SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Themes Identified by LCAP Planning Team (3-19-16):

LCAP Goal 1: Closing the Achievement Gap with High Expectations for All

LCAP Goal 2: Access to Broad and Challenging Curriculum

Themes from What is Working?	*Themes from What is Needed?*	*What are the Priorities?*
SBAC	Support for ELs	1. Support for ELs
Teacher Collaboration	Support for SpEd	2. Technology increase with tools and PD
	Math Support	3. Support for SpEd
	Music	4. Math Support
	Technology increase with tools and PD	5. Music

LCAP Goal 3: Quality Leadership, Teaching and Learning		
Themes from What is Working?	*Themes from What is Needed?*	*What are the Priorities?*
LAC – Staffing is working well	Additional support for ESL/bilingual students	1. Retain good teachers or accountability of ineffective teachers (union issue)
	Retain good teachers or accountability of ineffective teachers (union issue)	2. Recruiting is not consistent across all groups
	Recruiting is not consistent across all groups	3. Additional support for ESL/bilingual students
	Lack of consistency – conferences, parent education, recruitment, communication, SSCs	
Writers and Readers Workshop – PD	Teacher professional development at school sites	1. ELSTs at all sites
	Need for specific supports for struggling students	2. Math and technology support
		3. More SpEd support

LCAP Goal 4: Positive School Environment, Climate and Culture		
Themes from What is Working?	*Themes from What is Needed?*	*What are the Priorities?*
Communication with parents regarding their child's attendance (e.g., robo-calls, calls home, etc.) Positive reinforcement – before school running clubs, awards, spirit assemblies, etc. Restorative practices (especially HS)	More support staff needed (e.g., psychologists, nurses) More cultural sensitivity and help for ELs Supports for our ELs: parent engagement, cultural proficiency, ELST-ELACs Strategies to improve attendance; strengthen credit recovery Communication with community and parents Strengthen supports for parents: online learning, PowerSchool, conferences with parents	
Reaching out to parent community Integrated environments (e.g. gardens, clubs)	Outreach on Common Core Increase of counseling services Art Restore music and PE to all schools	Counselors and training Music instruction in all grades PBIS Restorative justice
Support services exist, but more is needed (nursing, counseling, ELST, SpEd) Restorative practices, PBIS, trauma-informed care is working and needs to be expanded	More nursing, counseling, ELST, SpEd support More equity components (restorative practices, PBIS, trauma-informed care) More PD is needed around restorative practices to understand that it is not just about discipline, but school climate (beyond suspension and expulsion)	Expand support services that are working in pockets Expand equity components that are working in pockets

2

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Themes from What is Working?	*Themes from What is Needed?*	*What are the Priorities?*
DELAC reps working hard Increased enrollment in AP/IB Data collection LCAP members are active	Equitable services/partnerships Consistent services/partnerships Consistent parent/community involvement Find a way to engage those who don't want to engage Invested interest – all stakeholders Increased communication First impression Customer service training	1. Customer service training 2. District allocation of support staff, teachers 3. Increased dialogue, improvement in communication, varied communication (generation, technology, face-to-face, paper) 4. PD for classified
Communication with parents exists, but more is needed Parent centers/welcoming at site level exist, but not across the board Community support/alumni/community partners could be used for assistance with communication, community organizing	More parent communication is needed Huge pattern of need for knowledge of PowerSchool Parent centers/welcoming at site level/cultural centers/community cluster centers Translation barriers Stronger relationships across the cluster; feeder school relationships Buzz words are a communication barrier	Strengthen avenues that parents can be engaged beyond SSC/SGT (they would be more interested in participating) Stronger relationships across the cluster How do we broaden ELACs to have multi-lingual parents involved (predominantly EL)?

Compilation of Individual Stakeholder Feedback Forms:

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
Kearny Cluster	4-20-16	(All)		Kearny Cluster 8th grade math bridging proposal based on the 2014-15 math SBAC scores for Taft and Montgomery 8th graders: Past years indicate about 60 students in need of assistance coming to Kearny from feeder middle schools. 60 students/20students per teacher = 3 teachers. We recommend a 2-week session for 2-3 hours per day. Teacher pay at a max 40 hours at $60 is $2,400 x 3 teachers = $7,500. We also think transportation for the Serra Mesa side of the cluster might encourage Taft student participation. This is a first year proposal that we would like to build on in coming years. We hope it could grow to increase vertical teaming across our middle and high schools and teacher mentoring in addition to boosting student readiness for high school math.

Technology upgrades are needed across the Kearny Cluster K-8 in the very least.

More advanced PD that incorporates the use of technology in Common Core instruction is requested. | | |

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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Parent	4-24-16	(All)		Creating neighborhood schools- this is one of your goals, as it is mine. It creates community and easier to fundraise. I got involved in the Mission Bay Cluster as I was so tired of people telling me they are "choicing out" because of the old perception of our schools not being good. I have implemented some marketing events to get the elementary families on the middle and high school campuses to show them how good it is. I was hoping to share these as that was a big hurdle with 13 other clusters that showed up last year to discuss it at the Cluster Congress meeting.

Envision Math books – I am a huge proponent of Common Core and often educate people on the value of it. From talking with the district, I understand some of the book companies may be behind in publishing quality books (and teachers adapting to it). However, after talking with parents and teachers in several clusters, the consensus is the math book is useless. In fact, at Sessions we don't even use it. Not only is it confusing but the English so poorly written. Is it possible to look at what is working at La Jolla and Kate Sessions to | | |

