What is the student-centered coaching model?

A six- to eight-week support model that includes a team of district resource teachers working in collaboration with sites to improve outcomes for student learning. Student-centered coaching cycles involve an ongoing cycle of goal-setting, learning, observation and data collection, and reflection.

What is the vision for the digital tools formative assessment?

The vision is to thoughtfully enhance the effectiveness of common formative assessments through the use of carefully selected digital tools when appropriate. For example, as part of an overall lesson design, a student may choose to use a digital resource to demonstrate mastery of the focal standard, or a teacher may use a digital tool to provide "just-in-time" feedback to a student.

Why are we continuing to GATE test w/ no program funding?

The GATE test identifies students for GATE cluster or Seminar classes. The state stopped funding the GATE program many years ago. In 2017-18 GATE services will no longer be centralized; principals and the school psychologist will now be the main point of contact for questions. The Office of Leadership and Learning will support principals with any questions or concerns they may have.

What evidence do we have that NEP is effective? Does it positively affect the kids that are outside the sphere of success?

The National Equity Project (NEP) has successfully executed all the strands of engagement, working with more than 500 central office, principal and teacher leaders across the district.

We have anecdotal evidence and stories of teams engaging in meaningful focal student inquiry work - and some initial indicators of positive outcomes (stronger trusting relationships between teachers and students, increased engagement and confidence among students, more students advocating for themselves, and a few indicators of academic progress, etc.).

Stories illuminated the significant impact of the Learning Partnership Approach. Many teacher leaders in particular reflected on the transformative or "life-changing" nature of their experience focusing on a few students and learning from them about how to better support them.

We have gathered hundreds of reflection sheets and additional survey results of self-reported learning, shifts in adult mindset, practice and/or commitments.

How will struggling reclassified students be supported?

In collaboration with the school site, OLA will monitor grades for secondary students to inform principals in order to create a support plan for struggling students. For elementary students, OLA will use SBAC data to monitor progress and if necessary devise an intervention plan.

What is the plan for I-MTSS and what resources will support the plan to directly help classroom teachers and students?

The Office of Leadership and Learning, along with the Office of Secondary Schools and the Special Education Division is constructing a plan that will be provided to school sites in the fall. The plan will be comprehensive and will have resources that help both the classroom teacher and students.

Is there enough staff to support schools with LTELS?

School sites provide LTELs with academic support and OLA provides additional supplemental supports for sites. In 2017-18, OLA is creating a specific team of resource teachers to address the specific needs of these learners.

Intervention and support - what is currently provided?

In order for interventions to be successful, they must be specifically targeted to student needs. Each site provides a menu of interventions that align to the needs of their students. These might include additional time in the school day for extra support in English or math and AVID courses.

The Secondary Team works with teachers through site-based and centralized professional development as well as in-class coaching to analyze student data in reading and mathematics in order to plan instruction based on students' needs.

The Early Literacy Team works with teachers through Area professional developments, PLCs and in-class coaching to analyze student reading data closely in order to diagnose what children need next for their learning. Then we model a variety of ways to support students in Tier 1, Tier 2, and Tier 3.

As we move towards a more consistent I-MTSS structure across the district, sites will continue to receive information on interventions that they can select to implement that are tailored to the identified needs of their students.

Is the early warning system about attendance or behavior?

Consistent with national research on early warning systems, our model has three components: attendance, behavior, and academic achievement as measured by grades and assessments. Poor performance on a single component or a combination of them may signal that a student is off track to meet grade-level expectations leading to high school graduation.

How can you develop tiered interventions for basic needs?

Basic needs as they relate to attendance and behavior are food, housing, clothing, and social-emotional support.

The Nursing and Wellness Department has partnered with the California School Health Alliance, Attendance Works and United Way, to address these basic needs of the District's children; thereby facilitating their learning process.

Tier 1 interventions are universal and can be implemented at schools to engage students and promote positive school climate. These include the basics of maintaining quality services that support student wellness - like nursing, school-based health centers, mental health, and counseling supports. This also includes parent education - especially in TK and K; monitoring attendance data and setting goals; celebrating September as Attendance Awareness Month, etc. Additionally, maintaining strong partnerships and referral systems with community partners that help our families with housing, food, clothing, and workforce development, primary care and behavioral health services, is invaluable.

