Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Financial Input Process and Guiding Principles:
The San Diego Unified School District's 2018-19 financial input process included Local Control and Accountability (LCAP) and budget surveys, School Site Council (SSC) / Site Governance Team (SGT) LCAP input, principal forums, cluster meetings, focus groups, and public board meetings. This financial input process was developed in response to a suggestion from the San Diego Education Association (SDEA) during the preparation of the 2017-18 LCAP that input would be more effective if gathered at the site level, in addition to the district level. During the 2017-18 school year, the district then implemented a multi-tiered approach of gathering and honoring feedback in planning for the 2018-19 budget and LCAP from a broad representation of district stakeholders, including parents, students, staff, community representatives and site leaders. These approaches included cluster meetings across the district, outreach to parent and community partners for specific budget feedback, and specific targeted input sessions between various groups and the Chief of Staff and Chief Business Officer in October and November 2017.

In March 2018, the Board of Education adopted a set of Guiding Principles: Financial Planning for Student Success. These Guiding Principles were first presented to the Board in September 2017, at which time the Board requested that the Superintendent and district staff gather additional feedback from stakeholders including labor partners, parent groups, board members, district committee representatives, and other individuals and groups. Based on feedback gathered from the Audit and Finance Committee, the San Diego Council PTA leadership, bargaining unit leadership, the Special Education Community Advisory Committee, the District Advisory Committee, the GATE District Advisory Committee, the District English Learner Advisory Committee, parents and students during the six months between first reading and adoption, the Guiding Principles were revised to include additional emphasis on entrepreneurial approaches to increasing district revenues. The district’s adopted Guiding Principles are:

1. Ensure each financial decision is rooted in district supports, structures, and capacity development that accomplish Vision 2020, the Local Control and Accountability Plan (LCAP), and future plans to improve outcomes for students.

2. Develop, maintain and communicate long-term strategies that ensure strong fiscal health for the district.
3. Use a disciplined approach to make financial decisions and hold ourselves accountable for each transaction as it relates to student outcomes and sound economic strategies aligned with Vision 2020 (i.e., decisions made with consideration to projected revenue and long-term obligations).

4. Regularly and openly have conversations with the public about fiscal projections, activities, accomplishments and engage key groups and stakeholders in an input process (i.e., Board meetings, LCAP input process, yearly school site budgeting process, yearly review of the organization, etc.).

5. Utilize creative and entrepreneurial approaches to seek funds through legislative advocacy at the local, state, and federal levels along with grants, partnerships and/or other funding mechanisms to support each and every student.

ENGAGEMENT STRATEGIES

Surveys:

Local Control and Accountability Plan (LCAP) and budget input opportunities were available to stakeholders in October and November 2017. Site Governance Team (SGT) or School Site Councils (SSC) were asked to review the 2017-18 LCAP and respond as a group to Actions and Services they would like to see enhanced, Actions and Services they believe are the least valuable, and Actions and Services they would like to see added. Each of these recommendations was to be rooted in accomplishing the site’s and district’s goals and vision through an equity lens. LCAP surveys were completed by 43% of elementary schools, 22% of K-8 schools, 68% of middle schools, 52% of high schools, and 25% of atypical schools.

The budget survey resulted in 11,257 responses (64% parents/guardians, 1% students, 2% community members, 17% teachers, 2% administrators, 10% classified staff, and 4% others); and included responses from all 16 clusters. The surveys were provided in multiple languages and translation/interpretation services were provided as needed. Respondents were asked to indicate which LCAP budgeted Actions and Services they felt comfortable with eliminating or reducing in 2018-19, and which Actions and Services they felt were most valuable and should be continued.

The results of both surveys indicated that stakeholders wanted to preserve arts and music (89%), libraries (81%), police (77%) and custodial (74%) services, and avoid budget reductions to school sites. Less importance was placed on preserving current centrally provided parent and community engagement services (41%), centrally provided professional development levels (45%), central office centrally funded resource positions (56%), and non-mandated transportation services (48%).

Principal Forums:

Four principal forums addressing the 2018-19 general fund deficit were held on October 20, October 30, and November 1, 2017. Participants were asked to respond to four critical questions, which would in turn inform budget and LCAP decisions:

1. How do we gather input and feedback regarding the budget (and LCAP) to ensure our decisions are anchored to the priorities set by the community along with the Board of Education and State priorities?
2. Knowing that there are always fluctuations and transitions in staffing and given the contractual and legal constraints, how can we improve our staffing processes to better support principals?

