

**SAN DIEGO UNIFIED SCHOOL DISTRICT
3-19-16 LCAP PLANNING TEAM
Feedback on Excellence through Equity (LCAP Goals 1-6)**

DESIGN THINKING EXERCISE

Challenge Question: *How might we create the conditions necessary to overcome barriers in and out of the classroom to achieve equity of opportunity and success?*

EMPATHY CHART:

<p>Say:</p> <ul style="list-style-type: none"> • Lack of communication for ASL • Communities in silos • Parents not aware of the processes in place through the district (e.g., hiring of administrators) 	<p>Do:</p> <ul style="list-style-type: none"> • Measuring a year's worth of growth for all students • Need more services and programs at schools
<p>Hear/See:</p> <ul style="list-style-type: none"> • Lack of transparency • Schools in silos • Teachers disengaged • Lack of support for teachers in classrooms • Principals need more support • Does principal leadership mirror community needs? • Lack of push from faculty/administrators to push students more toward diploma achievement 	<p>Think:</p> <ul style="list-style-type: none"> • SpEd needs aren't being met • Partnership between school leader and community

EMPATHY CHART:

<p>Say:</p> <ul style="list-style-type: none"> • Advanced program in place • IEP/504 programs in place with resources • How schools are run based on principal, not community • How do parents hold school accountable to follow their child's IEP document? • Barrier: SpEd students receiving diplomas – if kids have capability, why not? • School success dependent on the leader • School leaders are overwhelmed 	<p>Do:</p> <ul style="list-style-type: none"> • Communication • Better to address problems at beginning rather than end • Principals need both support and the time and intention to welcome diverse opinions about school priorities/changes • More engaging teachers around equity • Support for school site leadership • Increase resources and access to seminar/GATE programs • More support for staff • More direction for SpEd toward diploma bound students • More restoration of services – music, etc. • Increase parent engagement at schools/district-level • Get students with IEPs diploma bound • We should communicate high expectations to all children
<p>Hear/See:</p> <ul style="list-style-type: none"> • SpEd diploma ready • Services for HS re: learning abilities • Don't forget about high performing students • Definition of equity • More counseling in high school • Greater communication to parents re: opportunities • Lack of support for teachers/teacher burnout • Parents want a year's worth of growth 	<p>Think:</p> <ul style="list-style-type: none"> • No engagement from other side/parents want involvement • Mental health services in all sites • Follow through is hard work • Need more teachers caring and engaged • True transparency • Parents are committed to work at school, school not interested

<ul style="list-style-type: none"> Decertification of IEP students review 	<ul style="list-style-type: none"> Some parents very engaged, some parents not so much Strong leadership philosophy
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EMPATHY CHART:

<p>Say:</p> <ul style="list-style-type: none"> All parents want their child/children to succeed Budget We see huge disparities in the level of teacher engagement GATE parents frustrated – lack of teacher engagement, differentiation Lack of engagement by teachers Engaged teachers Teacher engagement Budget improvement 	<p>Do:</p> <ul style="list-style-type: none"> Supports for students: mental health, high performing, GATE, VAPA SpEd – providing services where needed Increased supports for IEP students – diplomas Need for coordination of supports Lack of supports by teachers and principals Volition/agency engagement support at middle school SpEd shouldn't translate to no diploma; what does data say about kids exiting SpEd services? Supports for administrators and teachers – they are overwhelmed or they are reactive, not proactive More services for students – SpEd, mental health, GATE Challenging and supporting students for ELs and NACs – these are different groups of students Need supports for teachers of SpEd students Equity for all students – emotional well being More opportunities for SpEd students to be diploma bound We don't have supports for students' emotional well being Mental health supports for general education Equity needs in mental health supports
<p>Hear/See:</p> <ul style="list-style-type: none"> Principal's philosophies vs community Communication with parents – what's available beyond using the website Communication continues to be a challenge Need for enhanced communication Trend of SpEd needs/concerns 	<p>Think:</p> <ul style="list-style-type: none"> Principal and community should have similar philosophy Philosophy of site leader not aligned with parents/community Match in philosophy – principal and community Principals seem overwhelmed and in reactionary mode Challenges for GATE students GATE/Seminar students' needs are not recognized or addressed Identify students' strengths and provide opportunities for success Success breeds success; engagement breeds success Lack of equity at all levels in supporting students and families Lack of will to bond/strengthen community/schools Lack of support/teacher aides in the classroom Teachers are mostly overwhelmed in the classrooms, thus reactionary vs being proactive How can we leverage strengths at site, in cluster, across district to share models/minds that work