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				replicate instead of investing more money with Pearson? LJ uses Every Day Math and we use Think Math that is AMAZING. Our teachers get most of their material from Engage New York so we have parents donate copy paper since we often run out. I understand there are politics with selecting books but we have to remember this is about the kids. I am sure the district is open-minded to look into what is working and how do we replicate it. I will follow up with Leadership & Learning to see if they are receptive to learning more about it. Comprehensive Phonics Program – we were successful with Lucy Calkins, it would be nice to provide the teachers with a phonics program that is needed for kids with IEPs or ELs. Many are not trained in this but are responsible to come up with something for their kids. Is this something you have implemented at some other schools? It was brought up at our SSC meeting and we thought all schools could benefit from it.		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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Kearny Cluster	4-14-16	(All) "Excellence through Equity"	Actively looking for students to place in advanced classes.	More student voice (surveys). Track of restorative circles implementation. Exit surveys from participants who are involved in restorative practices. Student insights of how they are feeling (CA Healthy Kids Survey) Training to implement restorative justice practices. Matrix for middle school as to identify students who need support for high school to graduate. Work group time to develop indicators across the grade levels K-12.	1. More student voice (surveys). 2. Track of restorative circles implementation. 3. Exit surveys from participants who are involved in restorative practices. / Student insights of how they are feeling (CA Healthy Kids Survey) 4. Training to implement restorative justice practices. 5. Matrix for middle school as to identify students who need support for high school to graduate. 6. Work group time to develop indicators across the grade levels K-12.	
Mission Bay Cluster	4-7-16	(All) "Excellence through Equity"	Teachers being active in the individualizing of kids learning "in the moment" for elementary schools.	Budget to help get support for ESL and administering tests. TK rolled out to all ages – not cut off by birthdate. ESL support back in the schools to advocate for the kids so they don't get tracked (especially higher grades) Proper math/comparison when looking at data – for example, IB is only 11th and 12th grade.		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				EOS surveys for all 10th/11th graders - Powerful tool for finding more students for AP/IB – "open access."		
Point Loma Cluster	4-4-16	(All) "Excellence through Equity"	GradNation. LOTE for better English Learner language placement. Opportunities in AP courses at PLHS.	We need to see expulsion rates. Increase AP enrollment. Have the EOS survey be part of the LCAP.	Increase AP enrollment.	
Henry Cluster	11-19-15	(All) Supt's Goals	Small class sizes in grades 1 and 2.	More teacher support, teachers for smaller group instruction focused on individual student needs based on data. Restoration of music and PE across the grade levels. EL support teachers for all sites.	1. More teacher support, teachers for smaller group instruction focused on individual student needs based on data. 2. EL support teachers for all sites. 3. Restoration of music and PE across the grade levels.	
Henry Cluster	11-19-15	(All) Supt's Goals	Communication is improving.	Better communication. Website is still VERY broken. Links broken everywhere.	1. Restore music and PE to all schools at all levels. 2. Increased SpEd funding and staffing. 3. ELST at all school sites.	I see the same data over and over and no matter how many times I have asked I never see different numbers. Have requested to see the SpEd categories broken down into certificate track vs diploma bound and it never appears. This data is too monolithic. Presentations feel generic, rather than tailored to the audience for the meeting. Same slides shown at CAC as at other meetings.
Henry Cluster	11-19-15	(All) Supt's Goals		Fix the district's website!!	1. Increase of counseling, nursing.	

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
					2. Adequate funding and staffing for SpEd. 3. ELST in all schools with significant number of students. 4. Music program consistent throughout ALL grades. 5. Return of AVID.	
Henry Cluster	11-19-15	(All) Supt's Goals	School Climate report. SBAC scores.	Graduation rates. Funding per student population - EL, SpEd.		
Henry Cluster	11-19-15	(All) Supt's Goals		I'd like practical technology training for teachers. A lot of the time teachers teaching elementary and middle school are shown many cool features that are only possible in high school because an e-mail address is needed. This ends up adding to the achievement gap because students of means have access to technology at home and are prepared for the more advanced tech in high school. Technology is often not used in the lower grades because of this limitation. More help in SpEd. ELST at every site. Consistent Nurse/full time.		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
Henry Cluster	11-19-15	(All) Supt's Goals	Focus on college and career.	Music instruction in all elementary, middle and high schools. ELST at all school sites. More support for SpEd. Elementary – more counseling, nursing, health tech. Better communication on district website to parents.	1. Music instruction in all elementary, middle and high schools. 2. ELST at all school sites. 3. More support for SpEd. 4. Elementary – more counseling, nursing, health tech. 5. Better communication on district website to parents.	
Henry Cluster	11-19-15	(All) Supt's Goals	Communication among school leaders within a cluster to share ideas across sites. Academic achievement data across Henry Cluster is higher than district average.	Greater counseling support to address the needs of students' sense of safety and motivation as shown in the data shared. Music programs for all 4th and 5th grades.	1. SpEd/PARA support. 2. Elementary counselor minimum 2 days per site. 3. Elementary health tech full time at every site. 4. Due to PE deficits at high school level affecting 'a-g' sections, PE resource teachers to strengthen elementary PE programs at school sites that do not have PE prep.	
Hoover Cluster	11-02-15	(All) Supt's Goals	Acknowledging "closing the achievement gap" celebration – important for children to be acknowledged for success on any level.	More defined information for our cluster specifically – so we can focus on our children in our cluster. Would like to see what the level cut offs are – not met/nearly met/met/exceeded – what does mean/score?	School specific for safety and protective factors – what defines safety for students and protective factors for students – open ended or defined?	
Hoover Cluster	11-02-15	(All) Supt's Goals	Saturday School.	ELL classes.	1. ELD.	

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			Winter Academy. Restorative Practice.	Parent involvement opportunities. PE/fitness. School/work/college transition. Counseling services. Resource education. Tutoring/homework help.	2. Parent involvement. 3. Tutoring/homework. 4. Family health (PE/fitness, counseling services).	
Hoover Cluster	11-02-15	(All) Supt's Goals	Inquiry-based learning STEAM unit development. Socially and academically engaging classrooms.	Proficient readers – more opportunities for lower grade teachers to obtain additional training in reading specialization without the cost (i.e., SDSU's Reading Specialist Program or something equivalent). I agree wholeheartedly about the urgency to have proficient readers by grade 3. ELST, QTEL training and planning. Tech support – technology apps, additional purchase/funds for educational online programs.	1. Proficient readers – more opportunities for lower grade teachers to obtain additional training in reading specialization without the cost (i.e., SDSU's Reading Specialist Program or something equivalent). I agree wholeheartedly about the urgency to have proficient readers by grade 3. 2. ELST, QTEL training and planning. 3. Tech support – technology apps, additional purchase/funds for educational online programs.	

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Hoover Cluster	11-02-15	(All) Supt's Goals	School gardens. Cultural activities. Parent leadership. Wellness councils.	Vision 2020 information for our families at each school in our cluster. Good practices at each school to be shared at our Hoover Cluster webpage and at each school's webpage, for example tutoring, walk clubs, attendance teams, resources.		
Hoover Cluster	11-02-15	(All) Supt's Goals	We are continuing to work on school climate through our Rowan Way and the Nurtured Heart approach to climate and discipline. Our attendance has improved thanks to our attendance committee and incentives provided by Rowan PTA. Student behavior is supported through Rowan Way and Nurtured Heart and by Club 19 (a club honoring the traits of Tony Gwynn) inspiring student leadership. We have begun a more rigorous approach to healthy birthday celebrations. Our SSTs work with both students and families. AM running program has been established.	Continue to put our best practices in place and find additional ways to celebrate students, families and teachers. Grow the membership of Club 19 Continue to reach out to all families. Our motto is Together: Students, Teachers, and Families – We can Do it! Additional release time for planning. More technology/digital leadership and support for BotBall.	1. Positive support for student behavior. 2. Additional release time for planning. 3. Improve attendance. 4. Improve school climate. 5. Family outreach. 6. More technology.	

