Goal 1: Closing the Achievement Gap

1.1a What is the student-centered coaching model? Will students be setting their own goals and what does that look like? What is the vision for the digital tools formative assessment. It is also important to make sure we have quality functioning technology for students to use.   1.2 Why are we sontinuing to GATE test is there is no program funding?   1.3.a more work based opportunities should be provided for secondary students. DECA, Industry partners, and even basic work experience where students can receive credit for working outside of school.   1.3b. AP shouldn't just be more work. It should be deeper thinking, quality work.   1.6   What evidence do we have that NEP is effective? Does it positively affect the kids that are outside the sphere of success?   1.8 what specific supports will be in place to support LTELs at the schools with a small population of English Learners? How will struggling reclassified students be supported.   What is the plan for MTSS and what resources will support the plan to directly help classroom teachers and students?

1.1a We advocate for the district to fund a different measure as some individuals areas currently are for the GATE/Seminar students. Since 28% of SDUSD students in 15-16 were classified as GATE, shouldn't we fund measures and metrics to meet the needs of this large subpopulation. In fact wouldn't a measure that allows students who score a 4 and remain a 4 to still demonstrate growth and students who score a 1 and remain a one to show that there was some growth just not enough to score a 2.   1.1 There needs to be a pathway for parents of GATE students whose needs are not being met at their school sites. Gate student should have the same intent to enroll options that Seminar students currently do.

1.1b. 2 b. Ensure that all staff are aware and informed of all expectations.

1.7a concerns for training sped assistance...not enough training, specifically Pro Act and available funding, new teachers, mod severe, is there ongoing training for them? Accommodations for testing, in general ongoing sped pro development , concern about curriculum for mod/severe for all grade levels, struggle with translation for IEPs hard to get a translator to Attend, hard to get documents translated and translated documents back to parents in a timely manner. Schools told no more zero tolerance shift to restorative practices, lack of training for all staff and parents-staff 1.8 1b. Training for ELPAC NOT AWARE OF HOW NEW CELDT TEST IS BEING ROLLED OU, KET TEACHERS HAVENT BEEN TRAINED 2. Supports going to schools for LTELs. Is there enough staff to support schools with LTELs? 1.2. Intervention and support? What is currently provided? What's going to happen, How. Is it going to land on school 1.6. NEP, EOS, what is the alignment Where is he curriculum? Spray and Pray? 1.4a 2. Did this end. Is there an additional FTE at site with the % identified?

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4.1a #2 is the early warning system about attendance or behavior? 4.1b and c #4 add BSR services to support schools and IEPS   #5 define refinement 4.2 what about physical activity? How can you develop tiered interventions for basic needs.....does not make sense 4.3 what specific supports are being provided for our military families from cyt? 4.4 #1 military children should be included as a sub group with vulnerable and at-risk students!!   4.8 we need to provide adaquate supervision for school size

4.1a 2. Describe "alternative placements" 4.1b/c 9. ASCA National Model 4.3 3-quality trauma informed care PD, more applicable to school environment

Ability to monitor tangible data with proactive intervention and supports. District-wide focus on powerful tier 1 teaching....First Best Lesson for all steed units.

Adding researched based Ortangillingham ready strategies to elementary 6 levels. When introduced early in grade school, dyslexic kids never fall behind.

Area 4 central office resource teachers should meet with a core group of teachers at each site in cycles for each school for effective evaluation methods. A standardized ELD curriculum needs to be developed and school leaders need to monitor implementation. Schools do not have funding to purchase programs and curriculum. General education teachers need to receive training in providing effective interventions for struggling students. Additional allocations to allow teachers time to provide interventions for their students.

Closing gap should not be achieved by slowing down progress of top students. School needs to take care of each child's needs, not only the slower students. Closing achievement gap for the sake of closing gap is meaningless.

Collaboration is key to quality implementation for early learning programs. It is great to hear that multiple departments are working together to support early learning.   PL cluster supports the CCTE pathways with industry partners   We appreciate the site based decision making for schools that receive additional FTE for 90% ELL It would be beneficial for parents to have access to RELY to maintain transparency of curriculum and resources.

Common expectations around priority standards and proficiency scales will be critical in developing common assessments and monitor student progress.   At-risk (EL & Students with Disabilities) learner support is of utmost importance; system to support the site and resources to provide support is essential.

Continue all the elective programs

create more diversity, cultural and otherwise

define the achievement gap! do you mean bring the high achievers down to the middle? there needs to be a metric

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for improvements for those who are gate classified so they can improve as well.
District support for aligning literacy curriculum for the needs of English Learners. More district support for explicit phonics instruction.
Ethnic studies district wide, what practice are already in place increasing males of color in advance classes,
How can growth goals be relevent, smart, and attainable by all.
I think it's fine the way it is right now at my son's school.
I'm not aware
Information from groups such a the blueprint for African American groups doesn't get disseminated often enough or clearly enough
Maintaining clean facilities
More resources should be dedicated to GATE and seminar and not as much to special ed!!!!!!!!
Peer tutors; upper grades mentor/tutor lower grades, kinders. Ramp up engagement by introducing maker labs.
Supports for EL/ SPED require time/resources to implement. Clarify timing. Need for consistent counseling support- student social/emotional concerns signifignantly Impact academics and school performance Summer School for ELs?
The "achievement gap" should not be classified as one thing. Differences in achievement stem from a variety of sometimes completely unrelated issues (behavioral, learning disabilities, English proficiency, socio-economic status, parental involvement, emotional problems, etc). The school or district should focus on one of two issues that are concrete and achievable. Creating goal of "closing the achievement gap" is too broad and undefined in scope.
there is a big gap between the 2 Spanish teachers. So much that the "harder" teacher apologized how poor the other teacher was when he explained that kids that transferred from her class would not do well. If she was that bad, why don't they replace her?
Use caution to not over-committ resources to close the gap at the expense of students putting in the extra effort to excel. These students also deserve our support in terms of opportunities and advanced courses.
Very broad goals given budget constraints. Emphasis online to of services within cluster is good. Monitoring of student pops at the district level takes communication and intervention at school site. Partnerships with outside organizations takes coordination of resources at the site. Summer school and credit recovery must continue to support goal.
What does the next phase of NEP look like? More teachers should be included!   Are we keeping the same number of Cluster support teachers. They make a huge difference in instruction if they're able to work witching principals and teachers directly and develop relationships with them.

