

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this 2016-17 LCAP/Annual Review and Analysis?

The LCAP serves as the district's annual work plan. District staff report regularly to the Board of Education and the public on the progress of LCAP implementation, and the Superintendent's annual evaluation is based on the achievement of progress toward the LCAP goals. From September to May at regular, public board meetings, the Superintendent and district staff provide reports that include the alignment of Vision 2020, the 12 Quality Indicators, and supporting LCAP actions and services. Following the Superintendent's Vision 2020/LCAP report, stakeholders, clusters and advisory groups have the opportunity to engage in dialogue on the report and provide input and feedback on current LCAP implementation. The complete LCAP document is continuously available on the district website at <https://www.sandiegounified.org/what-lcap>.

During the 2016-17 school year, 14 informational reports were presented to the Board of Education and the public on the implementation of the district's LCAP Goals, with a focus on specific actions and services. Feedback was heard during public testimony, and via the district's continuously available online survey at <https://www.surveymonkey.com/r/LCAP17> from which 197 usable comments were received. These reports contain the framework of information that is used to prepare the Annual Update.

- September 27, 2016: Introduction to 2016-17 Focus, Goals, and Initiatives / SBAC Results (Overall LCAP)
- September 27, 2016: Introduction to Family and Community Engagement (Goal 5)
- October 4, 2016: Visual and Performing Arts Plan, Instrument Purchase, 1:1 Device Access (LCAP Goal 2)
- October 25, 2016: Class of 2016 Graduation Stats, UC 'a-g' completion, CTE Pathways (LCAP Goal 1)
- November 8, 2016: Early Learning, Pre-K Literacy, Pre-School Opportunities for All (LCAP Goal 1)
- November 8, 2016: Integrated Support and Reconnection (LCAP Goals 1 and 4)
- December 13, 2016: Teacher Pipeline, Teacher Effectiveness, Leadership Development (LCAP Goal 3)
- January 24, 2017: World Language Master Plan (LCAP Goal 2)
- February 14, 2017: Update on Parent and Community Engagement, Neighborhood Enrollment, Choice Window (LCAP Goal 5)
- March 14, 2017: English Learners (Decrease LTEL, Increase Graduation, Career Readiness) (LCAP Goal 2)
- March 14, 2017: Positive School Environment: Anti-Bullying and Supports for LGBTQIA Students (LCAP Goal 4)
- April 4, 2017: Positive School Environment: Plan for Addressing Islamophobia (LCAP Goal 4)
- April 25, 2017: Positive School Environment: Peace, Tolerance and Respect for Multiple Perspectives (LCAP Goal 4)

- June 13, 2017: Students with Disabilities (LCAP Goal 1)

The LCAP Planning Team, including representatives from each of the 16 clusters, community members, parents, students, district advisory committees, and employee bargaining units (principals, administrators, teachers, classified staff), met three times during the 2016-17 school year to review LCAP implementation (January 28, 2017), the California dashboard (March 18, 2017) and preview the draft 2017-18 LCAP document (May 20, 2017).

To increase the number of responses (469) received from stakeholders in 2016-17 to 2017-18, additional stakeholder outreach on the LCAP will be coordinated through Family and Community Engagement (FACE) in conjunction with the area superintendents, instructional team, and central office in an effort to ensure that stakeholders throughout the district are aware of the LCAP and how the district is implementing the Goals, Actions, and Services.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The development of actions and services in the 2017-18 LCAP document are the result of the Instructional Team's continuous review and regular observation of programs and strategies at sites, interactions with administrators, teachers, parents, and students, as well as continuous review and monitoring of student achievement metrics. Formal written feedback via the online survey and informal conversations with administrators, teachers, parents and students is highly valued and is considered in the development and refinement of programs and services to best fit student needs going forward.

In response to stakeholder requests, San Diego Unified provides an early working draft of the upcoming year's LCAP for public review and feedback during the month of May. In May 2017, the district offered the opportunity for each of the 16 clusters to review the early draft document at their regular cluster meetings. An opportunity was also offered on May 20, 2017 for the LCAP Planning Team and any other stakeholders who could not attend their May cluster meetings, to preview the early draft and provide feedback via the online survey. The early draft document and online survey were provided on the district's LCAP webpage for public review and input throughout the month of May. Feedback on the early draft was then compiled and reviewed to ensure that the final draft LCAP is reflective of the district's goals, actions and services in response to student needs. Opportunities for stakeholders to review the early draft and provide feedback at Cluster meetings included: May 1 - Point Loma; May 4 - Mission Bay; May 8 - Lincoln, Madison, San Diego and Serra; May 10 - Morse; May 11 - Clairemont and Kearny; May 15 - Crawford, Hoover, and University City; May 17 - Scripps Ranch; May 18, La Jolla; May 20 - LCAP Planning Team and Henry; May 22 - Mira Mesa. A total of 168 usable responses were received during the May 2017 stakeholder review.

The early draft was provided to the District Advisory Council (DAC) on Compensatory Education on May 17, 2017, at its regular business meeting, for review and written response; and to the District English Learner Advisory Committee (DELAC) on June 1, 2017, at its regular meeting, for review and

written response.

The early draft and feedback were then compared in preparing the final draft LCAP which was presented to the Board of Education on June 6, 2017 during an all-day workshop. This workshop included an in-depth review of each Goal and highlights the actions and services proposed for the upcoming year. This was an open, public meeting of the Board of Education, subject to the Brown Act and included opportunities for public testimony.

The LCAP first reading was conducted on June 13, 2017, in conjunction with the 2017-18 budget, at a regular, public Board meeting. The LCAP final reading and adoption will be conducted on June 27, 2017, in conjunction with the 2017-18 budget, at a regular, public Board meeting. These meetings are subject to the Brown Act and include opportunities for public testimony.

Thoughtful comments and questions received from stakeholders in response to the early draft included requests for further information or explanations of several key strategies such as the Student-Centered Coaching Model, Priority Standards and Proficiency Scales, the Multiple Factor Eligibility Matrix (MFEM), Integrated Multi-Tiered Systems of Support (I-MTSS), the Early Warning System (EWS), the Online Student Profile System (OSPS), and Trauma Informed Care. Definitions and additional information on these strategies were added to the LCAP document in Section 1.1.a.2. (Student-Centered Coaching), Section 1.1.a.4. (Priority Standards and Proficiency Scales), Section 1.1.a.5. (Multiple Factor Eligibility Matrix), 1.3.a.3. (Early Warning System), 1.3.a.3. (Online Student Profile System), Section 1.5.a.7. (Integrated Multi-Tiered Systems of Support), and Section 4.3.3. (Trauma Informed Care).

Examples of the district's responsiveness to stakeholder feedback includes the addition of language on parent and community involvement in School Site Councils (SSC) and developing the Single Plan for Student Achievement (Section 1.4.a.1.), and a definition of Students with Interrupted Formal Education (SIFE) (Sections 1.8.a.8. and 4.4.4.a.) based on input from the Crawford and Hoover Clusters. Goal 4.1.a.3., focusing on the reduction of the disproportionality of disciplinary actions experienced by students with disabilities, was developed in partnership with the Special Education Community Advisory Committee (CAC), and includes specific supports and measures for reducing suspensions for students with disabilities over the next three years. As a result of parent and community involvement in the Kearny Cluster, district staff developed Goal 5.5.2. to introduce a STEAM pathway from elementary to middle to high school. As a result of high enrollment and parent advocacy, district staff developed Goal 5.5.3. to expand the Language Academy to an additional site to accommodate more students.