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			Reach out to more community/resources to support struggling families. Family engagement is extremely high for report card conferences and this year we are including students at the conferences. We think this will be another avenue to develop student agency. Marilin Levitan will be presenting parent workshops in math. Teachers are working collaboratively in grade levels with support staff on implementing Writers' and Readers' Workshops, which addresses quality teaching, high expectations and a broad and challenging curriculum. We are expanding our science focus and prep location, thanks to the Rotary exploring the world of BotBall.			
Hoover Cluster	11-02-15	(All) Supt's Goals		English tutoring so children can learn. Reading enhancement classes. Computer familiarization tutoring.	1. English tutoring so children can learn. 1. Reading enhancement classes. 1. Computer familiarization tutoring.	
Hoover Cluster	11-02-15	(All) Supt's Goals	Teacher trainings/ professional development. Parent involvement and opportunities for input.	More opportunities for students to share how they feel (school climate).		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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				Continued focus on English Learners.		
Hoover Cluster	11-02-15	(All) Supt's Goals	Structures are in place to develop our cluster and our schools.	Reading, writing and math instruction for SpEd and EL students to close their achievement gap. Networks of clubs and student supports to reach out to students and help them develop relationships with peers and staff that helps them feel safe and have a sense of belonging.	1. Both areas are needed – we have to build children's skills and their confidence in themselves and their community.	
Hoover Cluster	11-02-15	(All) Supt's Goals		More ELSTs for all schools with English Learners. More help with the kids (special needs). PALs – Parent Liaisons back. Reading recovery assistance for students whoa re low in their reading. Teachers that are better prepared and trained to teach English Learners; strong bilingual		
Hoover Cluster	11-02-15	(All) Supt's Goals		More ELSTs for all schools with English Learners. Need more assistants for SpEd students. PALs – Parent Liaisons back.		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				Reading recovery assistant for students who are low in reading. More dual language schools and strong bilingual programs Principals that value parents and respect them.		
Hoover Cluster	11-02-15	(All) Supt's Goals		More ELSTs for all schools. More assistants for the SpEd students.		
Hoover Cluster	11-02-15	(All) Supt's Goals		The "walking" in the morning is working (PE) – it's a great idea for students.	1. That teachers be prepared to teach, giving academic enrichment to our students.	
Hoover Cluster	11-02-15	(All) Supt's Goals	Math Club. Robotics. Variable clubs for extra-curricular assistance, activities.	More Common Core information for students and parents. Monitoring teachers if they are helping students in ELAC. That all teachers work the same – homework, books, activities. That there be science and math workshops equally not just the advanced students.	1. More Common Core information for students and parents. 2. Monitoring teachers if they are helping students in ELAC. 3. That all teachers work the same – homework, books, activities.	
Kearny Cluster	11-12-15	(All) Supt's Goals	ELA trend going up on SBAC across grade levels. RFEP students performing well. 3rd grade did well on SBAC – mathematics. Interims on computers gives more practice for SBAC.	Funding for support teachers. IT – long wait. PD for teachers (technology). Class size increase vs needing more devices.	1. Technology – need more devices because of class size growth, updated devices, working devices. 2. Funding – software licensing. 3. Math – emergency SBAC, bridging math programs between middle and high school.	

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			Support for English Learners (Rosetta). Creative projects for students. Adding upper grade technology class.	Inquiry-based instruction – bringing students into the meaning. SBAC gaps – EL, SpEd, Black, Latino equity challenge (ELA/math) Math emergency – SBAC Decrease math class sizes at Kearny; bridging programs between middle and high schools. FitnessGram – requirement may limit access to academics if they can't pass it in 9th grade. Taking test first time on computers. Wi-Fi access for students after hours. Resources for questions being asked/digital resources. Working devices, more devices, updated devices. Funding for device programs/software.	4. Professional development – technology, Illuminate online assessments.	
La Jolla Cluster	12-17-15	(All) Supt's Goals	Reduction in expulsions. Restorative circles. Fewer students losing class time.	Health and wellness support at high school. More counseling time across grade levels.		

16

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			Parent support – visible. Nurturing teacher language. Teaching approach to discipline. Positive change for students and parents. Physical activity – structured recess time.	Mental health supports in a timely fashion. Preventive – with students in middle and high. Parent follow-up. Supportive team to support all students. Time and caring adult mentoring, 1:1 time with an adult.		
Mission Bay Cluster	11-05-15	(All) Supt's Goals	Cluster organization meetings and outreach. Town Hall meetings.	More professional development. All students should be high-performing. Outreach to parents/families regarding Common Core – how to help your student, math nights. Collaboration among schools – sharing ideas. Have mini-Town Hall within cluster. Staff development day every month. District-funded common prep time. Summer institutes.		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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Point Loma Cluster	11-02-15	(All) Supt's Goals	Female and male scores on FitnessGram is working. Collecting data – collect more (exit surveys).	Open access to AP courses, equally weighted college courses. Students' needs are not being met- they need to be given the chance to teach the district how to change. Survey the students on what is needed.	1. Students don't feel heard or a part of the school process. 1. English Learner reclassification. 2. Math curriculum bridge from 8th to 9th grade. 3. Validity of the survey – how are the students surveyed?	
San Diego Cluster	11-09-15	(All) Supt's Goals	Reclassification matters – RFEP students. Strong parent/ community engagement.	Healthy Kids survey by school. More parent involvement in middle school. Share reclassification rates by school.	1. Would like Healthy Kids survey by school.	
ASB	11-10-15	1 - Closing the Achievement Gap	There are a lot of AP courses available for college. Teachers evaluate us fairly and help us improve on our work; feedback we get on essays, projects, etc. Tutoring and Saturday make-ups are available. Students with disabilities have interactive programs on their iPads. English Learners have the ESL program, which helps them in other classes as well, not just English since we are required to	Some teachers are very opinionated when they teach, which could sometimes be biased. I don't think anyone is aware that Africans, African-Americans and Latino students have access to additional support.		

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			write essays for our history classes as well.			
DELAC	3-03-16	1 – Closing the Achievement Gap		Me as a parent, I am taking English classes. We read everyday. My problem is writing English. My son is in 1st grade – he speaks English well. What resources can I use to help my child with his writing? Parents and teachers should work together – tutor students after school – workshops on how parents can help their child.		
DELAC	3-03-16	1 – Closing the Achievement Gap		More help for students that are English learners. The teachers also need more support in order to help the students.		
DELAC	3-03-16	1 – Closing the Achievement Gap	Help with small groups.	Need help when there's a lot of children. Need more tutoring.		
DELAC	3-03-16	1 – Closing the Achievement Gap		Train the teachers how to help. The teachers need to know if the student is an EL and give support. It may be confusing that the student is not learning because it could be or maybe has another problem, like an		

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				IEP, but they don't know. They may be shy or it's hard to communicate with others.		
DELAC	3-03-16	1 – Closing the Achievement Gap	It doesn't show yet.	Inform the parents and students earlier.	Everything is a priority in education…	
DELAC	3-03-16	1 – Closing the Achievement Gap		More information about reclassification from our school. This is my first time hearing about it.		
DELAC	3-03-16	1 – Closing the Achievement Gap		DELAC needs to afford members enough time to exchange ideas and to debate.

Presentations, though extremely helpful, need to be given at ELAC meetings and should take no more than 50% of DELAC meeting time. | | |
| DELAC | 3-03-16 | 1 – Closing the Achievement Gap | | Students who get biliteracy seal.

Make sure ELD is being implemented daily for 30-60 minutes throughout the week.