Goal 1: Closing the Achievement Gap

Where does it address the needs of ALL students. Will curriculum be provided that is open ended enough to provide access to all ability levels Achievement Gap terminology is worrisome, it feels like a "race to the middle" Concerns around access to high level curriculum for high achieving students What does it mean when it says GATE services will be transferred to a site model If Title 1 money is weighted, should LCAP money be as weighted
*Green team supports focus on specific student such as English Learners, students with behavior challenges. *Recommendation to consistently state the actions and services of the plan with the person responsible. *Recommendation for Metric to include regarding Title 1, Ethnic Groups, and the focus students. *Data is now more readily available (Illuminate, PowerSchool, SEAS) **Vertically align supports for early programs. Biliteracy, throughout Elementary Pre K/TK/Grade 1/Grades 2-5. Reorder the 1.2a through 1.2c, apply consistently through document. *1.3, P.8 concern that when departments are reorganized, clear communication is important to stakeholders *are supports fragmented for student? Need point person to oversee supports *Strengthen transitions from elementary to middle to high for students with special needs. *A-G requirements have been implemented and communicated. *Consistent use of acronyms should be implemented within the document for ease of understanding for multiple stakeholders/readers. *Special Ed & OLA need to align the common core state standards & English Language Learners(ELD) standards when writing goals for students. *Include parent trainings for clarity of special Education mandates, timelines, processes additional supports. *Highlight the benefit of motivating English learners to become reclassified   *Parents of English Learners need support to provide tutoring for their children as well as homework support.
1. More organization of the learning at each level 2. We wont implement what we have already suggested 3. Parents should present their experiences within the cluster and should be heard 4. We need to close the communication gap what exists (between teachers & parents, Parents & admin, parents & district) 5. We need to improve parent engagement & achievement gap. 6. We need transparency and re-built trust. 7. We all have to be held accountable for the achievement of students within the cluster.
1.5 #5 regarding school counselors. Additional information is needed for this section. This sentence should include: - Counseling services to support the unique academic, emotional and personal needs of students will be provided. School counselors work in line with the American School Counseling Association (ASCA) model to support student's holistic development.   Add below #5: 1.5 #6 Professional Development opportunities for School Counseling

Goal 1: Closing the Achievement Gap

programs aligned with the ASCA National Model will be provided.   1.2.a./1.2.b./1.2c. 6. Targeted intervention and support will continue to be provided for at-risk learners. Should state: Targeted counseling and support will continue to be provided for at-risk learners.

Doesn't appear that there is room for growth or goal growth per year.

Just teach the kids what they need to know without all these special names and surveys and committees. I have a low level of confidence in public education.

PSRO SIFE Report Recommendation #1: Adopt a formal definition of SIFE (Students with Interrupted Formal Education) Adopt definition used by USDE: "Students in 4th-12th grades who have experienced disruptions in their educations in their native countries and/or the United States such they are one or more years behind their grade level peers academically, and/or are unfamiliar with the culture of schooling." (Chapter 1, p. 3)   - 1.3. b.4. The Office of Language Acquisition will continue to monitor student progress toward graduation and access to advanced pathways with an emphasis on English Learners, students with disabilities, youth in transition and African-American and Latino students. The GradNation Steering Committee will continue to monitor progress and follow up with identified students in the Grade 9 cohort to ensure a successful trajectory toward graduation. (1. What variables will they use to measure progress? 2. How will they differentiate SIFE from other ELL students? 3. What are the "advanced pathways?" 4. How will they be implemented for: a. All students b. Concentration Students 5. What are the expected outcomes for: a. All students b. Concentration students 6. How will the impact be assessed? 7. How will the assessment be reported and its findings integrated into ongoing programing?)
1.4.a.1- All schools will use a public process to educate and engage parents and students in selecting "the most appropriate-supplemental interventions, classroom supports and/or professional development supports and services" to meet the specific needs of concentration students.   All schools will use a public process to educate and engage parents in setting the goals for and implementing the Single Plan for Student Achievement Community Dialogue Recommendation #1: Increased Communication   )1.4.b/1.4.cLanguage to be added: Eligible Schools will use a public process to engage parents and students in the selection of "supplemental educational services, supports and interventions.   Questions: 1. How will the "needs of the students" be identified? 2. What is the expected outcomes? a. For all students b. For Concentration students 3. How will the outcomes be assessed? 4. How will the assessment be reported and its findings integrated into ongoing programing   - 1.8.7. Language to be added: The district, working in collaboration with local partners, will develop a clear

Goal 1: Closing the Achievement Gap

process for requesting and receiving face-to-face interpretation and/or translation. This plan will be developed by the start of the2017-2018 school year.   - 1.8.9. Language to be added: This committee will, using the recommendations from the PSRO from 2016-2017 SIFE Committee report, develop an implantation plan based on those recommendations to be completed and presented to the Board for approval as needed by December 31, 2017 PSRO SIFE Report Recommendation #9: The SIFE Committee continue to exist with an expanded mandate as an advisory committee to implementation of the framework   - 1.8.9.PSRO SIFE Report Recommendation #3: Monitor and track the progress of students who qualify as SIFE in order to assess the effectiveness of the supports provided.   Language to be added: The district is to collect and analyze data on the International Centers in order to regularly evaluate programming improvement. To include tagging students who qualify as SIFE so the data collected by the district on student progress can be accessed for this population, allowing for comparisons to other student groups. This data MUST be shared with the SIFE committee on a quarterly basis.   In addition to the data regularly collected on all students, the monitoring and tracking of students who qualify as SIFE should include data on: • The number of Newcomers in the District? • What the month-to-month enrollment pattern over the last few years has been for Newcomers • Where are they [school and grade] • What languages they speak? • How many are SIFE • Where are they [school and grade] • Where they are from   1.8.9 - Community Dialogue Recommendation #2: Increased parent engagement Language to be Added: The district develop and implement a structured process for engaging non-English speaking parents, especially Newcomer families, in their children's education by holding parent-teacher conferences throughout the term that are specifically designed for these families. In particular: o Each school holds three parent-teacher conferences throughout the term for non-English speaking parents o The district develops and implements an outreach strategy for those families that both invites the parents and explains the purpose of the meetings. o The district ensures there is translation of materials and interpretation at these conferences so the parents fully understand what is expected of them and their children and they are able to engage in a meaningful dialogue with the teacher o The district contracts with local Ethic-Based Community Organizations to support their outreach, including providing translation and interpretation services, and facilitating these conferences. - Community Dialogue Recommendation #3: Increased support for English Language Learners Language to be Added: • Train student/community translators • Teach parents alongside students • Include more languages in robo calls to parents   • Improve and enhance translation

Goal 1: Closing the Achievement Gap

and interpretation services. In particular, create a central contact point in the district and/or at school sites that oversee and coordinate such services and can insure that parents get the language support needed. See Goal 1.8.7
• Arrange for ways for parents and teachers to intermingle and discuss their children in informal settings   • Hire more English Language Support Teachers   - 1.10.6. The district will support the expansion and development of student advocacy groups at all secondary schools where students' cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community. 1. What is the purpose of the advocacy groups? 2. How will they be organized and by whom? 3. Who will the groups be accountable to? 4. What would their role be with "organizations and events in the broader community?"   - 2.1a.PSRO SIFE Report Recommendation #6: Provide high-quality, research-based Sheltered Quality Education as described in the Newcomer Toolkit to middle and high school-aged students classified as SIFE.   PSRO SIFE Recommendation #7: Provide a school based, community based basic skills classes as an alternative pathway to High School Diploma.   -

Would have been nice to see changes from 16-17 1.4 b.1.4c - money should better follow the students 1.5 - all students should take a-g and not be a an opportunity - wording 1.1b/1.1c - number 3 how and who will be responsible for implementing? and number 4. Who will monitor? 1.10 - how will this be monitored 1.1 a #2 - how will school, specifically, elementary schools be staffed in order to support the technical aspects of keeping digital literacy tools up and running? Currently schools are not functioning well as they may receive 2 hours of tech support per week. 1.1.5 - delete as we should be working towards equity for all and quality instruction should not exist in a program but in Tier I quality instruction.

Goal 2: Broad and Challenging Curriculum.

#5 ....provided by the FACE team. #7.....and dual language pathways #10...(k-12) at school sites #15...clarify what "design thinking" is

2.1.5- unlocking the genius is a great idea however our rollout in the afternoon was very choppy and kids weren't engaged. 2.1.4. While the sped department is making refinements how aware of the parents how these refinements make for meaningful graduation at grade 12. Are important informational meeting being held for these parents and at what age. 2.1.6. Why naviance and not illuminate which has all the same capabilities.2.2.7. Stuff listed is for lower level what experiences do we have for upper level learning for high schoolers. And why does it say selected schools and not all schools. 2.3.1. Where are the

Goal 2: Broad and Challenging Curriculum.

