for attendance through the development of an attendance team that will continue to develop systems of support for students, providing administrators with easy to use tools to increase student engagement, attendance and student sense of belonging to their school.
4.1.a.2 Restorative Justice Practices needs more investment and funding. This means more people. What is the level of increase in funding for this action in the 2019-20 school year? This is also an area that demonstrates the need for more counselors.	There is no projected funding increase for the RJP department for 19-20. We will continue to grow the RJP work by our continued partnership with NCRC.
4.1.a.2(a) PD needs to be offered to everyone not just on a volunteer basis. Use Restorative practices at the top of each principal meeting or teacher PD.	We strongly believe that RJ practices will grow within our system as we equip our centralized departments to know and understand Restorative Justice practices and embed these within their work. In preparation for 2019-20, we have created a framework for Social, Emotional and Cognitive learning. This framework will provide tools to principals and educators across our system to use inclusive and restorative language. In 2019-20, we will

	continue to embed RJ practices within the existing coaching systems, for example with: teacher coaching cycles, behavioral support systems, youth advocacy, counseling training, behavioral support specialists, children and youth in transition interventions as well as continued trainings planned for 2019-20 by RJP department. These trainings will continue to include system wide awareness of RJ strategies, Coaching 1:1 support, PLC work, PBIS & RJ alignment, etc.
4.1.b.2 There are two different ideas here. The first part of this needs to include parents, particularly SSCs and needs to be included in SPSAs. The centralized process is a higher-level thing and needs to be separate. The responsible parties are different.	The Counseling & Guidance department will continue to align school counseling practices within schools. School counselors will continue to enhance school counseling practices within school sites by the ongoing implementation of school counseling coaching supports. These supports are to be aligned to comprehensive school counseling recommendations as guided by the American School Counselor Association. School counselors will continue to be trained in effective practices to collaborate with other educators such as classroom teachers, school psychologists, nurses, mental health consultants, etc., to continue to support the needs of students.

4.1.b.4 - Where is the data from the counseling pilot programs and what is the plan for district-wide implementation? Data needs to be brought to the DAC, as it is a Title I funded program. We are entering year 3 without any data being shared with parents or the DAC.	The Elementary counseling pilot program has been very successful in its implementation of school counseling programming. During 2017-2018 & 2018-2019, we have tracked student interventions and effectiveness of school counseling comprehensive programming. We look forward to presenting this information to DAC within the upcoming school year.
4.7.5 This is very broad and not specific enough. How does this contribute to an "Attractive, Clean and Well Maintained Schools"?	Safety training for all staff is provided on a monthly basis. Job specific training is provided in various formats. Training as required to maintain certification (electrician, pest control, asbestos, lead based paint, fire extinguisher maintenance, backflow [plumbing], safety technicians, etc.) is provided as needed. New energy training is conducted for PV solar, HVAC efficiency and energy management systems.
Goal 5	
Please continue collaboration between OLA, Family Engagement and Advisory chairs. This is invaluable work.	The collaboration between OLA, Family Engagement and the Advisory Chairs will continue in 2019-20.
SSC meeting times need to be parent-centric. A rep from Barnard Elementary reported that their meetings are scheduled for 11:30/12 during the day because it's more convenient for the teachers.	Principals will look for school team to determine the best meeting time for the SSC.

#5 Schools with functional School Site Councils (SSC): Rosters – 100%, Agendas/Minutes – 100% - This isn't accurate. Schools with "functional SSCs" have more than two criteria. Rosters are supposed to be turned in by the first Friday in October. This is the number that needs to be reflected in the metrics. Agendas/Minutes – indicates that they are posted online. Legally they are required to be posted 72 hours in advance in a public place. There is no way to accurately report this data. Whether or not there is a fully robust SSC page for the school with up-to-date information would be more indicative of what we want to measure.	The "100%" values listed are targets and not outcomes. The actual results are included in the Annual Update section of the LCAP.
5.1.a.12 Parent workshops aren't being offered enough and on a wide enough scale. Parents are begging for more training - coming to the DAC and asking for it. What workshops were developed and offered by the Special Education Department and the Ombudsman the Family Engagement Team during the 2018-19 school year. How is the cluster and site-level training being offered to parents of students with disabilities? Is the training only available at the CAC meetings? When was training offered during the 2018-19 school year?	Special Education partnered with CAC to offer parent training monthly prior to each CAC meeting. The trainings were based on parent requests and needs. Each site or cluster develops their own training based on their parents request and need with the support of the special education division. Parents work with SSC and SGT to identify the needs and develop the offerings and the special education team can come in and support this plan. The Family Engagement team, in collaboration with Special Education, will partner with the Ombudsman program to design parent workshops specifically focused on students with disabilities and offer at sites and Neighborhood Centers.
5.1.a.14 SSC really needs to be mentioned here, more so than SGT (Site Governance Team) because the DAC is not connected to the SGT, despite most parents on the SSC are also on the SGT. LCAP review and feedback	The Family Engagement Team will work in conjunction with the Area Superintendents and the Special Education Division to facilitate and provide tools, resources, and training needed to

needs to be more consistent and needs to have one point-person. So far, much of the LCAP discussion is being brought to advisory meetings by the chairs and is not being offered. Site Governance Teams need training. The group is separate from SSC and is not overseen by the same department as the SSC. The Labor department deals with SGT and parents are not getting proper training.	assist with the recruitment and participation of parents to establish and implement effective school and district level committees, including Site Governance Teams (SGT) and the Community Advisory Committee (CAC) for Special Education.
5.3.a.3 We need to ensure translation is being provided at SSC and SGT meetings, cluster meetings and IEP meetings.	The Translation Department has increased translation and interpretation services through a contract with a language bank that allows us to provide more than 100 languages, according to Cluster and district office's needs. In 2018-19, the Translation Department continued to provide specific services in the languages requested by each cluster, closely following immigration patterns into the school district by attending informational refugee meetings and other meetings in the community (5.3.a). To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education will continue to provide 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. The Special Education translation/interpreter department will be relocated to Kimbrough Elementary School to continue to reduce travel time and increase