We need more ELSTs in every school. | | |
| DELAC | 3-03-16 | 1 – Closing the Achievement Gap | It seems DELAC representatives are working had to engage parents and staff. Keep up the hard work! Thank you! | I think the district should look how they recognized children as ELAC students. For example, we speak at home a different language, but my kids were born in USA but they don't speak our home language, they only speak | | |

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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				English and the district acknowledges them to be ELAC.		
DELAC	3-03-16	1 – Closing the Achievement Gap		Increase the number of reclassified students. Increase the number of students who get the biliteracy seal. Make sure ELD is being implemented daily for 30-60 minutes throughout the week. Need more ELSTs in every school that has 40% English learners.		
DELAC	3-03-16	1 – Closing the Achievement Gap	What is being done to support teachers with ELD students, IEP or 504 students.	Need to support all subject area teachers in the secondary level as well. PLCs are not enough when there is a 36:1 ratio.		
DELAC	3-03-16	1 – Closing the Achievement Gap		For teachers to be informed if a child is in the program. To ensure if children are ELAC students or not. There could be a possibility the student is deficient as a natural English speaker. Inform parents of the importance of exiting ELAC by 8th grade before entering high school.		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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DELAC	3-03-16	1 – Closing the Achievement Gap		Principals need to be trained on the master plan for English learners. They need to know the plan and how it works.		
DELAC	3-03-16	1 – Closing the Achievement Gap		How to keep the ELD functioning daily.		
LCAP Planning Team	11-14-15	1 – Closing the Achievement Gap	Option to take LOTE. Increased enrollment in AP/IB. Behavior concerns have decreased; attendance has increased as a result. Focus on restorative justice.	Critical push for literacy/numeracy – no consistency across levels for literacy programs, resources. Balancing intervention with 'a-g' requirements. Mandatory extended day. Calibration of grading policy. Intensive training/professional development for co-teaching. Additional resources at middle level. More remedial resources at all levels, consistent remediation programs, structures must be the same – literacy/numeracy.	1. Remediation.	
ASB	11-10-15	2 - Broad & Challenging Curriculum	Counselors have yearly meetings about our plans in the future which makes students think. Also there are a lot of programs that prepare us for college (AP	Many students finish their credits early to graduate high school, so I think that having more college courses available would be beneficial, as only two courses		

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			courses, ERWC, college workshops, etc.). Promethean boards are interactive, PowerPoints that summarize also makes it easier to focus and learn. Special Olympics provide team building skills for students with disabilities. Specialists also provide them the care they need. They have PE that offers social interaction/instruction. They have online, adaptive software (example career cruising) that guide them into realistic paths.	are available but students can only take one. Netbooks are often a hassle, as they take up so much time to load, also they are difficult to use. The new netbooks and iPads are much easier to use.		
LCAP Planning Team	11-14-15	2 - Broad & Challenging Curriculum		Better metrics for student attrition at the 9th grade there is an influx of about 1500 students. After 9th grade there is an exodus on 1500 students. Who left? Was it the A-B students or the D-F students? Did we serve the neighborhood or do these students leave to charters or other districts? The attrition drops over time, but who leaves? Is the decline of Ds and Fs because the students left? Better metrics!		
LCAP Planning Team	11-14-15	2 – Broad & Challenging Curriculum		Math concerns: what do we do to decrease the Ds and Fs in math? It's not OK to say, "we always have lower scores in math, as compared to ELA." How do student learning styles		

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				impact math scores? What about subgroups? Any trends? Solutions: Examine data deeper, identify gaps and do something with information. Survey families – how do they support math at home? Identify strategies and use information to change parent involvement efforts at district and site level. Survey students on how math can be more engaging and meaningful. Results on CA Healthy Kids data compared to teacher data reflects a big gap – kids feel not engaging and meaningful at 25% compared to about 67% teachers think it is. Use student results to change delivery of instruction. How is LCAP $$ funneled in professional development? Survey staff on how they believe/to what degree district resources/professional development impacts classroom instruction and delivery. How is LCAP money being funneled into math PD? How can we improve communication to families on the number of days' teachers need subs so they can attend off-site		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				PD? Need to tighten alignment between curriculum, units of study, professional development and assessment. Are we testing what is being taught?		
LCAP Planning Team	11-14-15	2 – Broad & Challenging Curriculum	Free food at school.	More communication with middle/elementary. Principal/counselor takes the teacher's side instead of listening to the student's side. Teachers need support programs because teachers may have their own problems and take it out on students.		
LCAP Planning Team	11-14-15	2 – Broad & Challenging Curriculum	How in 6th grade the schedules are normal paced (2 teachers and PE) PE is not a choice.	Teachers need to be more encouraging. Peer tutoring. Individual attention (tutor). Students are embarrassed. Focus on graduation from 6th grade.		
LCAP Planning Team	11-14-15	2 – Broad & Challenging Curriculum	Including stakeholders in decision-making. Identifying areas of priority by looking at data in detail.	School site outreach to community and parents to understand importance of attending cluster meetings to improve student achievement and make decisions on district policy. Data broken down by cluster and LCAP groups.	1. Project-based curriculum to support Common Core.	

25

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
LCAP Planning Team	11-14-15	2 – Broad & Challenging Curriculum	Morse has push pathways: culinary arts, engineering, automotive, language (numerous), music.	Three-year goal to recertify ELs. Mentor and partnerships. More programs, quality curriculum. The alignment in pathways K-12 and beyond. Increase of MOUs between high school and college (San Diego, Lincoln, Morse, Crawford, Hoover) Need business, example communication, broadcasting, cosmetology, cultural proficiency.	1. Cultural proficiency. 2. Quality alignment of pathways (MOUs). 3. Differentiated teaching. 4. Quality curriculum with rigor.	
LCAP Planning Team	11-14-15	2 – Broad & Challenging Curriculum	4x4, but need supports for kids that take AP. Partnership with Mesa College.	Same grade point credit for community college courses as AP. Technology schedule – too many schools with first generation. Math – data from cluster shows a weakness in math for middle school and high school. We request small classes in math (Integrated I and II), bridging math programs for all incoming 9th graders. Support expansion of Mesa College program (including books). Student interventions in TK-5.	All are priorities/necessities: 1. Lower math class sizes for Integrated I and II in particular. 2. Math bridge for incoming 9th graders. 3. Technology upgrades TK-HS. 4.Full support of Mesa College program (college credit = AP credit, expand program, books). 5. Elementary schools want money to purchase push-in/pull-out support.	

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
LCAP Planning Team	11-14-15	2 – Broad & Challenging Curriculum	Data collecting and digging deeper. Making change happen – it may be slow but we see it happen.	More support for the students in math – smaller class size in 9th grade. Use Kearny model of 4x4 one whole year of courses in one semester – get input from students at Kearny for benefits. More ESL support. Parent surveys. Gather high 2-4 school students from each high school to give them the LCAP data and gather feedback.	1. Weighted course grades for community college courses taken – unfair advantages for AP-heavy high schools. Level the playing field for students who are taking community college courses vs AP classes. 2. 4x4 model will require greater support for AP students.	
LCAP Planning Team	11-14-15	2 – Broad & Challenging Curriculum	More students graduating with requirements needed to go to college – steady increase. College partnerships. Online courses for credit recovery and extended learning. Business partnerships – mentoring, internships, job shadowing, field trips, Qualcomm Think-A-Bit Lab Academies provide learning opportunities for students to figure out what they like or don't like.	'a-g' over multiple years by each school site (data request). High school need to have programs that meet community needs, not just one size fits all. Expand college partnerships – access for ALL students. Enhance online learning offerings for credit recovery and enhancement – are students who take online courses successful in college courses following? Expand business partnerships to ALL students (mentoring).	1. Expand college partnerships – access for ALL students; expand business partnerships to ALL students (mentoring). 2. High school need to have programs that meet community needs, not just one size fits all; wall-to-wall academies limit options for students – need to be flexible for students. 3. Enhance online learning offerings for credit recovery and enhancement – are students who take online courses successful in college courses following?	