CSTPs. 2.4.2. You just cut all the library techs so our library will not be open as much as it was. 2.4.3 whose going to support one to one computers if IT has been cut 2.3.1. In order to have progress you have to have a common viable curriculum 2.6. What about mandatory training for SEAs and continuous training   How do you plan to support SPED at the secondary level when you can't even fill desperately needed vacancies.

5.5a- add San Diego High School

7th grade should also have advanced science, not regular science for all.

Agree with path forward

Although there are Common Core supporters and detractors, we should be flexible to adopt the good stuff from Common Core, but also admit that there are elements of Common Core that just doesn't work for the kids. Frankly, I think this generation of Common Core learners will actually be dumber than students who learned prior to the adoption of Common Core.

Besides critical thinking we should also teach classical argument which means opening the discussion to aim toward a common decision. This also means learning more about history/ethnology, geography/sociology, world evolution.

Career readiness should continue with supports at school site. Biliteracy focus and language acquisition is positive. Special education supports need to continue. Direct support for student success must continue.

Coaching cycles and support to schools should group teachers from within the cluster to align "across grade level" core content - more teachers involved = more impact (priority standards/proficiency scales).   Support for a world/dual language opportunity. SPED Department support in working with Ed Specialists and General Education teachers in the co-teaching model to support meaningful inclusion/participation and engagement of all students in the regular classroom.

Common ELD program for all students at the elementary level. Include Elementary schools in partnerships with feeder patterns.

Continue ST Math; Fund Project Lead the Way at Salk and encourage Challenger to go this route to continue PLTW pathway to high school. Many parents and teachers at Salk are concerned Challenger is blocking progress as a result of not participating in this pathway. Build maker labs!

Continue work around priority standards to indentify most critical curriculum to be taught. Also, understand support standards to bridge grade level soft skills and habits of mind. Focus on universal design for all. Better articulation of a-g requirements starting in 6th grade helping make middle school relevent.

Curriculum needs to be carefully selected to be age appropriate. 'Broad' is not always a good thing, for example, too much religion related material should be

Goal 2: Broad and Challenging Curriculum.

avoided because favor of any particular religion is sort of discrimination against children who are not into that religion.

eliminate common core. I have to supplement material for my 3 kids in order for them to be better prepared for the real world.

how do we hold teachers and schools accountable when some teachers of one grade will get through a curriculum and others don't teach it all?

How does the quality assurance office follow up with parents who make complaints? When is FACE collaborating with School Police Services?   How does putting a charter school on campus do anything to support the desire to phase out optional attendance areas? Instead it limits the neighborhood students who can attend the neighborhood school by taking away classrooms and resources which would be needed for increased cluster attendance.   The entire Choice process needs to be more transparent. Why can't schools accept who they can fit into their physical capacity instead of the number of teachers alloted? Parents need to be able to see the whole process, not the current "black box" model in which they never know anything unless their child is magically enrolled though the hidden lottery system.

How is 2.5 going to be implemented at the elementary level? Teacher or volunteer training?

I would like to see the IB option at Scripps Ranch High School. Also, I would like to see additional foreign languages offered at Scripps Ranch High School, particularly Chinese.

IB Program and are the models for the future of education Metric #1: Availability of standards aligned instructional materials--We need to have updated materials to keep up with Broad and Challenging Curriculum

If the district is committed to providing enhanced and extended opportunities shouldn't they also commit to funding these at the levels similar to the students who are on the lower end of the achievement gap. There needs to be a metric that reflects how the district is meeting the needs of the GATE students in particular. SBAC is not the proper metric to track their growth because most already score at 4. The district should provide a metric that can measure personal growth over time and allows for students to demonstrate their skill level. If these students are testing advanced year to year how can we know that they are still growing.

Keep Safari Montage.

Learning pathways should be available/introduced in elementary schools. Need for vertical awareness of programs, elementary, middle, and high school. Partnerships to support pathway alignment across all 5 schools. Share/collaborate around resources across cluster. Share information about ALL pathways with the cluster community. Building relationships with UCSD.

Goal 2: Broad and Challenging Curriculum.

Diversify course offerings Maintain relationship with Junior Achievement. Continue to build real world experiences. Maintaining the identification of GATE students and the training of their teachers. Continued funding of the program. Libraries are invaluable resources that need to have their funding maintained. Need to partner with outside agencies to support families with students with disabilities.

More cultural diversity curriculum would be great. There is some in social studies but there could possibly be more in English for example. This would help understand that cultural diversity in our country is enriching everyone's life experience.

Ortan-gillingham based reading instructuon.

Redirect funds as needed to other areas that are low

Tangible examples linked to CCSS complete with student work, rubrics, and questions/tasks.

The District needs to include a plan educate students on topics relating to financial literacy.   This in my view is one of the biggest failings of government today.   They squander an immense amount of resources on topics most people will never give a crap about but almost completely ignore subjects that virtually everyone will needs their entire life.

The school district is almost entirely focused on the lower end of the learning spectrum. More time, effort, energy, and dollars need to be devoted to pushing the mid-level and higher-level learners to exceed and soar.

There should be greater emphasis on ensuring all teachers within the same grade issue same quantity of homework and at home projects. Throughout Middle School I have witnessed huge differences between the amount of work expected by one teacher and another.

We need a viable literacy and math curriculum that drives standards based instruction Identify priority standards and grade level fluencies Clear expectations from district and union regarding common assessments and agreements for PD and collaboration time.   Determine which 60% of curriculum is being assessed on SBAC and align pacing guides Create a stronger RTI intervention model   Increase visiting teacher and paraeducator pool and provide better training Continue to develop online assessments and provide more cluster trainings   Align project based learning PD K-12   More training for Mod/Severe teachers More money allocated for teacher PD

What is the Unlocking the genius program?   Is 2.4a. just for secondary schools or are elementary schools included?   We still need more trainings for special education classified employees.   How do interested schools begin the process of allowing students to take home devices?   Will other computers besides students be updated like administration and office staff.

Year 1 Promethean Boards are failing 1:1 access should be for schools interested; our school was and we're not

Goal 2: Broad and Challenging Curriculum.

selected Coaching Cycles: will all schools have an opportunity to participate? Like aligning the grade levels for language

*What does "Monitoring by district" look like and how is it gauged? *A lot of ways for high schools to be measured - what doe sit look like in elementary and Middle schools? *How do we ensure alignment in common standards/expectations from Elementary - High School *Is there a timeline for goals - backwards planning? *Are the goals meant to be for all? How is the district ensuring this? *How is the district ensuring STEAM & NGSS are accessible by all levels - Elementary, Middle, High? * A lot of broad terms are used- what doe sot really mean? *Where are we on the road to meeting each goal? *What digital devices will be refurbished? Are there plans t bring new technology? What is the districts definition of refurbished? *What is the district doing to support families without internet? Partnerships with cable companies to provide it district wide? How do we level the playing field? 2.4.a Too Vague - what is culturally relevant? Which Cultures? Is there a roll-out plan? Where will the district start? 2.6 When will professional development start? Who will fund subs/pay teachers? There's a lot mentioned about general ed. student, but very little about students with special needs who have a huge need. This training is VERY important! Special Ed. programs should be aligned from school to school. 2.3.b Introduction to coding should be introduced in elementary so they have a strong foundation. 2.2.a (7) what's the criteria for selecting schools? 2.1 (6) what is super strong?

