Changes to LCAP – *Based on Stakeholder Feedback*

Following the Public Hearing and First Reading on June 9, 2015, we received some very **thoughtful feedback on the LCAP from DAC, DELAC, bargaining groups, parents, and other individuals.** This input and feedback was considered and additional changes, modifications, and clarifications have been made to the LCAP based on stakeholder input and feedback. These centered around:

1. Process and timeline
2. Metrics
3. Actions/Services
4. LCAP Formatting and Additional Resources

---

1. Process and Timeline:

Many stakeholders requested **additional time to review the LCAP,** wanting it posted sooner to allow for more thoughtful review. This year's change in template, new Annual Update and other factors made for a more complicated LCAP development that took a little longer to develop. Next year will most likely NOT have significant changes to template and district goals. For next year, planning to assure more time to review, with adjustments in engagement and process include:

a) Adding and ensuring **representation for ALL clusters in the Planning Team**.
b) **Adding a meeting and/or moving up the Planning Team meeting dates** to allow more time for processing and ample opportunity to review the developing Draft Revision.
c) **Post draft LCAP earlier** – even in "developing" format.
d) Providing a **full day Board Workshop** that is agendized for ease of public participation in all or selected parts for the workshop.
e) **Monthly updates will continue** – and be brought to cluster and other parent and stakeholder meetings.

---

2. Metrics:

Important to note **some confusion related to metrics**: Metrics are selected indicators to show progress toward achieving the GOALS. There are **not metrics for EACH action** area. (Actions are monitored in various ways, including reporting out in the Annual Update.)
General LCAP structure: **Metrics and Actions relate to the GOAL. Expenditures relate to each Action**.

Suggestions on metrics were provided, and adjustments included:

a) Goal 1: **Added a metric for Long-term ELs** – measuring English proficiency and differentiating between those with continuous enrollment and those with interrupted enrollment (moving in/out of the district/country numerous times over the years).
b) Goal 1: **Added metric for Seal of Biliteracy and Fitnessgram** (new this year – part of first read).
c) Goals 1 and 3: **Removed metrics related to Cultural Proficiency, Quality Teaching, Leadership, and Professional Learning Continuums** – as they haven't yet been developed. (However, we **added corresponding Actions to develop these metrics next year** – to be used in the LCAP.)

3. Actions and Services:

Suggestions were made to include clearer actions, modify actions. These were reviewed and the following are examples of changes made to the LCAP as result:

a) **Goal 5: Parent and Community Engagement:** Action 1 - Add and clarify, including:
- Additional opportunities for **parent leadership training** to enhance meaningful engagement and participation.
- Develop and provide **support and resources (e.g. print, video, online/on-demand, etc.) for parents to support student learning on relevant topics** such as common core and other new content standards, A-G and graduation requirements, LCAP, etc.
- Provide a consistent venue for parent communications and information by **enhancing the functionality and accessibility of Parent Portal** (through PowerSchool), and provide training and support to effectively use this resource.
- **Schools will be provided with resources and materials to create a welcoming environment** for all families and staff.
- **Collaborate with the San Diego Education Association (SDEA) to build on and expand the Home Visit Project** to increase parent engagement and build positive relations between staff, students, parents and the community.
- Establish a **Parent Engagement Task Force** comprised of district staff and parents from across the district to study and make recommendations for increasing meaningful parent engagement and identifying and/or developing appropriate metrics to measure engagement.

b) **Goal 5: Translation and Interpretation Services**: Action 3 - *Added "c" below – increased staffing and resources to Translation Dept. (THIS was included in feedback from many stakeholders and groups).*

- Provide translation and interpretation services to facilitate effective communication, engagement and participation.
- Review and respond to cluster-specific needs and communication preferences (e.g. Crawford cluster – need for services in key languages including Somali, Kizigua, Swahili and Karen with preference for verbal/oral interpretation).
- **Increase staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs. (new)**

c) **Goal 1: Action 1.10: Support for African, African American and Latino Students:** Added actions and clarified (now – 9 items "a-I"). Added:
- Develop a **robust mentoring program** that engages district staff, advocacy groups, and other community members to serve as trained mentors to increase the academic and social success of African, African American and Latino students.
- 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 student to connect to organizations and events in the broader community.

d) <u>**Goal 6.2: Communications**</u>: Many recommended clarification for effective communications. The following was added: Action 6.2: Communications (add –NEW):
- **Re-engineer district and school websites to be more user-friendly and transparent**, better organized, and mobile/tablet friendly for all stakeholders including parents, community and staff.
- **Expand use of digital communications** including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger.
- **Enhance communications and information sharing with clusters**.
- **Collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages** to support student success.

e) <u>**Additional changes/additions included**</u>:
- Develop, implement, and monitor **Individualized Educational Plans (IEPs)**, including documentation and adherence to requirements and timelines. (Action 1.7.h)
- Provide all schools, site administrators and Area Superintendents support in the development and implementation of **quality Response to Instruction and Intervention** program. (Action 1.5.h)
- Develop a **program for 8th grade that will provide a personalized college and career experience that help students identify their strengths and interests** in an effort to ensure that every student has the opportunity to unlock their personal genius and enter high school with the beginning of a plan that will lead to post-secondary success and meaningful graduation. (Action 2.1.d)
- Clarified/edited: Added/called out as part of action: NGSS (Action 3.5.b), OLA (Action 1.1e).

4. **LCAP Formatting and Additional Resources:**

a) **Additional formatting and links included in LCAP to make it easier to navigate**, including:
- **Headers, identifying LCAP Section and Area** (e.g. Section 2: Annual Update, Goal 1).
- **Color coding**: Goals in LCAP Plan highlighted in blue; Goals in the Annual Update highlighted in green.
- **Adding live links in the LCAP Section 1**, that connect to district webpages for referenced data, presentations and resources.

b) **Additional Resources were created**, including:
- **2015-16 LCAP – in User-friendly format** (includes ALL the goals, actions, expenditures from Section 2 of LCAP).
- **2014-15 Annual Update – in User-friendly forma**t (Includes ALL the goals, and planned/actual actions, expenditures from Section 2 Annual Update – of LCAP).
- **Executive Summary** – a high-level overview of the LCAP, including district context, key elements and examples of key initiatives/district priorities within the LCAP.
- **LCAP Highlights Page**: *2015-16 LCAP means Good things for students, parents, teachers).*
- **Written response to DAC and DELAC** – provided and posted.