

## 2019-20 LCAP Stakeholder Engagement

### **PROCESS**

1. Developed a Needs Assessment
  - a. Identified data elements to measure progress in each of the State Priority Areas and some locally defined areas within the categories of Conditions of Learning, Pupil Outcomes, and Engagement.
  - b. Assembled available data into a user-friendly format to report trends with data from 3 prior years or to establish baseline data
2. Developed an LCAP Executive Summary document for sharing with stakeholder groups and seeking input on the Annual Update
3. Provided a link on the District's website for submitting stakeholder input through email throughout development of the LCAP Annual Update.
4. Produced and posted a video on our website giving stakeholders an update on the status of LCAP initiatives. We have posted the three previous LCAP videos for stakeholders to review our LCAP strategic planning process over time.
5. Conducted meetings with bargaining units, Administrators, teachers, classified staff, DAC, DELAC, School Site Councils, ELACs, parents/community members, and students during which participants were asked to provide answers to guided questions. Answers were assembled in a database and categorized by themes. The following dates were for some of the stakeholder input meetings:
  - a. Student Forums held from October 18, 2018 through February 4, 2019 at each school. Responses received from 236 students, of which 2/3, or 158, were unduplicated count students.
  - b. LCAP Annual Review and Stakeholder Input meeting on March 12, 2019
  - c. DAC Stakeholder Input meeting, which included the Special Education Advisory Committee, held on March 14, 2019
  - d. DELAC Stakeholder Input meeting held on March 15, 2019
  - e. Budget Advisory Committee Stakeholder Input meeting held on March 21, 2019
  - f. Consultation with certificated bargaining unit on March 25, 2019
  - g. Consultation with classified bargaining unit on April 8, 2019
  - h. School Principals discussed the LCAP with their school site councils in early 2019
  - i. Attended Countywide Foster Care Stakeholder meeting to obtain input on needs of Foster Youth
6. Stakeholders were provided qualitative and quantitative data on teacher credentialing, facilities condition, instructional materials availability, test scores, student attendance, suspension and expulsion rates, parent participation on committees, volunteerism, school connectedness surveys, and the California Dashboard (metrics addressing all of the eight state priority areas). This information was consolidated into our Executive Summary used at all the above Stakeholder meetings listed in #5.
7. Categorized stakeholder input into themes and analyzed for possible LCAP revisions. The following themes emerged as "High Value" for stakeholders:
  - a. English Language Learner Support: Goal 1, Actions 9, 11, and 12
  - b. Professional Development: Goal 1, Action 2

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c. Social-Emotional Learning Support: Goal 2, Action 2

d. Strengthening Student Connectedness: Goal 1, Action 1 and Action 11; Goal 2, Action 2

8. Provided a draft of our 2019 LCAP on the district website for all stakeholders to review prior to all public comment meetings. Submitted a draft LCAP to DAC, which includes representatives from the Special Education Advisory Committee, and DELAC and solicited their feedback at the May 9, 2019 DAC meeting and May 10, 2019 DELAC meeting for written responses by the Superintendent. Written responses from the Superintendent were provided for all comments.
9. Advertised and conducted a public hearing to seek input on the LCAP at the June 4, 2019 Governing Board meeting.
10. Adopted the LCAP at the June 18, 2019 Governing Board meeting.

### **IMPACT ON LCAP AND ANNUAL UPDATE**

Stakeholder input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. ENGLISH LANGUAGE LEARNER SUPPORT: Increase Bilingual Assistants; provide more support for English learner students

Impact to LCAP Annual Update: The District is maintaining the current level of Bilingual Assistants (Goal 1, Action 9) and Language Arts Specialists/Intervention Resource Teachers (Goal 1, Action 12) to support English language learners. The District and schools continue to seek and procure evidence based instructional/intervention materials (Goal 1, Action 11) and provide professional development on effective instructional strategies (Goal 1, Action 2).

2. PROFESSIONAL DEVELOPMENT: Increase/sustain professional learning for staff in specific areas and provide more choice

Impact to LCAP Annual Update: Goal 1, Action 2 involves developing an annual Professional Development Plan. The plan for 2019-20 will incorporate professional learning in all curricular and instructional areas to improve student outcomes, including Physical Education. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend.

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: Increase counseling services, increase mental health support, adopt Social-Emotional curriculum

Impact to LCAP Annual Update: The District plans to increase counselors/social workers from 6.0 FTE to 7.0 FTE (Goal 2, Action 2) and will analyze and adjust school service levels based on need. Two Coordinator positions are being shifted to Director level with added responsibilities for overseeing mental health/counseling services and social-emotional learning.