2.1.1.PSRO SIFE Report Recommendation #6: Provide high-quality, research-based Sheltered Quality Education as described in the Newcomer Toolkit to middle and high school-aged students classified as SIFE.   PSRO SIFE Recommendation #7: Provide a school based, community based basic skills classes as an alternative pathway to High School Diploma.

2.3.b.1 will the professional development around priority standards and proficiency scales be directed at teachers, administrators or others?   2.3.b.2 Who will be affected and impacted by coaching cycles; is it district wide? 2.5 How are there supports in place for new arrival English learners as opposed to the focus on long-term learners? 2.5.4 What will be the connection between ALD English 3D and the Lucy Calkins Units of study proposed for LTELs? How we carry the effectiveness.

[redacted]   goal 2.1.8 - if this is an opportunity for all students, how do the sites pay for bussing? How do we assure that all students would be released to attend? Goal 2.1.3 - How does does the district ensure that students complete the pathways?   [redacted]   2.2a #1 - how will the district ensure that the colleges will accept the AP credits when the CSU system and UC systems all

Goal 2: Broad and Challenging Curriculum.

have different courses they accept. Can list be developed for students and parent?

Goal 3: Quality Leadership, Teaching, and Learning.

1. Retain classroom teachers by engaging the union and changing the rules. Our poorest school keep getting the majority of pink slips. The teachers are magnificent and they end up leaving the profession or go to neighboring districts. That is how we can retain. They are not complaining about salary. They love the benefits. 2. Last year, we had a cluster wide staff development for Kinder and first grade at Garfield Elementary led by [redacted]. We request that the district continue with this and also invite other grades all the way up to 8th grade. Perhaps, get all 2nd grade teachers who teacher the JTL seminars together, or perhaps all the language immersion teachers such as Burbank, Sherman, Golden Hill, or perhaps math studio at Perkins. Please do not allow up to become silos. The best learning occurs when we visit one another and see one another teach.

3.1: Take a closer look at title 1 schools to determine how we can retain quality teachers in our schools. Provide protection for challenging/difficult to staff schools. Most area 1 schools have suffered from the budget cuts. Not cutting difficult areas such as science, math, and sped. Teachers, Administrators, certificates support personnel are mentioned in the goal but there's no mention of how we are retaining quality administrators.   3.2:Induction for 2017-2018? Will there be a method of support teachers if this program goes away? 3.3: What PD is being provided for implementation of MTSS? 3.4:

3.5. Need teacher input for Professional Development trainings to ensure engagement.

3.5a There is no mention of GATE training in the LCAP and also no identified plan on how the new priory standards and proficiency scales will be expected to be used for highly gifted students.

Building capacity with a qualified teaching team takes time. Unfortunately, we turn over several members of our teaching staff each year....which takes up valuable time to our new team members up to speed, which impacts student learning.

Coaching versus firing model would be a good place to start. Turnover is not good for anyone - neither is moving lemons around. Keep people where they are, coach them, give them time to succeed. Don't dump people after a short time without providing them with quality coaching.

Comments: 3.1.a/b.3 Early employment: This is a critical deficit in our current system. We have made improvements in recent years but we still lose talented teacher and administrators to other districts.   3.1.a/b.7 Teacher Pipeline: The district should work with SDEA to remove the requirement that LVR jobs be posted on post

Goal 3: Quality Leadership, Teaching, and Learning.

and bid. This contractual rule prohibits new teachers from any kind of security because a more senior teacher has priority to get that posted job. In most cases they can't even apply for post and bid. 3.3.a/b.4 OLA: Some schools in the cluster are told that they are not a priority and will not be receiving reports. The EL students that attend those schools are often left out of compliance and without the support they need. Our cluster reported very little "learning opportunities" and some schools said there was no support during the school year. 3.3a/b.5 PD in Core: The district should reconsider the "Capacity Builders" approach to professional development. The learning taken from the trainings is not getting to the other teachers at a site. Limits on after school meetings and the challenge of relaying critical best practices shared in the CB meetings make it impossible to share information from the CB meetings to other teachers in an effective way. It isn't realistic to expect this learning to be properly relayed. 3.4a/b.4 PD: To make this goal a real possibility the district should plan PD well beyond the principal level. Principals are not in a position to communicate why certain priority standards were chosen and others weren't. Principals are not able to relay the massive amounts of PD that comes with something like proficiency scales to teaching staffs in detail. They are just learning it themselves and shouldn't be expected to train teachers with a one day presentation. 3.4.a/b.6 Data: What kind of data will be used? 3.5.a/b.2 Collaboration: 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 CCCST? Our cluster could not find a school that had this kind of meeting. 3.5.a/b.8 PD for Paras: Our cluster could not find an example of paraprofessionals receiving training.

create more diversity on campus among staff

Ensure that newly qualified teachers are regularly evaluated and mentored to continue to help them become excellent teachers.   There should also be an effective system to ensure that grading is standard across each grade - some teachers are 'easy' A's and other's extremely difficult which results in an unfair grading system.

How is the typical school site connected to Trauma Informed Care? How effective overall is the service provided to these children?

I am happy with the way the school is run and the teaching my son is receiving.

If prep time is being cut across the district and minimum day professional development could potentially go away how are we to continue the quality and level of PD.

Increase lunch groups that teaches leadership to students.

It is easy for involved parents to tell which teachers and faculty are contributing and producing results and a healthy learning environment. These district employees

Goal 3: Quality Leadership, Teaching, and Learning.

need to be further incentivized through compensation, awards, and advancement.

Maintain the teachers that we have in place now-no layoffs! Maintain the interns and student teachers now before other districts hire them. Maintain the teachers with strong knowledge in content area, rather than any teacher with a credential in that subject matter.   Maint current teachers that have knowledge of the demographics they teach.

More class discussions can be encouraged to give students better chance to express themselves, and also this may promote peer-teaching/learning in class.

PD opportunities for paraprofessionals: system to cover classrooms/students when they occur within the school day Continuing PDs from Common Core teachers to improve tier 1 instruction

Provide highly qualified teachers with opportunities for training in how to support student teachers and new teachers at their schools (training was cancelled this year due to budget cuts).   Offer PD opportunities on Saturdays in order to provide more options for teachers. Parents prefer that teachers spend more time in the classroom.

stronger math teachers at 6 and 7th grade

Teacher recruitment and evaluation is essential to the success of our students. Need to build capacity at all levels. Calibration across district is needed in teacher ranks.

Teachers who are not performing should be let go! Have students and parents give feedback/ evaluations of teachers and take it seriously. Do not have teachers leave students in the hands of substitutes so often just for meetings. Schedule training so it doesn't affect students. Nothing get accomplished and problems arise with all the sub time.

The benevolent teaching is is precious and has to be continued but it has to come along with more rigor. The kids are not enough prepare to be challenged from elementary to middle. They come from "everything is taking care for them in elementary" to "you are on your own in middle". There should be a better transition by distilling more and more rigor through elementary.

The only conversation about PLC's references only high school. We need a strong-district supported-PLC program in elementary and middle schools as well. The RELY library is useless, GOOGLE and Pinterest have much better information and more easily searched.