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				Why re more students at Mission Bay and San Diego HS not graduating with IB diploma (data request)? Wall-to-wall academies limit options for students – need to be flexible for students.		
Madison Cluster	1-11-16	2 – Broad & Challenging Curriculum		Parent involvement, parent education, parent buy-in, early in students' education. Bring back use of Parent Academic Liaisons (PALs) to support new families to the district and throughout student's career in the district (as needed).	1. Bring back use of Parent Academic Liaisons (PALs) to support new families to the district and throughout student's career in the district (as needed). 2. Parent involvement, parent education, parent buy-in, early in students' education.	
Madison Cluster	1-11-16	2 – Broad & Challenging Curriculum		Student accountability – how do we move the responsibility from staff to student? Student notebooks where the student tracks their graduation progress.		
Madison Cluster	1-11-16	2 – Broad & Challenging Curriculum	This cluster's alignment of ESL with the middle school (students attending at the high school). The increase in the dedication to counseling funding.	To better fund the high school to support this plan. More academic counselors at the high school and middle level – maybe 250:1?		
LAC	1-07-16	3 - Quality Leadership, Teaching & Learning	Revised teacher recruitment – targeting Dec grads. Revised online application. Early recruitment.	Continued outreach – connections to organizations like MECHA.	Internships for bilingual/dual language programs.	

28

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
LAC	1-07-16	3 - Quality Leadership, Teaching and Learning	Advisory Committee (staff, community, IHEs) Researching schools with large numbers of ethnically diverse students – targeted recruitment. Rebuilding relationships with IHEs, specific staff responsibilities. Redesign of staffing questions to identify culturally proficient candidates. Streamlining hiring process, online system. Better induction process. Developing alternative pathways – San Diego Education Fund scholarships, Educators Rising Clubs, CCTE pathways. Internship program. Target paraeducators. Retention – induction (paid), rebuilding orientation process, teacher prep and support program for experienced teachers.	More diversity (culturally proficient) – need Latino and African-American teachers. Recruitment incentives.		
LAC	1-07-16	3 – Quality Leadership, Teaching & Learning	Use of short-term and long-term goals for staffing priorities.	Offering contracts earlier before new hires go to other districts. Retaining the good/strong candidates.		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			Recruiting at specific schools that have a higher number of ethnic candidates. Induction program.			
LAC	1-07-16	3 – Quality Leadership, Teaching & Learning	Planning of short vs long term. Recruit early.	Aging workforce. Drop of credentials. Demographic mismatch. Cost of living in San Diego.		
ASB	3-09-16	3 – Quality Leadership, Teaching & Learning	A good balance of new and experienced teachers. Newer teachers and younger teachers bring energy are relatable and approachable. Administration has open door policies. Student voice on interview panels. Additional support from teachers during lunch and after school.	Why do bad teachers who are ineffective get to keep teaching? Vice Principal vacancies to be filled quicker to maintain quality leadership. More support for new teachers – they often seem unprepared. Help retaining certified coaches. Noisy construction is negatively impacting professional learning. Consistency with dress codes because violations violations take away from class time and learning.	1. Vice Principal vacancies to be filled quicker to maintain quality leadership. 2. More support for new teachers – they often seem unprepared. 3. Why do bad teachers who are ineffective get to keep teaching? 4. Noisy construction is negatively impacting professional learning. 5. Consistency with dress codes because violations violations take away from class time and learning. 6. Help retaining certified coaches.	
LAC	1-07-16	3 – Quality Leadership,	Biliteracy schools.	How do we accomplish this goal? How do we measure if we have accomplished this or if we	1. Biliteracy schools. I also need to know we are showing support for biliteracy.	

30

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
		Teaching & Learning	Cultural Proficiency Standards – the fact that they have been developed is great.

Planning and recruiting in some ways – the fact that the goals are established. | are on the trail to accomplish the goal?

Making sure this is a belief system. How are we going to evaluate, then what needs to be done to support them to learn about our cultural standards?

Bilingual teachers – recruit – sell the program to teachers that have not learned about biliteracy schools. | 2. Cultural Proficiency Standards – the fact that they have been developed is great. I feel very strongly about biliteracy and cultural proficiency standards. Teachers in any and every school should be culturally proficient.

3. Planning and recruiting in some ways – the fact that the goals are established. I put planning as 3 because we are moving in the direction. | |
| LAC | 1-07-16 | 3 – Quality Leadership, Teaching & Learning | Forward thinking with regards to pre-planning and being proactive in recruiting/approaching teacher candidates early in the school year. | More communication.

More outreach from HR staffing officers to more college of education within San Diego.

Particularly colleges/departments that offer more specialized credentials such as biliteracy/dual language instruction and Special Education. | | |
| San Diego Cluster | 3-15-16 | 3 – Quality Leadership, Teaching & Learning | Tailored supports for individual schools – Green Team.

Learning alongside the experts/ researchers – Johnson, Noguera, Jackson.

How to implement the Building Capacity on Equity model at sites – NEP. | Expand the Building Capacity model for more schools. | | |

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			There is excitement of the RELY website.			
DELAC	2-04-16	4 – Positive School Environment	Attendance messages – phone communication, text, e-mail.	Parent conference to re-admit students, providing parent educational courses and make them mandatory for student's absences to be cleared.		
ASB	11-10-15	4 – Positive School Environment	Supportive counseling staff, open door policy. Supportive nursing staff, open door policy. Feel safe in school, security guards always present. Clean campus. Positive school environment.	More opportunities for students to rely on support staff/outreach – don't know resources available and/or staff in those positions. Easier access to home sporting events, right now we have to pay. Food service options have been the same my four years in high school. Not enough awareness of cultural proficiency or youth in transition – lack of district support for things like anti-bullying, yellow ribbon week, red ribbon week, etc.		
DELAC	2-04-16	4 – Positive School Environment	Attendance: the e-mails of voice calls telling you the school calls is a good idea sometimes phone calls don't come in.	Maybe including a text to it. So that we can get it three different ways. Have someone actually talk to the parents or e-mail, text to get her in school.	1. Text. 2. Have someone actually talk to you about how we can get the student in school. 3. Text the parents.	