	<ul style="list-style-type: none"> • Equity for ALL students in ALL classes in ALL schools across district • More support for teachers – engagement, proactive supports • Externally imposing potential is limiting to some students • Is 1 year of growth enough for all students? How do you measure for all?
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EMPATHY CHART:

<p>Say:</p> <ul style="list-style-type: none"> • Not walking the talk re: transparency • Need goal to get diploma bound – teachers lack pushing kids, lack of engagement – if they don't care why should I care • Transparent – hate that word • Kids say they are bored - how to give them authentic learning experiences 	<p>Do:</p> <ul style="list-style-type: none"> • Support for teachers: IEP's, differentiation, challenge a variety of learners • Services – kids get lost in the shuffle – should go across all other student groups • Silos • Differentiation • How do we support site leaders/teachers to be more strategic vs reactionary? • The challenge of ability/diversity in the classroom • More feedback more available from meetings • Transparent is being said, not done • Principals overwhelmed – no time or space for visioning • How schools are run are dependent on the site leader's philosophy, vision • Support for principal – overwhelmed, very reactive, need to be proactive • Silos: GATE/Seminar not being recognized as cross-cutting • Accountability of ineffective teachers • Lack of engagement by teachers • Lack of seminar in some areas of the district • Leaders need to engage parents and lead based on community's needs/characteristics • Principal/listen to community instead of preconceived ideas • Silos: need to look at the whole child (problem with labels)
<p>Hear/See:</p> <ul style="list-style-type: none"> • Communication still needs work • Students' IEP needs are not being addressed/met • SpEd and GATE are not included in equity • More VAPA/GATE seminar programs • Lack of support for struggling students; lack of challenge for high achievers • Lack of consistency with communication and admin styles • Have more communication • Equity for mental health/ability level • Frustration about not being heard, not feeling wanted/valued (especially at school site level) • More engagement staff/parents • Passion for kids, for learning, for community 	<p>Think:</p> <ul style="list-style-type: none"> • GATE/seminar kids run across other groups – EL, SpEd, minority • Special needs kids are not being treated as individuals • Hope for working together, for action

<ul style="list-style-type: none"> • Increased special needs support • Lack of social/emotional support, mental health 	
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Table Share-Outs:

(Stars indicate “votes” made by green dots)

TABLE 1

How we will create the conditions necessary to overcome barriers in the classroom to focus on student strengths: ★★

1. Smaller classes or more class support ★★ ★★
2. More pull-in/push-out for all student achievement levels ★★
3. Effective communication to the community ★★
4. Can we implement universal design – serve all students in a single classroom? ★★
5. True partnerships – administrators, teachers, staff, parents ★★ ★★ ★★
6. More focus on Common Core to best support speaking and listening skills in English ★
7. Community support on how to get your preschooler ready for school/English instruction ★

TABLE 2

...Equity for ALL students?