The Scripps Ranch cluster has a broad range of leadership at the schools. Whether an excellent leader or a terrible leader, the district needs to stand up and focus on what is best for the student. The excellent leader needs resources and support to be better. The terrible leader needs to be removed. Letting poor leaders linger at a school hurts the students and the teaching the most. The apathy to deal with this problems continues to be apparent. The focus of

Goal 3: Quality Leadership, Teaching, and Learning.

leadership and teaching staff needs to be redirected on the classroom.

Weekly collaboration; time for teachers Release time for professional learning.

What's is quality teaching, leadership, and learning. District wide PD for teachers. Differentiate trainings to meet the needs of students, staff, and families.

-Unifying theme is collaboration in order to build capacity to further student learning (include all stakeholders as participants) -Nothing in document about retaining principals (reasons, rationale...etc.) -Evidence of accomplishments (how will this be proved?) -Accountability? -Committed teachers to ensure students complete/prepared for universities (Need!) -Are students truly prepared for college? -Academic rigor in the school system! -resources to support administrators to ensure they are doing their job. -work together as a community to ensure our students receive what they need. -Difficult to retain teachers due to seniority (hard to fill position) how do we solve this? -Is the "ELIRT" the same as the current ELST -How will their time (ELIRT's & Resource teacher) be utilized at schools? How will they be spread out? -Need strong ELAC committee at schools. -Equality at school sites pertaining to high need schools?

3.1.a/3.1.b.PSRO SIFE Report Recommendation #5: "Recruit and retain teachers who are specifically trained to teach Newcomers." Community Dialogue Recommendation #4: Increased support for new arrival students and families Community Dialogue Recommendation #5: More support for teachers Language to be added: Because students classified as SIFE face significant challenges beyond language it is necessary that their teachers are particularly prepared to work with them and have experience and training beyond the CLAD. These teachers are to have: • Knowledge and experience in the area of language acquisition • Training and experience that has prepared them to address the four "Core Stressors" experienced by students classified as SIFE, i.e.: o Trauma o Acculturation o Resettlement o Isolation. (Ch2, p13-14). PSRO SIFE Report Recommendation #5: District to provide culturally appropriate professional development on a regular basis targeted to teachers of New Arrival Students

3.1(a)(b) - wondering: How are we recruiting (as district) in the area of Special Education? For both mild/moderate and mod/severe. 3.2(b) - wondering: How can we help our existing sped. teachers by providing additional PARA educator support? 3.4 (a.b) Comment: Continue to provide learning cycles at host schools (Central Elem). Collaborative Crawford Cluster RD has been valuable towards developing quality leadership. 3.5 (a.b) Will there be further training on Priority Proficiency Scales Standards for both administrators and teachers?

Goal 3: Quality Leadership, Teaching, and Learning.

SDUSD loose many of the best people to our district. They do student teaching and get hired in other districts because we offer leave replacement contracts string people along with no certainty of a future contracts. Other districts hire much earlier. If we are hiring administrators from out of districts it is evidence that we are not training VPs, site administrators.

Goal 4: Positive School Environment, Climate, and Culture.

4.1 b./4.1 c. Action #4 District provides timely mental health support for students who are experiencing emotional and/or social meltdown. Distrct develops a faster process for mental health referral and follow up services. District develops clear, simple and easy to implement behavior support plans. District properly trains all aides and sped resource specialist on effective behavior interventions. District provides in classroom support for students in need of mental health services and behavior support as they transition from school to school or level to level. 4.2 a./ 4.2 b. /4.2 c. Action #1 The Distrct will provide appropriate nursing services at all schools at all times. Nurses will provide ongoing monitoring of students with illness related absences.

4.1.3 seems like a lot of paperwork. How involved is nursing and wellness? How do cuts to nursing impact this? Transportation should be involved. 4.1b suspension rate for sped seems impossible to achieve. A suspension rate is not a reflection of behavior but just numbers. Support to continue trauma informed care and restorative practices. PBIS part of the process. It should clarify in school vs out of school. 4.2. How much nursing can they provide with budget cuts. Why does it not address suspension rates for youth in transition? Modules for violence on chks should not be optional.

4.1.a and b All underperforming students need to be targeted for social and emotional support to allow them to meet their own potential. There should be considerations first for those whose academic gap is greatest, not just students with IEPs but GATE and Seminar, LGBTQ, Econ Disadvantaged, Migrant, Youth in Transition, twice exceptionals who underperform due to social/emotional issues. This may include mandatory smaller class sizes for high needs children or extra FTEs for schools that serve populations of these students.

A lot is already done but more thematics about local culture and international culture should be expressed by exposing the kids to it, on international fair organized at school, meeting actual Indian tribes, sharing cultural events with Mexico...

celebrate diversity, recognize achievements of people of color

Goal 4: Positive School Environment, Climate, and Culture.	Goal 4: Positive School Environment, Climate, and Culture.
Counseling and Mental Health support: allocations to address the needs of the school not just the size of school	no consideration for acuity of students for nursing supports, Lack of counseling..no time for small groups to encourage, motivate, or teach positive behavior, need help with implementing the district wellness policy/ cutting PE?
District should add mental health services to their green teams and concentrate on individual schools on a rotating basis. Trauma-informed training for all staff. Suicide/self-harm response training for students and staff.	None, administration is doing a wonderful job
Encourage PD and empathy building for our educators - keep pushing restorative justice and trauma-informed care.	P.E. teachers especially need to be more vigilant regarding bullying. Stop wasting class time with [redacted] who is trying to get your kids to sell stuff. Just ask for donations. All teachers should use the same communication system for grades, homework, etc. More accountability to actually use it, and in a timely manner.
Enough adults on sites to run restorative practice. Counselors full time on every school site.	
Get rid of teachers and administrators who have created an adversarial situation with the school's stakeholders (parents, students, and the community). One perfect example is [redacted] from [redacted]. She recently announced her retirement, and the entire community erupted with cheers and a hearty "good riddance!". [redacted] was a great school before [redacted] took office. Let's ensure her successor will have the stakeholders in mind and continue to ensure the quality of education remains high.	Positive school environment is definitely important and essential for students. More academic focus should be encouraged.
	Promote diversity
How will counseling be supported at sites with reduced counseling fte? How is the district providing additional counseling for high need schools? Which schools? How will BSR support sites to decrease suspensions for students with disabilities? Is there a wellness center? Will it support the middle school?	Schools are still in need of more counseling support. Small schools are only given one day of counseling support and this is not enough to support a title one school with students with high numbers of low socio-economic status. Students in schools such as these come to school every day with issues that make it very difficult to learn and with a counselor on site only one day a week makes it nearly impossible to meet the social-emotional needs of these children.
Increased counselor time for elementary schools for early intervention before students go to middle school. One day is NOT enough! Increased health tech time in elementary schools to help with early interventions. They contact parents to encourage and problem solve with families to promote positive attendance, discuss nutrition. The training for the office staff that was held two or three years ago around creating and mainintaining a friendly and welcoming environment/office was fantastic. Love to have this back! We would love to have mobile maintenance back. Lots of little things need doing!	SDUSD and the teacher's union developed a plan for shared governance at every neighborhood schools. In most schools, this committee has a limited role. At some schools, it completely ignored by the school leadership. This model of community involvement in the school instructional plan is a good one that will work especially well in highly involved communities. The district should not ignore this structure.
LIke that teachers have after hours to help students.	Standardized dissemination of information on sensitive topics.
More awareness of what is outside our country is also an important part of intellectual growth.	Support in elementary counseling and mental health services is crucial to our students emotional and academic well-being. Attendance support - utilizing many systems to engage parents in getting students to school; but could use help in a systematic endeavor on the importance of regular school attendance on academic achievement.
Move beyond early warning identification to proactive intervention/support based on needs. In addition, track success of prescribed interventions. Move beyond individual school climate to collective cluster climate/consciousness ...accessible to all stakeholders. Ensure counsellors are accessible to all levels in areas of need. Provide equitable allocation of services...possible housed at district level and disbursed to sites when needed. Increase focus on student ambassadors/leadership to tap into student-centered, student-generated initiatives.	The bedrock of school culture in this country is an intentional mix of academic, athletic, leadership, and exposure to the arts. Our schools are lacking in some of these areas.
	The homeless and foster support programs at the district need to be upgraded. When is the end date for all the schools to be updated with increased safety measures?
	What supports will elementary schools have access to to help support the classroom experi ce- counseling, mental health support, parent liaisons to help work with parents whose children have attendance or other behavioral/housing needs. more BSR support woul assist in supporting students with IEP's. What training will we