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			I also get a note for my student being absent when phone call isn't answered.			
DELAC	2-04-16	4 – Positive School Environment	Attendance calls from school, texts, e-mails.\n\nELSTs.\n\nTutoring.	Certificates to kids for good attendance.\n\nAfter school transportation.\n\nInformation of where kids can get more tutoring.	1. After school transportation for kids that take tutoring.\n\n2. Information where kids can get tutoring around their homes.\n\n3. Certificates for good attendance.	
DELAC	2-04-16	4 – Positive School Environment	There is a running club in the school every morning starting at 7:15 a.m., so my 8-year-old son is never late to school. My daughter doesn't like to run, but she needs to accompany her brother, so we go to school on time every day.	For helping ESL students:\n\nNeed more free classes for newcomers who just arrive to USA (example, exchange scholars) even if they are just here for one year.\n\nThe teacher should be more active and take initiative to provide information to students and parents.	1. Need more free classes for newcomers who just arrive to USA (example, exchange scholars) even if they are just here for one year.\n\n2. The teacher should be more active and take initiative to provide information to students and parents.	
DELAC	2-04-16	4 – Positive School Environment		Need the teachers to communicate with the principal, and tell which students are getting behind for whatever reason and put a plan in action in conjunction with parents. Not complaint to the parents how bad the student is doing. Need a teacher to help the student before or after class.	1. No one stays behind.\n\n2. More support and training for parents to help their children with reading.	
DELAC	2-4-16	4 – Positive School Environment	Reminders, calls home.	Home visits.\n\nSchool nurse coordination with community clinics.	1. Home visits.\n\n2. School nurses.\n\n3. School psychologists.	

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				School psychologists. A renewed focus on EL parent engagement.		
DELAC	2-04-16	4 – Positive School Environment	Receiving a reminder call at home.	Home visits to students who are chronically absent. Work with clinics and school nurses to offer flexible schedules for sick visits so students don't miss school.	1. Home visits. 2. Parent training on daily school attendance. 3. More school psychologists. 4. ELAC support.	
DELAC	2-04-16	4 – Positive School Environment	Some parents know that they should tell the school the child is absent.	Some parents don't know that they should call or let the school know. Long-term trips to come country can disrupt student learning. How can the school be responsive?		
DELAC	2-04-16	4 – Positive School Environment	Attendance: my school has a big population of children with IEPs who are constantly absent and late to their classes. It is not fair that my school gets high absence rate comparing to other schools. The new model of ELST is not convenient, as a parent I didn't get a chance to meet her after five months of the beginning of the school year.	A fair assessment of school attendance. Making ELSTs more available to parents.		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
DELAC	2-04-16	4 – Positive School Environment		Need ELSTs at all schools. They need to help students to get reclassified. Need to monitor teachers to make sure that they are having English language development at student's individual level. Need to improve attendance in all schools. More needs to be done to inform parents of highly truant/absent students.		
DELAC	2-04-16	4 – Positive School Environment	Parents receive an automated call. Parent receives personal call from secretary. Recognizing students monthly for perfect attendance. Weekly pizza parties for good attendance. Assemblies to honor students.	Improve communication by: Sending letters home for frequent absences. Personal phone calls to see how schools can support parents – more communicating about attendance. Parent committees at school to support monitoring of attendance. Teachers need to improve relationships with students and family so parents and students feel welcome.	1. Teachers need to improve relationships with students and family so parents and students feel welcome. 2. Personal phone calls to see how schools can support parents – more communicating about attendance. 3. Sending letters home for frequent absences. 4. Parent committees at school to support monitoring of attendance.	
DELAC	2-04-16	4 – Positive School Environment	The parents have said they don't know who the ELSTs are. All parents know is that ELSTs were supposed to coach teachers and principals.	Parents states teachers are still unable to/not capable of explaining the current language level of child(ren). Parents need more information regarding new ELST positions.	1. Parents states teachers are still unable to/not capable of explaining the current language level of child(ren). 2. Parents need more information regarding new ELST	

35

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				Who are they? What do they do? Need to be more connected to parents. Parents, teachers, principals, ELSTs need to work together to bring more clarification. Connected to parents of new system for ELST supported for ELs.	positions. Who are they? What do they do? Need to be more connected to parents. 3. Parents, teachers, principals, ELSTs need to work together to bring more clarification. Connected to parents of new system for ELST supported for ELs.	
DELAC	2-04-16	4 – Positive School Environment		What can the district do to help sites improve attendance, especially when letters are sent by principal and nothing improves. Test scores do drop and shows a bad image for the site. If you have an area ELST, he/she should also meet with CELDT coordinator or site besides principal. Have Friday a.m. assemblies to bring attention to grades or classrooms with improved attendance and/or no tardies or early pull-outs.		
DELAC	2-04-16	4 – Positive School Environment	I appreciate the auto-dialer to inform me of when my student is not in class. I appreciate when my daughter's teacher calls me to speak with me directly.	School starts too early. My family wants to sleep in. We would like schools to start after 9:00 a.m.		
DELAC	2-04-16	4 – Positive School Environment	They call home and ask parents why.	Improve Kinder status to mandatory.		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			Saturday school. Attendance assembly.	A lot of absences in Kinder and then they fall behind or start first grade below level. They can't get SARB'd in Kinder because it's not mandatory.		
DELAC	2-04-16	4 – Positive School Environment	Saturday school for unexcused absences. Reward students with perfect attendance.			
DELAC	2-04-16	4 – Positive School Environment	We have good support for English learners from our teachers (ELSTs).			
DELAC	2-04-16	4 – Positive School Environment	Office calls work for absences. Send flyers on time for conferences.	Better communication and trust with parents. More support for students from teachers.	1. Teachers should be more considerate with English learners and their grades.	
DELAC	2-04-16	4 – Positive School Environment	Regarding attendance at our school, we do not have any problems.		1. Give English learners the help they need. We did not have any ELSTs at Florence and Crown Point since January 31.	
DELAC	2-04-16	4 – Positive School Environment	Call the school and leave a message or send a doctor's note.	Ask for missed homework.	1. Always notify school of student absences.	
DELAC	2-04-16	4 – Positive School Environment	Office calls work for me.		1. Office calls.	I appreciate everything you do for my daughters. Thank you very much.
DELAC	2-04-16	4 – Positive School Environment	Communication between teachers and parents. Saturday school to make up for absences.	Find solutions for students to make up for absences.	1. Students.	
DELAC	2-04-16	4 – Positive School Environment	Maintain communication.	More teachers for English learners.		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
DELAC	2-04-16	4 – Positive School Environment	Everything works well at Carson.	Very little communication with parents at Lincoln. No calendar available online at Lincoln. More supervision during lunch recess at Carson. Better counselors, communication and welcoming atmosphere.	1. Communications, all of them.	
DELAC	2-04-16	4 – Positive School Environment	Attendance – If my son is absent, does the office call me or I call them? ELST.	Parents, more communication with the attendance office, attendance office notification.	1. Parents, more communication with the attendance office, attendance office notification.	
DELAC	2-04-16	4 – Positive School Environment		Attendance – my daughter was absent on Monday. She was sick during the weekend. I went to the office to report the absence because no one called me.		My daughter does not like to miss school.
La Jolla Cluster	12-17-15	4 – Positive School Environment	None.	None.	None.	
LCAP Planning Team	11-14-15	4 – Positive School Environment		Better communication at the school around how services are being provided. Shared decision-making at the school site.		
LCAP Planning Team	11-14-15	4 – Positive School Environment	Safe school environment. Good middle ground between school environment vs school spirit.	Review fitness requirement (PE class is holding back kids from taking academic classes – what can we do to increase student health without mandatory PE?)	1. Need to maximize the new field in the cluster (getting kids to games, more evening events – middle and high, more family events –middle and high).	