3. How do I anticipate preparing my staff and community to make budget (and LCAP) decisions that are data-driven, focused on our current reality, and responsive and aligned to our community needs? What can the district do to support you?

4. How do we develop student-centered master schedules that prioritize the core and align with cluster pathways?

Cluster and Advisory Meetings:

The district’s Finance Team provided information on the budget and LCAP process to all 16 clusters in October and November 2017. Dates of the meetings were: 10-9-17 San Diego; 10-12-17 Clairemont and Kearny; 10-16-17 University City; 10-18-17 Scripps Ranch; 10-19 Henry and La Jolla; 11-2-17 Mission Bay; 11-6-17 Serra, Hoover and Pt Loma; 11-8-17 Morse; 11-13-17 Lincoln and Madison; 11-16-17 Crawford; and 11-30-17 Mira Mesa. The presentation included the budget timeline, the projected 2018-19 shortfall, factors that may result in changing financial projections (e.g., state funding, enrollment, etc.), how to access the budget survey to help the district identify solutions and priorities, and how to participate in the LCAP survey through SSCs and SGTs. The LCAP infographic was reviewed and explained and time was allotted for questions and answers.

The District English Learner Advisory Committee (DELAC) reviewed the 2017-18 LCAP and current implementation at its December 14, 2017 meeting and provided feedback on the following topics related to English Learners (EL): importance of supporting the emotional/mental well-being of EL students, continual improvement of EL yearly progress, reducing the number of Grade 6-12 students receiving Ds and Fs, improving reading levels and math scores, increasing EL student participation in advanced classes, ensuring that teachers are fully credentialed, increasing student attendance and reducing absenteeism, ensuring that EL students are prepared for the ELPAC, and continued improvement in the reclassification rate.

The early draft 2018-19 LCAP was made available for public review in mid-May. A survey instrument was provided for gathering input at cluster meetings. The early draft was also made available to all bargaining units, and advisory groups including the District Advisory Council on Compensatory Education (DAC) and the District English Learner Advisory Committee (DELAC).

Collaboration with San Diego County Office of Education:

Children and Youth in Transition staff networked with the San Diego County Office of Education’s (SDCOE) Foster Youth Services Coordinating Program and Homeless Education Services to identify ways to meaningfully engage homeless and foster youth and their families in district activities, including the LCAP process. The district collaborated with SDCOE and other districts on the development and distribution of standard, targeted messages to support student success. Neighborhood Schools and Enrollment Options (NSEO) staff regularly attend SDCOE trainings related to interdistrict enrollment, and correspond/collaborate with other districts countywide regarding best enrollment practices, and best practices for communicating with homeless and foster youth and their families.
Public Board Meetings:

Two budget informational reports were provided to the Board and the public on February 13, and February 27, 2018. The reports included budget updates, solutions, and impacts, a review of the budget development timeline including LCAP adoption, results of the budget survey and how those results may impact the 2018-19 budget, personnel and services to students. Funding priorities include Visual and Performing Arts (VAPA), libraries, police services, small class sizes, professional learning communities/professional development, K-3 literacy, elementary enrichment, and language immersion programs.

LCAP implementation reports were provided to the Board and public throughout the year, and are posted on the district’s LCAP webpage at [https://www.sandiegounified.org/lcap-board-presentations](https://www.sandiegounified.org/lcap-board-presentations). Public testimony opportunities were available to all stakeholders at each presentation. The presentations included:

- October 10, 2017: LCAP Goal 4, focusing on Student Advocacy and Voice and the Student Equity Coalition
- November 14, 2017: LCAP Goal 4, focusing on Restorative Practices and Trauma Informed Care
- February 27, 2018: LCAP Goal 2, focusing on Graduation and Advanced Studies
- March 13, 2018: LCAP Goal 4, focusing on Safe and Supportive Learning Environments
- April 3, 2018: LCAP Goal 1, focusing on Ethnic Studies
- April 24, 2018: LCAP Goal 1, focusing on Creation of a Transformative Vision for Lincoln High School
- May 15, 2018: LCAP Goal 1, focusing on Student-Centered Coaching Cycles
- June 26, 2018: LCAP Goals 1-5, focusing on Students with Disabilities

On June 7, 2018, a Board workshop was held from 9:00 a.m. to 4:00 p.m. to present the draft 2018-19 LCAP to Board members and the public. The workshop included staff presentations on LCAP Goals 1-5, and opportunities for public testimony on each goal.