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San Diego Unified SCHOOL DISTRICT

Goal 4: Positive School Environment, Climate, and Culture.	Goal 4: Positive School Environment, Climate, and Culture.
receive to do a superior job with restorative practices at the elementary level? School police response times- will they be there when they are needed or will we be charged to handle all major disruptions in the front office?	informed equipping of all staff. Early childhood trauma impacts a large percentage of our students and impacts learning/ brain development. PBIS/ trauma informed/ restorative practices relate. But it needs to be aligned. Otherwise we have pieces of a whole. The needs of Refugee students are great and complex. They should not be lumped in with other vulnerable populations, but focused on. We just cut the resources directed to support them. There are significant expectations on a Youth and Family Advocacy Department, that is a skeleton department. 4.8. Site safety plans need articulation and functional support (i.e...shared alarm systems) where elementaries include early childhood programs.
-How will we support youth in transition if that program has been cut? They have been a huge help to many of our families & support staff this year. -Full time school counselors have had a very positive impact on our school communities. -How does LCAP address bullying?	
4.1.b 1. The district will provide additional intervention counselors for high need schools. - This sentence should not be exclusive to high school students. This should be for any level K-12. #5. Continued refinements will be made to the elementary counseling program to increase student academic, social emotional and college, career and community readiness for high school. - needs to state that it is a school counseling pilot program Youth Advocacy - includes school counseling components but the school counselor roles are not specified. School counseling either needs to be implemented in this section. The FACE Team is also mentioned throughout this section but school counselors also take the role of these individuals.	Listen to the students and families who are being bullied and are targets to bullying but are unlikely to report. Find out why these students are not willing to report any incident of bullying. Talk to the parents and communities that are target of hate and are not reporting to the schools as expected. Whats preventing them from talking to the teachers?
4.4 Youth advocacy - District need to implement the effort to address Islamophobia (as per 4-4-17 Board vote) 4.1a #1 funding must follow suggested senses K-5 one day counseling as minimum is not acceptable, staffing and more resources must follow #2 what is Early Warning System? #3 yes on #3 4.1.b & c #1where are the additional counseling for high school needs? #2How is the district going to provide referrals ? How? #3yes on #3 must become reality - PD who pays for it? #4 why PBIS? What is intensive P/D? Is PBIS what the district program for all schools? Focus more on RJ?RP Trauma informed school. Who is going to review cases with IEP with a trauma informed lens? 4.1.b & c Publicize the wellness policy for the district continue the efforts for K-6 - High School wellness Centers Full time nursing is requires to support school in understanding and addressing the whole cluster. #9 What is research/ based on social/emotional needs of students. What is the curriculum all. How do we know that staff are trained with special needs/and all students. 4.2a,b,c #1 Nursing for all schools-how will the district provide nursing? #2 School need to know about the wellness centers? #3yes! Continue? Not all schools know or have heard of trauma informed schools! 4.3 #1 what is the referral process- the referral process has not been working what they provide - don't tell us to all 211!! #5Fabi to work with Youth in Transition comprehension plan as stated this is a must! 4.8 safe school - cross walk, more serious focusing on human trafficking! 4.5 More support staff ILIRT all levels	**Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools.**
	1. (customized cluster strategies) It seems that some strategies are specific to certain schools in the district. Many other schools are not mentioned. What about San Diego High School cluster schools? Any strategies specific to our cluster? 2. There must be a point addressing attendance in our San Diego High cluster. Attendance is a major issue. We must get our parents to understand the importance of attendance. 3. In order to address the "Language Academy" issue with growth. Just open up another K-8 "language academy" school at another site and perhaps lesson Kinder enrollment at the current Language Academy for the upcoming year. 5. Discontinue the NEP. The principals in our group felt that meeting number 3 which took place last week at DePortola was not at all useful to our needs. All we did was talk. There was no professional development. The first couple of meetings were very good but the last one was not. We were continuously told to talk and talk to our team and to other teams. We all estimated the number of substitute teachers that the district paid to have our teams attend. Please demand more from these consultants.
In conjunction with the mandate to reduce suspensions, significant resources should be directed to the TRAUMA	5.1 Action 4- emphasize the importance of utilizing home visits as a way to build community and the home/school connection, as well as supporting the relationship between the school and student/family 5.1 Action 1- should also include "Cluster" 5.1 Action 6- gap between teachers and counselors/administration in implementing restorative practices Seems like some disconnect between what occurs in elementary schools and what occurs in secondary

Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools.

schools; Need to ensure that the Quality Assurance Office is not only accessible and responsive, but also able to be an impartial liaison between the complainant and school site; required responses from QA can sometimes be overwhelming (e.g. Bullying policy) Continued emphasis on career building and especially in middle school to reinforce "trying on" new opportunities; connection between school learning and real-world application

5.1.1 Add GDAC (Gate) committee

5.1) We like the idea of an annual parent survey is administered to ensure that their voices are heard. Coaching cycles at the school site to engage families is a great idea and highly supportive. We wonder what building parent capacity at the site levels will look like and how this will be monitored. What about families who struggle with parenting issues and things other than academic issues, i. e. mental health issues. 5.3) we wonder if translation services will include services to students with special needs/ISPs as its not included in this section. We are happy to see the online choice process will be reviewed. 5.5) dual language/biliteracy schools need a lot of support in getting programs established. They also need ongoing training and materials. And what about support to clusters other than what's listed? Only language academy of the San Diego High Cluster is included. 5.6) We love the idea of having coffee with the chief and having the face team work closely with school police and conduct community walks.

5.1= will FACE be adequately staffed and funded to execute these? Will these be ranked for district priority? Will clusters be able to rank these based on their need--how will you differentiate? Example: LJCA might not need homework support from parenNts but would like parent support with aligning positive behavior expectations with home. Will you leverage parent, community, in high engagement areas to meet, offer QA, or model to schools that perhaps want ideas and strategies.

All our family and community relations and strategies are within the school or cluster through parents, teachers, and administrators because we have open and willingness parties collaborating to improve engagement. We have currently not reached out or needed support from FACE.

All schools need libraries open through the day to provide resources, e.g. computers, and a safe place for students during the school day. Health Offices should be staffed through the day, every day for the health and well being of students. Guidance assistants are needed in all schools to support the emotional health of our students. There is more training needed for staff and parents on health and social/emotional issues. FACE Team should make parents aware that the Quality Assurance Office exists. FACE reps should come to all SSC meetings at the beginning of the year to share how they can assist.

Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools.