Budget/funding: Intentional allocations to address needs at the individual site, based on the culture and environment
★★★ ★★ ★★ ★★ ★★ ★★ ★★

Nursing services

Enrichment

Resources

Support for principals

Inability to move/transfer teachers

Community plan ★★

Training

Grant funding, grant writers (equitable) ★

Negative perceptions for PI schools

Positive communication ★

Realistic expectations for all – administrators, students, staff; long term impact ★★

Teacher quality (modeling)

Resource teachers

Post-Its:

Cultural equity in services

Budget/allocations

GATE/Seminar needs not being met

SpEd needs not being met

Match principal communication methods with population/community

Principals need to shed preconceived notions of community needs for schools

The challenge is “no size fits all”

Equity seminar programs

GATE model – all schools

SpEd services need to be more available

More services need to be returned to schools

Need more people at school sites to run schools effectively

Equity across all schools in mental health and high performance areas

Mental health services for more students; lots of need with GATE students

More mental health for students (SpEd, GATE, etc.)

The “average” student representation – parents need to be included

Teacher quality and PD for differentiated and engaging curriculum

Principals/leaders overwhelmed

More staff for overwhelmed leaders, school

Lack of advancement for SpEd students

TABLE 3**ESSENTIAL QUESTIONS:**

How do we ensure each/every child is making a year's worth of growth as reflected in: parental communication/active dialogue?

★ ★ ★ ★ ★ ★ ★ ★

How are we providing differentiation to meet students point of need to take him/her to the next level? ★

Possible Solution: Technology as a tool to meet students' needs ★

How are we measuring trends by student?

Post-Its:

Measure/meet initially with student and develop goals for the student

Develop a district "Office of Engagement"

Work more with principals/train them on what expectations are

Provide independent projects – meeting the student's level and covering topics

Teacher training in differentiation (professional development)

"Is this best for the student?"

"What does the student need?"

Use class dojo or other tech tools to communicate with families

Make available teacher-made lesson plans online which reflect best practices

Engage community to help in classroom with struggling students (retired teachers, other people)

Parent communication/parent conferences 3x per year (starting, mid-point status, year-end)

PowerSchool and other tools accurate and updated weekly so parents see trends

Online learning for working parents (example – Common Core, math night, ppt w voiceover)

Reading – running records in elementary/secondary levels to know students' strengths and next steps in targeted instruction

Train parents on committees on how to outreach to their constituency ★

Parent communication: tools to make it easier to engage, short videos on SSC, education terms

Parent/school community: create activities that bring people together for informal conversations ★

Use technology and structures to have meaningful partnerships between teachers and parents ★

Training for parents on the tools to monitor their children ★

Give parents info prior to conference so conference is more meaningful

Parents have tools they can use to ask questions at a conference

Bank of questions – GATE DAC has a sample (EL, SpEd)

Each subject area to have support on how to make flexible groupings on topics

Online learning (supported by the district) which allows children to advance in their areas of interest

PowerSchool could provide parents DRA data/info so reading level/book/text choice is consistent at home

Need actionable metric to highlight areas of improvement (plan)

TABLE 4

How might we create the conditions to overcome barriers in and out of the classroom and achieve equity of opportunity and success?

Create conditions to support the full potential of all students: ★

- Counselor supports ★ ★ ★
- Nurse ★
- Community wellness ★

Training for all stakeholders- paras, teachers, staff

Identify student strengths – mindful of culture and language ★ ★ ★ ★

- EOS at the HS-MS-Elem

Identify teacher strengths – then they support students from their interests; match learning style – specialty areas – teacher to student ★ ★

PBIS – at all elementary school sites and beyond ★

Align philosophies of principal/families/community ★ ★ ★

Know ourselves – our learners – create an inclusive environment – cultural understanding ★ ★

<p>Benefits:</p> <ul style="list-style-type: none"> Protection Training – PD ★★ Empower teacher strengths ★ Site driven by student/community needs Equal Opportunity Schools ★ Knowing our learning ★ Cultural proficiency 	<p>Drawbacks:</p> <ul style="list-style-type: none"> Contractual pieces Time out of classroom Teacher shopping/equity issue District-driven Match with teacher strengths Process – beginning to implementation
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