	availability for meeting attendance. The Special Education Division will continue to collaborate with parents to create additional layers of American Sign Language (ASL) training and ability level training to provide communication opportunities for hearing parents with students who are deaf. The translations/interpreter contract for outside service will be awarded to a different vendor which will decrease cost and improve services for languages other than English (LOTE) (1.7.b.1).
5.3.b is identical to the previous action/service in 5.3.a	Due to LCAP requirements the distinction of Supplemental/Concentration funding is listed separately for tracking purposes in the DIISUP section of the LCAP. While, Title funds cannot be listed in the same action/service both funding sources are contributing to support translation services.
5.6.2 What is being done to help clusters and individual schools create community partnerships? Partnership with community groups, including Town Councils, Chambers of Commerce, Mainstreet Associations, and other groups can help foster greater connections with communities around our neighborhood schools. Are there any plans to help clusters and high schools connect with these groups, replicating some of the success in Clairemont?	The Neighborhood Centers provide parents with a welcoming meeting space. They serve as a hub for community organizations to provide presentations and resources that have been requested by the community. Currently, the Family Engagement team is gathering data, determining best practices, and consulting with partners to develop a process, structure, and a plan to replicate the success in Clairmont.

5.6.5 Which community partners are connected to the Integrated Youth Services Division? Who is in charge of community partnerships?	Integrated Youth Services Partnerships Agreements have been updated in order to maximize student services provided to students. Integrated Youth Services Department has worked on creating and emphasizing the importance of bringing and/or making available student resources for our schools and students. Partnerships within the Integrated Youth Services Department include: - Big Brothers/Big Sisters of SD County - New York Life Foundation - Anti-Defamation League -WestEd -Boys to Men -The San Diego Police Foundation -SDSU Department of Child and Family Development The Integrated Youth Services Division has designated Katherine Aud to be the lead of creation of partnerships, aligning necessary District systems that will support ongoing MOU process.
Goal 6	
High schools need more lunch duty support or support from CSOs. There needs to be more eyes on kids so teachers can have their breaks and VPs and Principals can put their attention where it matters most, not busting kids for leaving campus during lunch.	The district will ensure that school safety and security continue to be a priority that is monitored by school staff with the support of

	School Police Services, including the annual update of School Safety Plans and Emergency Response Plans and inspection of Emergency Response Boxes; student supervision; and School Safety Committees. Support will include training opportunities for all principals on safe school planning, along with tutorial videos for district staff posted on the School Police website.
Open campuses need to be more secured.	San Diego Unified School District is committed to ensuring that the district provides a welcoming and nurturing environment that is preventative, responsive, and equipped to support the health, safety and well being of all. We are committed and equipped to support the mental, emotional and physical well-being of our students, staff, and communities. All schools and district facilities will have signage which indicates where and how to check into and out of a site. Entrances will be aesthetically pleasing and inviting (One way egress and ingress). In order to ensure our schools are providing a safe environment, the district/sites will define emergency protocols (including evacuation plans, coordination of emergency services, communication, and incident command structures); including the creation of Cluster emergency protocols for resource sharing and

	staff assistance.
More community involvement or volunteers from within the community or from community-based organizations may be an option for additional coverage during noon duty and lunch time. How are we communicating the needs of our schools to the communities they are located within?	The Family Engagement team provides volunteer information, guidelines and forms on the website. The team also provide volunteer forms and and the screening process at resource fairs within the district. Presentations are offered at the Neighborhood Centers as a way to inform parents in ways that they can volunteer at their school site. Recognition certificates for volunteers are presented to parents at various sites throughout the year.
6.2.2 Texting is a great way to communicate with parents, especially those who don't have computers. According to www.c2sdk.org 28% of San Diego families do not have a computer in their home.	In 2019/20 the district will seek to increase text message capabilities via school messenger (6.2.2.a) SchoolMessenger currently has a texting option: ● 35,000 have signed up ● 85,000+ have not responded to "Opt-in" message ● When new PowerSchool info hits, SchoolMessenger automatically sends out invite ● Each school has a 5-digit School Code. When someone sends them a "y" or "yes" to that code, they are "opted in" to that school's message system

	● School Messenger has a Guide available to school in order to launch a SchoolMessenger initiative. Includes pre-designed flyer to send home to parents
- School websites need an SSC tab that links to all the necessary information an SSC may need. This will also help with the metric in Goal 5 that pertains to agendas and minutes being posted. It will also be a big help for parents looking for information.	In 2019-20 the district will post an SSC how-to page on the district's website.
6.2.3 The eblasts from School Innovation Integrated Youth Services are great! The DAC requested that their meetings be placed on the schedule and that was done. Thank you.	The DAC meetings will continue to be placed on these platforms.
6.2.4 -What is the district currently doing to communicate with clusters? What types of information is being shared? What is being done to support Cluster councils?	Area Superintendents attend and provide information (district updates/initiatives) and feedback as requested. Additionally we provide LCAP updates and input sessions. Area Superintendents support at the Cluster Level. Representatives from the Communications department attend Cluster meetings and invite Cluster representatives to meet directly with Communications team to welcome feedback regarding communication options and offer support.