Continue to support neighborhood schools including use of facilities to support special programs such as makerspaces and art rooms. Handing these facilities over to charter schools is counter-productive and undermines the work our neighborhood schools are doing. Parents demand these programs!! Support for our school police to increase visibility at schools.

Enrollment options - monitoring of the Choice Office, data collection needed to understand why students are leaving neighborhood schools Community relations - School sites need to know about grant opportunities that are available in community, more awareness of grants and funding available from nonprofits and other civic agencies, need for a clearinghouse to vet these programs and connect schools to appropriate programs, also need for awareness about programs to further college and career readiness such as programs that expose students to new career opportunities that have not existed before Community relations - existing partnerships with government can be expanded to other school site ex. District Attorney/Lincoln partnership Need for better marketing and promotions to make community and potential partnerships aware of our schools and what we offer, as well as what our needs our at school sites Need for endowment that seeks out grant and partnership opportunities for schools Need for management of grants once obtained to support school sites Sometimes partnerships and sponsors relationships end and we need a way to continue, maintain and grow these partnerships How are we growing the translation and interpretation offerings to ensure that services are available for the all of the various languages represented in our district?

Ensure health office is staffed 5 days a week with a trained health professional. When do sites find out about led issue? Ensure fully functional air conditioning for all sites.

Friday night lights cluster event / football game Transportation provided to families in other neighborhoods. Perhaps utilize transportation hubs Not just just football players Unity game event (future Pointers) expanded for more cluster events Streamlined and updated website Clear communication cluster wide Local leadership groups are active participants with the cluster

Get more involved with community activities

Give the FACE team more support to do the job they were created to do.

have more opportunities for mparents to become involved.

Have open house in the evenings, not the work day. Same for sex ed meeting. Parents are not respected at this school as an integral part of the educational process. They are pushed away and held at arms length.

I do not understand this question.

Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools.

I'm not aware of the notion of Highly Regarded Neighborhood Schools.

It works.

Need to enfranchise parents that do not normally participate in schools. Focus on student success, side by side learning, bring you parent to school day. Community based websites and partnerships to promote neighborhood schools. Look for partners to offer incentives to parents who participate.

No support for maintaining websites for clear parent communication

Parent and school, with their own roles, share the responsibilities of children's education. Missing any part is a failure.

Parent engagement plans per school is a great suggestion. How will FACE liason with PTA and Foundation? Is FACE going to pick up the slack/gap between the need for counseling and support lacking due to budget cuts? IDEA: Video resources that can be shared between schools and online access for families. True effective ELAC formation and empowerment for parents????? Cluster wide ELAC (Role for the FACE resource teacher)

Parent engagement seems to mean continually asking parents to be more engaged through events that occur during the school/work day. This is out of synch with the reality that today most households are two income and have to drop-off and pick up children (due to lack of adequate bus program), and only have access to out of district / expensive after school programs.

Parents and students who are deaf and use ASL as their mode of communication must have access/be considered when district information is shared with families. What does phasing out optional attendance areas to align the cluster mean??

Please make the school websites easier to use and update. Also, when the students see that there is close communication between their teacher and their parents they are more likely to be more accountable for their work. Therefore supporting opportunities for families to become more involved through volunteering, providing their skills and resources through clubs, committees, etc. would benefit schools.

There are some schools within Scripps where the school and community actively engage with one another in positive ways. There are others ([redacted] come to mind) where the mindset of the leadership is adversarial with the community. This hurts the students and the community. Poor leaders should be removed.

We are pleased to see social/emotional learning as a key component in goal 5. These SEL skills are the foundation of a positive school culture. We are also pleased to see some focus on home visits, as these can be an effective way of connecting the home and school.   PowerSchool: we need

Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools.

to make it easily accessible to parents.   How can individual schools best access and utilize the FACE services? (i.e. There are a lot of FACE resources available but many schools are not accessing them).

We still have questions regarding how the parent training piece will be conducted. Who will do the training (FACE or our staff) and when that will occur. We would like to find ways to reach our out-of -neighborhood parents.   We would like further clarification on item 5.4.2 the continuation of phasing out "some optional attendance areas to improve cluster alignment."

What are we going to do with the Healthy kids survey and the survey results? Concern regarding whether information provided to quality assurance office not getting back to the caller.

Working with FACE and ELST to engage our stakeholders; utilizing surveys to support workshops we will begin with families in the fall. Supportive community - we just need to get them more engaged with their child's education. Working with partners to support "outside the box" opportunities for our students.

-Concern reading additional support for students in math in primary grades. -Parents are happy with parent workshops that provide strategies to work with their child specific content areas (math, ELA, etc.) -Concern with parent involvement   -parent not representing at meeting, currently receive: flyers, e-mails, calls, meetings posted but sill have minimal turnout.   - Instill in our children college & career readiness - Inform parents about various programs available for s's- expectations

-The message of the vision needs to come from the district -Hoover cluster needs translation support in multiple languages -how will parents be involved in developing action plan based on recent surveys? -It's not shared decision making -set priorities at cluster level FACE will do these 1-2 things. Keep it simple -expand TK opportunities expand age range -Hoover needs a stronger STEAN program. Add additional sites like 5.5 #2 -What are the expenditures associated with this goal? -Add demographics (cultural & Linguistic)to metrics -how will actions and services be implemented? -Add ELAC to Metrics -needs to be more reader friendly -no information is being given to schools : New dept.'s (like FCAE)

5.1 Action 4 How and when will FACE resource teachers collaborate with schools?

5.1.PSRO SIFE Report Recommendation #10: Contract with local grassroots community organizations to develop a student/parent support network that has the capacity to provide students with Popular Educators from their community (e.g., college-aged youth) who speak their home language, can connect with the student's family, and check with the student regularly about his/her academic

Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools.

progress and well-being. Work in partnership with local Ethically-Based Community Organizations that serve the various linguistic and cultural communities organizations to help parents with case management and cultural adjustments. Formalize these relationships and provide funding for requests for translation and cultural support in schools.   In particular, these organizations would provide Popular Educators who, after receiving extensive training, would: • Work as teacher's aides to support ways to integrate a student's language and culture into instruction. • Support students in learning English and the academic content by providing guidance, tutoring and other support as needed.   • Support students' social emotional needs by working with the family to assist them in dealing with the four core stressors defined in the Newcomers Toolkit, i.e., trauma, acculturation, resettlement, and isolation. Because these Popular Educators are members of the community who have a shared experience with the students, they will be able to provide guidance and support that is rooted in both experience and training.   • Work with the parents to assist them in becoming engaged in their child's education by providing training on how the educational system works, introducing them to High Impact Home Strategies to support their child's education, and providing translation and interpretation as needed.   - 5.1.4.Community Dialogue Recommendation #2: Increased parent engagement.   The district is to develop a more focused and intentional outreach strategies to the different linguistic and cultural communities using members of those communities to design and implement the outreach. In particular, FACE will work with the PSRO-Crawford to jointly develop an outreach plan by the end of 2017 -5.1.4.Community Dialogue Recommendation #2: Increased parent engagement.   The district is to develop a more focused and intentional outreach strategies to the different linguistic and cultural communities using members of those communities to design and implement the outreach. In particular, FACE will work with the PSRO-Crawford to jointly develop an outreach plan by the end of 2017 - 5.1.4.PSRO SIFE Recommendation #2: Adopt a uniform, district-wide process for assessing Newcomers that includes clear criteria for identifying students who have had no or interrupted formal education (SIFE) prior to arriving in the United States. Language to be added: 1. All interviews are done with a parent or guardian and that it be conducted in the student's home language by someone who shares the language and culture.   2. If a student is unable to produce official school records, the district is to question the student further to assess their level of previous education   3. Multiple measures be used to assess the students' oral and written skill levels in their first language: -PSRO SIFE Recommendation #4: Adopt a process for welcoming and supporting Newcomers. • Have

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a clear guiding vision (articulated in a Vision Statement) that is co-created with the district staff, parents and students   • Co-develop the design of the International Centers with administrators, teachers, parents and students. These Welcoming Centers would: o Provide orientation and ongoing education for all newcomer families in their own language outlining district policies, school culture, rights and expectations of parents, and options for their child's education.   o Give parents of Newcomers options of different ways to participate in their child's education, including influence over school policies. o Incorporate parents' home language by providing interpretation and translation.   o Provide formal Points of Contact for families with people from their home culture who can help guide them through the educational system.