Tier 2 consists of early intervention to connect and support moderately chronically absent students. Actions may include connecting students with a buddy or mentor who motivates them to be at school; intervening to refer student for a health condition or social-emotional factor causing many absences; creating an attendance contract; and simply calling students to say hi and that we miss having them at school!

Tier 3 consists of intensive case management for severely chronically absent students. This requires intensive monitoring, home visits, and coordination with social services agencies if necessary. This also requires staff focused solely on student absenteeism.

Overall, these tiered interventions to address student absenteeism, behavior and overall wellness have already been developed by national experts. We are adopting their practices and customizing them to fit the needs of our district. In 2017-18 school year, the Nursing and Wellness Dept. will be implementing a pilot program at a few school sites from each cluster to further refine what works best for our students. Nursing and Wellness will be working in partnership with the Office of Reconnection, Children and Youth in Transition;, Counseling and Guidance, Mental Health, and Family and Community Engagement.

It is essential that we support our emergent and early readers through strong Tier 1 instruction and strategic interventions. We have designed a process to support teachers in understanding what reading strategies children control and almost control and how to use this data to designed tiered interventions that are targeted, measurable, and that accelerate student learning.
At the secondary level a tiered system of support for students can be achieved through strong Tier 1 instruction that includes a collection of strategies that teachers can use to meet the range of learners in the classrooms. Secondary schools can also provide additional levels of support in literacy and mathematics through the use of additional class periods focused on targeted supports to accelerate student learning.

Describe "alternative placements."

An alternative placement is an educational setting different from a comprehensive educational campus. Students may be placed in such a setting for a variety of reasons. Some alternative placements are special education placements, and provide specialized, more restrictive settings as required for students with disabilities. Other alternative placements provide access to education and graduation opportunities in a smaller environment for students at the secondary level.

Define the "achievement gap."

Closely related to learning gap and opportunity gap, the term achievement gap refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students.

What does the next phase of NEP look like?

The National Equity Project (NEP) will be working with our high schools during the 2017-18 school year.

Why Naviance and not Illuminate which has all the same capabilities?

While Illuminate and Naviance are both feature-rich, their functionality differs in our uses. For example, one of Illuminate's primary uses is to warehouse and display academic summative and formative assessment data across a broad variety of measures and is directly tied to state standards. Naviance's assessments are more narrowly tailored to career readiness and understanding student interests/strengths that can be applied to their school and career pathway.

How do you plan to support SPED at the secondary level when you can't even fill desperately needed vacancies?

Human Resource Services and the Special Education Division continuously work collaboratively and diligently to address the shortage of service providers in Special Education that is currently being experienced by school districts across the state.

How does the Quality Assurance Office follow up with parents who make complaints?

All formal complaints are reviewed by the Executive Director. After receipt of the complaint, the Quality Assurance Office (QAO) sends a letter or email to the complainant acknowledging receipt of the complaint. If the complaint meets the criteria for investigation by QAO staff, the name and contact information of the investigator is provided. The investigator may contact the complainant to obtain further details or clarification. At the conclusion of the investigation, a letter is sent to the complainant advising that the investigation concluded and the investigative findings to the extent permitted by law.

For complaints where allegations do not warrant an investigation or are not under the purview of the QAO, staff sends a letter or email to the complainant advising that the complaint was referred to another department or department head for resolution or reason for dismissal.

What is the Unlocking the Genius program?

A program that targets students in Grades 8 and 10 to engage in hands on learning to help uncover their strengths, interests and values in order to develop their sense of agency and efficacy in designing their secondary and post-secondary experience.

In what forum can this kind of collaboration take place? Do schools have a time set aside where paraeducators, principals and teachers all sit down with a CCST? This is with regard to proficiency standards and PDs in general.

Yes, schools have time for collaboration. They are provided funds from the Educator Effectiveness Grant specifically for collaboration and professional development. The work of the Common Core Support Teachers is on school sites. The Area Superintendents guide their work and choose the schools that they work in. Their work is directly with teachers or part of a Professional Learning Community (PLC).

How will counseling be supported at sites with reduced counseling FTE?

We are creating K-12 professional development opportunities to offer sites support as well as targeted onsite support. Additionally, school sites are still funded within the SDEA counseling caseloads.

How is the district providing additional counseling for high need schools? Which schools?

The district is maintaining total of ten intervention counselors. They will be supporting our high priority schools including: Crawford High School, Hoover High School, Lincoln High School, Morse High School, and San Diego High School.