Example of Engagement with a Community Partner:

On April 20, 2018, the district’s Instructional Cabinet received a report and presentation from community members on the Crawford-Hoover Community Dialogue on Education that was held in February 2018. Representatives from the Crawford and Hoover Clusters reviewed the LCAP
with stakeholders and developed recommendations for LCAP implementation and the development of the 2018-19 LCAP. Highlights of the recommendations include:

1. Create a working group that includes parent and school leadership within the Hoover and Crawford Clusters and other key areas to develop relationship expectations that optimize outcomes for students and families.
2. Place highly qualified and committed teachers and staff who are culturally proficient and experts in biliteracy in Crawford and Hoover community schools.
3. Increase consistency in school leadership, teachers, parent engagement efforts and programs in Crawford and Hoover community schools.
4. Develop a clear process for bringing the community into the district’s decision-making in a meaningful way throughout the process.
5. More intensive and targeted support for students in the Crawford and Hoover Clusters.
6. Closer tracking of student progress toward graduation and personal follow-up with parents/guardians.
7. Increase safety and security on all campuses, and review site safety plans.
8. Enhance translation and interpretation services to address the multiple languages of parents/guardians in the Crawford and Hoover Clusters.

LCAP Webpage:
The district maintains an LCAP webpage that is available to all stakeholders at https://www.sandiegounified.org/what-lcap. It includes the full 2017-18 LCAP document, the “User Friendly” 2017-18 LCAP in English, Spanish and Vietnamese, an LCAP infographic, and an e-mail address to which any stakeholder may submit feedback at any time (lcap@sandi.net). Previous LCAPs are also posted on the webpage for reference (2014-15, 2015-16, and 2016-17).

Impact on LCAP and Annual Update
How did these consultations impact the LCAP for the upcoming year?

The San Diego Unified School District’s 2018-19 financial input process included Local Control and Accountability Plan (LCAP) and budget surveys, School Site Council (SSC) / Site Governance Team (SGT) LCAP input, principal forums, cluster meetings, focus groups, and public board meetings. This financial input process was developed in response to a suggestion from the San Diego Education Association (SDEA) during the preparation of the 2017-18 LCAP that input would be more effective if gathered at the site level, in addition to the district level. During the 2017-18 school year, the district then implemented a multi-tiered approach of gathering and honoring feedback in planning for the 2018-19 budget and LCAP from a broad representation of district stakeholders, including parents, students, staff, community representatives and site leaders. These approaches included cluster meetings across the district, outreach to parent and community partners for specific budget feedback, and specific targeted input sessions between various groups and the Chief of Staff and Chief Business Officer in October and November 2017.
The results of both surveys indicated that stakeholders wanted to preserve arts and music (89%), libraries (81%), police (77%) and custodial (74%) services, and avoid budget reductions to school sites. Less importance was placed on preserving current centrally provided parent and community engagement services (41%), centrally provided professional development levels (45%), central office centrally funded resource positions (56%), and non-mandated transportation services (48%). These stakeholder preferences are evident in the key themes of the 2018-19 LCAP: Academics and Agency (A²); High Reliability Schools; Site Strategic Plans; Student-Centered Coaching Cycles; Science, Technology, Engineering, Arts and Math (STEAM); Guaranteed Viable Curriculum; Visual and Performing Arts (VAPA); Professional Growth System for Teachers; Social and Emotional Learning; Positive School Culture; Youth Advocacy and Empowerment; Community Partnerships; Family Engagement; High Impact Home Strategies (HIHS); Parent Teacher Home Visits and English Learner (EL) Engagement.

The example of engagement with the district’s Crawford and Hoover Cluster parents as described above resulted in the incorporation or continuation of many of their suggestions into the 2018-19 LCAP. In response to Recommendation 1, the district is committed to creating working groups that include parent and school leadership to optimize outcomes for students and families, and look to the amazing work of the Hoover and Crawford Clusters as examples for replication. One of the goals is the alignment of the site-based budgeting process from the school level via Single Plans for Student Achievement (SPSA) to the district level LCAP. In 2017-18, School Site Councils (SSC) and Site Governance Teams (SGT) were included in site level budget development, and the responses from site level survey data informed the development of the 2018-19 LCAP. The district intends to continue this model in the 2018-19 school year and beyond (LCAP 5.1.b.1). What the district does together with parents and community creates a stronger community and provides a baseline for performance and collective culture building. The district encourages schools to view their work from a self-empowerment lens that leads to greater community involvement and becomes a platform for staff development. The district will continue to work with the National Conflict Resolution Center and will be developing a community relationship campaign for Restorative Justice Practices. The district will continue to look to the Hoover and Crawford Clusters for input and feedback in the development of community awareness (LCAP 5.1.a.6.). International Centers will be utilized to reach families of students newly arrived to the United States to ensure inclusion in the community development process (LCAP 1.8.a.8.).