I am reaching out to thank you for your ongoing support this year. As a school that takes a lot of Choice students, my staff is greatly appreciative of the way you run your office [*Neighborhood Schools and Enrollment Options*] and communicate with us in a prompt manner. I would also like to comment that the change in the Choice application window to earlier in the year has been of great benefit to my site. We were able to enroll families, answer questions, and provide additional tours in a timely manner rather than scrambling at the end of the year. I know that was not an easy transition for your office to make and wanted to make sure you knew that it was positive for our campus and our incoming families. I wish you a lovely summer!

Goal 6: Well-orchestrated Districtwide Support Services and Communications.

, no support for IT support for basic services / training/ maintenance,

6.1.c - more efficient services in HR. To long and frustrating. Better transfer rules.   6.2 Communication is seen as effective, especially at a school level. It would be great if we strengthen school wide communication. Would be great to get relevant district communication. Right now seems to be a balance. One stakeholder suggested that we look at distribution lists so parents only get things once. Also only one mailing per family not per student. Digital versus paper is more efficient but perhaps some app that would be efficient.   6.2. 3 please do not overall again. Too expensive. Current systems are not hard to use and more money. Uniformity among schools in clusters would be helpful. Same tabs on websites per cluster

6.1) what's listed are the essential functions of a district and need to be continued to ensure that sites can operate. Obviously the service delivery model might look different, the services nonetheless are essential functions.   Need more of the following: . Supports for compliance and assessment administration for ELs at schools with high

Goal 6: Well-orchestrated Districtwide Support Services and Communications.
numbers. . supports with PPO department. . Support with IT.   6.2) who will support the sites with websites if the district webmaster position is being eliminated?
Consistency and continuity with services is important to our work at the sites. It's helpful to know that when we have a question regarding any type of situation, we can reach out and get an answer.
Ensure sites are trained on Messenger. Some principals send texts, some use emails, some phone calls. Prefer our principals use all 3 to reach as many parents as possible.
Except from some mails received time to time I don't see to much of orchestration. At the same time I was never in the situation to need to access to the Support Services.
Good communication with parents. Happy about that.
Highlight school's activities and promote them through communities papers
In order for this to be successful, a steering committee made up of both parents and faculty is needed.
letters sent home is still beneficial
More school hours, either longer day with later dismiss time or more school days per year, should be implemented to give children more time to immense in the academic environment, which is beneficial to their growth.
My kids have been a part of the school district for 9 years. I have never seen anything well-orchestrated from the district, other than propaganda about budgetary issues and a refusal to deal with leadership and poor teaching issues at local schools.
Need for district strategic communication plan that can be measured. This would be fully inclusive to schools, programs and district agencies.
Provide more support to schools in obtaining media exposure. Facilitate use of school websites. Per military liaison, parents want to see updated current information;however schools find the web pages very difficult to navigate.
Some parents do not use Internet or have access to Internet or choose not to use the Internet. We need to honor their position.
The forums for communications to parents is consistent and align with goals.theere seems to be the need for improvement for 6.1 goal basic services and infrastructure. How to use applications or services that the district provides district wide not just schools. It is not accessible for all crating frustration for families who are not tech savvy.   As a parent who has children at multiple schools, the consistency with district policy is an issue. For example, parent portal information is now available for elementary and it was not shared to staff or parents.
There needs to be more support for brand new principals regarding the operational side of running a school and physical facility: payroll, budget, STULLS, HR, Orbit, Peoplesoft etc... Increased communication from the

Goal 6: Well-orchestrated Districtwide Support Services and Communications.
District and/or Clusters to parents on a timely manner versus same day emails to sites to turn it around to parents. Ensure parents are able to get in contact with District staff for questions and support. More transparency prior to decisions being made for students, schools, and parents.
- Less redundancy of similar supports   - Communication and engagement between departments to avoid redundancy - Support for school sites re: websites and other web based information sources ex: Facebook/Social Media - Parent version of information systems (Parent Portal) translated to various languages
6.1 The district will continue to provide infrastructure for basic services to ensure effective system-wide support for ALL schools and ALL personnel a. maintain secure and separate accounts to avoid underfunding which becomes and equity issue b. could this be one department? c. why are there different levels of services for some schools and principals? Nepotism? d. please make this a priority across all schools   e. where can schools get operation support? 6.2   1. System must be timely and principals cannot be last to know   2. School websites more uniformed

Additional comments
A lexical for some terms or notion would have been a great addition to answer better to some questions.
I strongly believe the recent vote of school district's board to approve the Islamophobia plan is a wrong decision. Adding lessons on Islam in social studies classes and adding Muslim "safe spaces" to campuses is clearly a discrimination against all non-Islamic students. I urge the board member to reconsider and retract their decision to work with CAIR, who has been declared a terrorist organization by some country and named by federal prosecutors as an unindicted co-conspirator in a Hamas terror-funding operation. After all, a school is a school, not a Mosque or a church.
In my opinion, the limited district resources are being utilized inefficiently. We need to insure we continue to invest in those students with high aptitude and strong work ethic and provide them the opportunities consistent with their level of effort.
Many of these challenges would be effectively addressed by eliminating the Post and Bid process used to give senior teachers the ability to move away from challenging schools with impunity. More and more we see families choose choosing charter because they don't have an option to get to a CHOICE school. They are not willing to wait for the neighborhood schools to become quality schools.   MILITARY KIDS SHOULD BE A SUBGROUP!
Please create additional evening events to educate parents on the work taking place to accomplish the goals in the document. Make sure to address funding concerns during these meetings.
Thank you for asking for our feedback.

Additional comments

Thanks for all the innovative work being done in the district despite traumatic budget cuts. Let's get some bonds on the ballet.

The people looking at this LCAP have no understanding of what this is.   MAKE SURE EVERY STATEMENT CAN BE BACKED UP WITH DATA.   - targeted individuals - money spent - scores aligned with spending

There might be too many bullets, initiatives under each section. It's better to focus a few instead of up to 6 areas under each section!

The district should NOT allow school sites to deny any students right to access quality education by removing students from classrooms and misusing them to translate for them when parents come to the school. This is disrespectful to the parents and also violating the students civil rights to education. When the student go back to the classroom after translating for the school, they already have missed a lot of time and the teacher will not repeat what the student have lost.

How are we making progress? The wording doesn't seem to be active.

Needs specification toward School Counseling programs. Concrete intervention programs and counseling guidance lessons should be stated in the LCAP. An addition would be to include the ACSA National Model for school counseling programs.   Character education and social/emotional development needs to be more concretely stated when related to school counseling. (i.e. Second Step Program (Elementary School))