How will BSR support sites to decrease suspensions for students with disabilities?

The Behavior Support Resource team provides consultation, training and support across the district for students experiencing and presenting challenging behaviors. Schools access this support through a consultation request form, and the support provided is tailored to the needs of the school team. It consists of everything from help with writing appropriate behavior plans, providing training and resource materials to staff, to providing side-by-side coaching and support of staff working alongside students with challenging behaviors.

Changes to suspension and expulsion rates will not come through the BSR team, but rather through the integrated support of the school site administration, the counseling department, and the district's focus on restorative practices and Positive Behavior Intervention Systems. All of these supports, including targeted support from BSR, will contribute to changes in suspension rates for students with disabilities.

Is there a Wellness Center? Will it support middle school?

Six Wellness Centers are scheduled to open in Fall 2017. Locations will be at the following high schools: Crawford, Hoover, Lincoln, Morse, San Diego, and Serra. A Wellness Center is also planned for Kearny, to be open in Spring 2018. Wellness Centers are meant to support all feeder schools within the cluster. The goal is for the younger students to gain a connection with their future high school early on and stay within the cluster.

Will FACE be adequately staffed and funded to execute the goals in 5.1?
The FACE team will grow this upcoming year, ensuring that alongside our district coaches, parent leaders and partners we are increasing supports for communities and building capacity for our sites to meaningfully engage families.

Will the goals in 5.1 be ranked for district priority?
School communities should engage in identifying priorities based on data that indicates there is an area of growth for meaningful engagement.

Will clusters be able to rank the goals in 5.1 based on their need?
School sites will utilize parent survey data, school based family action plans and the feedback from families and communities to engage and be responsive to the needs of families.

How will you differentiate the goals in 5.1?
The FACE Team will utilize parent survey data, school based family action plans and the feedback from families and communities to engage and be responsive to the needs of the communities.

How are we growing the translation and interpretation offerings to ensure that services are available for all of the various languages represented in our district?
In addition to Spanish, OLA provides standing translators (Somali and Vietnamese) at the DELAC meetings. We have continued to provide written communication to parents in all available languages through the district's translation services.

What is a Highly Regarded Neighborhood School?
Qualities of Highly Regarded Neighborhood Schools are encompassed within LCAP Goals 1-5.

1. Closing the Achievement Gap with High Expectations for All
2. Access to a Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child
5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities.

How will FACE liaison with PTA and Foundation?

FACE will work from a three-tiered approach in 2017-18. PTA and Foundations will live within the second lever of work - Community Engagement, Partnerships and Programs. PTA has been a longstanding partner of SDUSD and will continue to do so. The Executive Director of FACE will meet with the SD Unified Council of PTA President on a monthly basis to calibrate and engage on policy, parent leadership and supports for schools. SD Unified Council of PTA's Office will be housed at the FACE Team's Ballard Parent Center. PTA's and Foundations will all submit School/District Community Partnership Agreements (as will all partners) in an effort to identify all partnerships within SDUSD.

Is FACE going to pick up the slack/gap between the need for counseling and support lacking due to budget cuts?

FACE will not engage in the counseling of students. We will provide resources and support the counseling and guidance department through an integrated approach of informing families on a variety of counseling and guidance initiatives.

What does phasing out optional attendance areas to align the cluster mean?

We have several "optional attendance areas" in the district. We are phasing out a number of these areas in 2017-18 school year, where one of the options was being chosen overwhelmingly relative to the other (e.g., in the Hoover/Crawford HS Optional Area, 50 families chose Hoover and three chose Crawford, so we are phasing out the Crawford option.) Our intent is to have clear articulation paths within a cluster.

How can individual schools best access and utilize the FACE services?

The FACE team opened neighborhood centers in each area last year. Resource Teachers and Community Organizers can be reached within the neighborhood centers, the Ballard Parent Center, by emailing the department, and via the www.sdusdfamilies.org webpage. We respond and work to meet the needs of our communities.

What are we going to do with the Healthy Kids Survey and the survey results?

The results from the California Healthy Kids Survey (for students) and the complementary staff and parent surveys will be used to measure district and school climate. Leaders will use the results to identify schools where students, staff, and parents indicate that there is a positive, supportive climate, and for which schools specific support and attention is needed (e.g., high expectations for all students) to improve the climate.