In response to Recommendation 2, quality teaching remains a high priority. The district strives for quality substitute/visiting teachers and consistency of instruction when teachers are not in their classrooms. Area Superintendents and Human Resource Services staff are working in partnership with the San Diego Education Association (SDEA) to improve and maintain the quality of all of our teachers, from the most experienced to novice teachers and visiting teachers (LCAP 3.4.5.). The work with SDEA has included identification of high priority schools that will have flexibility in hiring teachers who are the best fit for their students’ needs based on metrics from the California dashboard (LCAP 1.10.a.1.). The district is strengthening its partnerships with local universities to recruit diverse teachers that reflect the student population and to ensure that they are provided with the supports needed to be successful (LCAP 3.2.2.).

In response to Recommendation 3, unfortunately, the district has faced a series of structural budget deficits that have forced some very difficult staffing decisions. Stakeholders have made it very clear that any cuts to services should be made as far from the classroom as possible. This has led to central office departments taking the brunt of personnel cuts. While the district believes that all central office departments are offering valuable services that impact student learning, the district has had to combine services to improve efficiencies in delivery of these services. The district is dedicated to continuing the outstanding work that was started in 2017-18 by the Family and Community Engagement Department. The
team will be smaller, but the services will be prioritized in each community to meet the unique needs of students and families. The Family Engagement team will be working with site leaders to build capacity within each school to carry on the work (LCAP Goal 5).

In response to Recommendation 4, the district continues to rely on schools to be the first line of communication with students and families. The district is committed to strengthening communication between schools and communities with follow-up by Area Superintendents and central office department leaders that can lead not only to finding solutions at the site level, but to best practices districtwide (LCAP 5.6.1., 5.6.3.).

In response to Recommendation 5, the district has committed to prioritizing the five highest need clusters (Crawford, Hoover, Lincoln, Morse and San Diego). Title I funds are also extremely important to serving the needs of students in these communities. Parent participation is encouraged in SSCs and SGTs at the site level, and on the District Advisory Council (DAC) to ensure that the district is spending Title I funds for the benefit of the neediest students (LCAP 1.4.b.1., 5.1.b.1.).

In response to Recommendations 6 and 8, the district is committed to ensuring meaningful graduation (LCAP 2.1.1.) for all students and is working closely with principals and counselors to identify and work with struggling students at the earliest possible level of intervention to ensure improved student achievement (LCAP 4.1.a.9.). The district is working to improve communication with families to ensure they are aware of their student’s situation and needs. In 2018-19, Integrated Multi-Tiered Systems of Support (I-MTSS) will be expanded to include working with parents when schools determine that students are struggling. Each principal will develop a strategic plan of action with specific goals and action steps designed to ensure continuous improvement for every student. The district remains confident that this will strengthen the connection between our parents and our schools (LCAP 1.10.a.2., 3.4.1.). Translation services are provided to the greatest extent possible, but it is recognized that there are many parents who are not being engaged, and continues to be a focus for improvement (LCAP 1.8.a.6., 5.3.a., 5.3.b.).

In response to Recommendation 7, the actions and services described in LCAP Section 4.8. ensure that school safety and security continue to be a priority that is monitored by school staff with the support of School Police Services, including the annual update of School Safety Plans and Emergency Response Plans and inspection of Emergency Response Boxes, student supervision, and School Safety Committees. Support includes summer training for principals on safe school planning, along with tutorial videos for district staff available on the School Police Services website. The district is upgrading its emergency communication services to connect with all local emergency responders including San Diego Police. The district is participating in the “see something, say something” public service campaign in conjunction with all local law enforcement agencies to ensure schools remain safe places for students to learn. School Police Services will continue to provide a variety of ongoing trainings in response to requests from schools or communities for school staff, parents, and students such as Active Shooter/Options Based Response for K-12 staff, Crimestoppers, Gang and Drug Awareness (including the district’s K9 officer), “stranger-danger,” regional crime awareness at cluster meetings, traffic and teen driving safety, etc.