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
			Strong parent involvement at elementary level, but additional help would be appreciated.	Sometimes it is difficult to manage the small school environment vs Kearny complex pride (yearbook). Student chosen classes – more class choice freedom. Make sure choice kids feel included.	2. PA system so communication can happen school-wide (only at Taft). 3. Build cluster spirit.	
LCAP Planning Team	11-14-15	4 – Positive School Environment	Trauma-informed care training for some schools. Restorative practices.	Full-time (5 days) nurses at all schools. Full time psychologists (5 days) at all schools. Trauma-informed care professional development for all schools and all staff. Military coordinators. Better community organizing and business connections. Creation of safe and well-maintained facilities. English Learners – CELDT should be reassessed – initial assessment based on actual ability vs perceived.	1. Full-time (5 days) nurses at all schools. 1. Full time psychologists (5 days) at all schools. 1. Creation of safe and well-maintained facilities. 1. English Learners – CELDT should be reassessed – initial assessment based on actual ability vs perceived. 2. Trauma-informed care professional development for all schools and all staff. 2. Military coordinators. 3. Better community organizing and business connections.	
LCAP Planning Team	11-14-15	4 – Positive School Environment	Restorative practices – decreased behaviors resulted in increased attendance.	Wellness Centers in every cluster, more resources- family resources, mental health. Need additional SpEd services.		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				Need more psychologist/counseling services – full time. Need SpEd administrators at school sites. Need qualified support staff – training for paras Intensive training/professional development for co-teachers. Need ELST on every campus. Need ELD/ALD.		
LCAP Planning Team	11-14-15	4 – Positive School Environment	Restorative justice. PBIS. Health centers. Clubs for kids – feel empowered (Cesar Chavez, Circle of Friends, Trauma-Informed Youth Leadership, Rotary Leadership Club). Building capacity from an early age (currently not sustainable).	Cluster-wide programs (elem-HS). Expansion of PBIS, restorative justice districtwide. More training for teachers on PBIS, restorative justice and cultural proficiency – all focus has been on administrators and is not reaching students/teachers. District-wide PD plan – not enough time or resources for people to feel effective. Resources and staffing to support restorative justice, social services, trauma-informed care, etc. Health centers for all.		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				Support for EL instruction.		
LCAP Planning Team	11-14-15	4 – Positive School Environment	Restorative practices. Nursing and wellness program. Access to resources.	Having a nurse everyday. Counselor everyday. Staff having cultural proficiency and training. School-wide implementation, training and buy-in. Recognizing and acknowledging citizenship. Community-building between staff and families.	1. High school resources utilized K-12. 2. Celebrating good citizenship. 3. Funds to support programs at school sites. 4. Staff training and entire school buy-in.	
Hoover Cluster	1-25-16	5 – Parent & Community Engagement		PowerSchool – it has to be SmartPhone friendly. Parent don't always have a computer but almost have SmartPhones. Have an app.		
ASB	12-09-15	5 – Parent & Community Engagement	Community support. Alumni support. PTSA support. Bilingual office staff.	Improvement on communication for parent/community events at schools. Improvement on communication to parents about "school happenings." Additional support for language barriers – translation and interpretation – some families not getting information. Stronger feeder school relations, especially elementary to high school.	1. Improvement on communication for parent/community events at schools; improvement on communication to parents about "school happenings." 2. Additional support for language barriers – translation and interpretation – some families not getting information. 3. Stronger feeder school relations, especially elementary to high school.	

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				Stop losing community students to charters.	4. Stop losing community students	
Crawford Cluster	2-08-16	5 – Parent & Community Engagement	Welcoming environment. Parent trainings.	Translation. Structures for home. School communications with translation.		
GATE DAC	2-08-16	5 – Parent & Community Engagement		Provide access to online learning not only for high school students but middle and elementary as well. This is a great way to offer differentiation. Increase neighborhood participation by reviewing optional enrollment areas. Provide transportation to seminar students that do not have programs in their area. Re: clean and safe schools - why is SDUSD installing artificial turf field when there is some evidence that they are toxic, and no evidence that they are safe for long-term exposure?		
Hoover Cluster	2-29-16	5 – Parent & Community Engagement	College Avenue Compact, but people do not know and choose other options.	Is there a plan for highlighting pathway to SDSU all the way down to Pre-K/Kindergarten? What is source of online curriculum – local, state? Who teaches the curriculum? Does it impact scheduling for kids and		Note: Next time bring data on where students are choosing to attend high school. Also ask students.

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				teachers? Is it used to enhance options, recapture credits, etc.?		
Hoover Cluster	1-25-16	5 – Parent & Community Engagement	Family Fridays. ELAC. PTA. DELAC. SSC/SGT. Parent conferences. Parent nights – astronomy, movie nights, STEAM nights, student performances, parent volunteers. Parent Center – Raising a Reader, etc.	Current data updated in PowerSchool (as a requirement for parents to access). Training on PowerSchool for parents. Principals need to know how to share with parents (PowerPoint, PD) - how to access PowerSchool via workshops. Technology needs to be one click away to access student data.		
Hoover Cluster	1-25-16	5 – Parent & Community Engagement		Family friendly schools that make parents feel welcomed and respected. More Parent Centers. Parent Liaisons back at all schools. Cultural Center per cluster. Better inform parents ahead of time when students are falling behind academically.		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				Need to show parents how to get weekly updates from PowerSchool.		
Hoover Cluster	1-25-16	5 – Parent & Community Engagement	PowerSchool workshop information in school sites.	Support from teachers. Reward students for teaching their parents how to login to PowerSchool.	1. Notify parents of any changes on Common Core PowerSchool.	
Hoover Cluster	1-25-16	5 – Parent & Community Engagement		To improve communication with the parents, we need to work on getting help for those that do not have the technology at home to help their kids with homework, and keep in communication with school.		
Hoover Cluster	1-25-16	5 – Parent & Community Engagement	Good group dialog. Support from the district Superintendent.	Clarify why association is not with us any longer. Who is taking over leadership? Let's not forget dialog is very important.	1. Support for teachers with EL students. 2. Biliteracy seals for elementary, middle and high school.	
Hoover Cluster	1-25-16	5 – Parent & Community Engagement	The programs.	Improvement greeting parents by the administration office and teachers.	1. More information for parents.	
Hoover Cluster	1-25-16	5 – Parent & Community Engagement	Harvard collaboration. Ballard Center.	How are LCAP funds supporting/promoting restorative practices/justice? Have different computer systems talk to each other so that attendance and report cards automatically show up in PowerSchool. Disaggregate data/ digital divide. PowerSchool – lack of awareness/trainings, not all		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				teachers use. Helpful for parents to receive e-mails.		
Kearny Cluster	1-14-16	5 – Parent & Community Engagement	PowerSchool as a communication tool.	Use of buzz words, alphabet soup, acronyms need to be clarified, explained. We need to speak the same language. Update or create user-friendly websites. Systemic community involvement. Central office resources (i.e., field trip opportunities)	1. Internet access for PowerSchool. 2. Eliminate equity barriers (i.e., help school pay for translation services).	
Kearny Cluster	2-09-16	5 – Parent & Community Engagement		Websites aren't user-friendly for parents or administrators. District needs to support schools by providing a list of community resources at their disposal. This includes field trip opportunities, family assistance, already established school-community partnerships, etc. Language barrier – translation charges need to come from central budget so sites aren't straddled with the burden or make the choice to use money for other items besides translation. No charging our sites or families for bus transportation within the		

Stakeholder Group	Date	LCAP Goal	What is Working?	What is Needed?	What are the Priorities?	Other Comments
				cluster. We want our kids to attend our neighborhood schools so we want to continue the Taft/Kearny bus and we would like busses to transport our cluster students to events within our cluster like busses to transport students to field trips to see our middle and high schools whether it is a tour or school-time event. Internet access for all with training for parents – an equity issue in our cluster and our district.		
Point Loma Cluster	3-7-16	5 – Parent & Community Engagement	Neighborhood participation. Existence of the online opportunity allows for greater options for students with extra-curricular activities. The new enrollment options mailer was a hit with parents – loved the new layout.	Ability for students to use credit recovery to accelerate studies. Allow advanced students to use the online system so students with more need can get the in-class time with the teacher on-on-one. Would children of all ages be on the same bus? How would parents get info on this when it changes? Late pick-ups? Will they be added to the delivery model shown? Smaller commutes for younger elementary students > coordinated routes.	1. Would children of all ages be on the same bus? How would parents get info on this when it changes?	

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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Scripps Ranch Cluster	2-17-16	5 – Parent & Community Engagement		PowerSchool – when teachers don't have to submit grades, why is this a goal?		
CSEA OSS CAC	2-08-16	General		Finance representation at LCAP meetings. If funding stays status quo, how can we improve things for students when not only do costs increase, but the improvements ultimately cost the district more?		
LCAP Planning Team	3-19-16	General		How can we as parents/district work together to maintain meaningful engagement? SBB process SSCs/SGTs are isolated; need an inclusive process SPSA goals/GATE data is missing Push info/survey to engage parents Could clusters be involved with disseminating budget info/process Classified PD		

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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SDEA CAC	11-09-15	General		Concerns about including LCAP reports in cluster agendas because the cluster agendas are large already and stakeholders aren't aware that this is a venue to have their voices heard.	1. A clearer message to stakeholders (parents, community members) who are not aware of the LCAP reporting structure (Board presentation, then stakeholder group presentation). 2. Increase opportunities for public feedback such as SBB, school site meetings, etc.	
SDEA CAC	12-14-15	General		Communication to parents that cluster meeting is the place for parent input. Site-based input gathered from all, not just vocal parents that attend cluster meetings or are advisory group reps.		
(Online Survey – anonymous)	4-1-16	LCAP, general		The LOCAL part of the plan is missing. Should have site or cluster-specific LCAPs including specific $ amounts/services that will be provided to students in a particular site/cluster. It feels like money is being directed to the central office or a limited number of clusters/sites and there is no transparency around what MY child is getting from the LCFF.	Parent input in deciding who represents them and in setting priorities – not just providing broad feedback.	

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AAAE Blueprint Taskforce	6-1-16	LCAP, general				• Does the LCAP specify any creative, arts-based supports wherein students learn about themselves and how to tell their stories?
						• Is there teacher training beyond what is indicated as professional development for literacy (Lucy Calkins) and the work of the National Equity Project? Does the LCAP support on-going training for teachers to improve their skills?
						• Does the LCAP indicate specific services for African and African American students other than 1.10?
						• Many of the strategies listed in the LCAP appear to be system-wide strategies; will there be a companion document for principals to list how these district-wide strategies are impacting individual campuses?
						• Is SDUSD going to work with Teach for America to design professional development aimed at working with students in urban areas.
						• Where are the dollars and services landing? For example, in the 2015-2016 LCAP, Item 1.6 Cultural Proficiency, the

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						document indicates that $60,000 was allocated to that effort. Where did this money go? Did this allocation pay for a salary, a service or materials? For each allocation, there should be a reporting line to indicate where the money was spent. • Regarding teacher/administrator recruitment, please include specific data about the diversity of our district and some goals. Are we increasing the number of diverse teacher teaching AP and IB courses? • Are there any plans to create a second tier of teacher support for veteran teachers (5-7 years of experience)? • Will there be efforts to ensure support trainings such as trauma-informed care, restorative practices, and mental health services specifically for elementary schools? • What is the timeline for the Wellness Centers to be implemented? • Please invite African American students to the next meeting to hear their stories.

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						• There is no accountability or determination of efficacy; the LCAP needs to include the names of specific departments and what they will be accountable for. • Thank you for allowing so many comments to be voiced.
Parent	3-31-16	LCAP, general				I would like to provide some feedback on the Local Control Funding Formula process at San Diego Unified School District (SDUSD). The LCAP document as approved by the SDUSD BOE is not understandable and accessible to parents and therefor the District is not being held accountable for what is in it. The document is 122 pages long. There is a user friendly version, but it is not any more helpful for understandability with respect to where (i.e. what school sites) the money is being spent. The District solicited a lot of parent and community feedback before drafting the LCAP, but prioritizing and deciding how the money would be spent was apparently done entirely by an LCAP Planning Team with membership chosen entirely by the District itself. Parents were included on the planning committee, BUT parents did not decide who represented them. The District decided which parents had input in prioritizing. The SDUSD LCAP is unmanageable largely because it is one plan that encompasses approximately 175

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						schools. There is nothing local about it because I can't tell what money will make it to my daughters' school. No information is provided about which site gets how much money or what services. As far as I can tell, the LCAP has had NO impact at my daughters' elementary school. My impression is that most of the money went to pay for central office administration and pay raises for teachers. If all the additional money went to the central office without any services coming to our site (which seems to be the case) that would not necessarily be inconsistent with the SDUSD LCAP as drafted. The way to improve this would be to require a site or Cluster specific LCAP. Then the LCAP it would be truly local. It would be developed in each neighborhood instead of by a distant Planning Team that meets approximately a 40 minute drive away from where many parents and students live. Parents could actually understand and digest the budget for a site or a cluster and hold the district accountable for how the money is spent and whether the services are actually provided or are effective for the students in that neighborhood. Finally, the District did not base the LCAP on the state's identified priorities, but instead used the District's old Vision 2020 priorities. I'm not sure who developed the Vision 2020 priorities or

SAN DIEGO UNIFIED SCHOOL DISTRICT
2015-16 LCAP STAKEHOLDER FEEDBACK COMPILATION AND THEMES

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						when they were adopted, but the District spent (wasted in my opinion) a lot of stakeholder time trying to justify using these priorities instead of what the state required. They are similar, but not the same, so time would have been better spent focusing on the state mandated criteria rather than justifying different criteria the District wanted instead.