4. STRENGTHENING STUDENT CONNECTEDNESS: Reduce class size and caseloads, reduce/eliminate combo classes, emphasize personal relationships with students

Impact to LCAP Annual Update: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios where appropriate, and minimize combo classes as much as practical; considering special circumstances, including, but not limited to, mainstreaming and student needs. Student connectedness is also a part of our overall Student Support Systems which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness. (Goal 1: Action 1 and Action 11; Goal 2, Action 2)



**2019-20 LCAP Actions and Services**

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2019-20 Estimated Costs
1.1	<p>BASE:</p> <p>Provide a core/base program consisting of the following:</p> <ol style="list-style-type: none"> <li>1) Appropriately credentialed and assigned highly qualified classroom teachers for maximum general education school-wide class size average for Grades TK-3 of 24:1 and district-wide class size average for Grades 4 - 8 of 32.1:1</li> <li>2) A Principal for each school; and Vice Principals for schools with Grades 7-8, in accordance with established staffing guidelines</li> <li>3) School office staff in accordance with established staffing guidelines</li> <li>4) School Campus Aides in accordance with established staffing guidelines</li> <li>5) School Instructional Media Technicians in accordance with established staffing guidelines</li> <li>6) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines</li> <li>7) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments</li> <li>8) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs)</li> <li>9) District level administrators, technology staff, maintenance staff, drivers, office support personnel, specialists, technicians, custodians, and clerks to support business, human resources, and instructional operations in accordance with periodic workload distribution analysis and needs assessments</li> <li>10) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity</li> <li>11) Sufficient, standards aligned, instructional materials and resources to meet the Williams Settlement requirements and for students to acquire knowledge necessary for achieving proficiency in Common Core State Standards</li> <li>12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations</li> <li>13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program</li> <li>14) Centralized services such as electricity, natural gas, water and sewer, phone; both landline and cellular, property and liability insurance, and other professional, contracted, or routine services necessary to support the Base program</li> <li>15) Employee compensation structure and work environment that attracts and retains highly qualified staff</li> <li>16) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP)</li> </ol>	x			A	\$65,281,803
1.2	<p>SUPPLEMENTAL:</p> <p>Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for unduplicated count students and students with disabilities, including English Language Development for English learners</p>		x		A	\$1,227,000
1.3	<p>SUPPLEMENTAL:</p> <p>Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments, including unduplicated count students and students with disabilities; and for teachers and classified instructional staff to support student learning.</p>	x	x		A	\$240,000

**2019-20 LCAP Actions and Services**

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2019-20 Estimated Costs
1.4	SUPPLEMENTAL: Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete	x	x		A	\$820,000
1.5	SUPPLEMENTAL: Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students, including unduplicated count students and students with disabilities. Software to include: 1) Achieve 3000 or equivalent 2) Dreambox 3) Safari Montage 4) SchoolNET	x	x		A	\$188,000
1.6	SUPPLEMENTAL: Provide Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed, including unduplicated count students and students with disabilities	x	x		A	\$348,000
1.7	SUPPLEMENTAL: Convene the Curriculum Leadership Team comprised of Administrators and Teachers, as needed, to inform decision-making regarding adoption of curriculum, curriculum guides, and intervention materials to support unduplicated count students and students with disabilities	x	x		A	\$23,000
1.8	TARGETED: Provide supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for Foster Youth, Homeless, and low socio-economic students		x	x	A	\$172,000
1.9	TARGETED: Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas		x	x	A	\$198,000
1.10	TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources		x	x	A	\$67,000

**2019-20 LCAP Actions and Services**

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2019-20 Estimated Costs
1.11	<p>TARGETED:                      Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for unduplicated count students and students with disabilities</p> <p>a) Social/Emotional Learning Curriculum                      b) Read 180 and System 44 for Students with Disabilities                      c) RAZKIDS                      d) Fountas and Pinnel LLI Kits                      e) LEXIA                      f) Rosetta Stone for English Learners and Immigrant Students                      g) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs</p>		x	x	A	\$624,000
1.12	<p>TARGETED:                      Provide Language Arts Specialists or Intervention Resource Teachers for each school for personalized learning intervention with students who are performing at lower academic levels, principally directed towards unduplicated count students</p> <p>a) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students</p>		x	x	A	\$1,087,000
1.13	<p>SUPPLEMENTAL:                      Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten</p>		x		A	\$465,000
1.14	<p>SUPPLEMENTAL:                      Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program</p>		x		A	\$183,000
1.15	<p>SUPPLEMENTAL:                      Provide a temporary alternative instructional setting by referral with low class size for at-risk students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP)</p>		x		A	\$105,000
2.1	<p>SUPPLEMENTAL:                      Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives</p>	x	x		B	\$13,000

**2019-20 LCAP Actions and Services**

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2019-20 Estimated Costs
2.2	<p>TARGETED:            Provide Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with unduplicated count students, students with disabilities, and parents toward College and Career Readiness</p> <p>a) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities            b) Track progress for students who are chronically absent and provide support            c) Director Community Collaborative for overseeing mental health/counseling services and social-emotional learning</p>		x	X	B	\$802,000
2.3	<p>SUPPLEMENTAL:            Develop and implement a comprehensive student attendance improvement plan to include:</p> <p>a) Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism            b) Attendance incentives            c) Regular data analysis to identify issues early            d) Increased focus on chronic absentee students to monitor and track progress            e) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities            f) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals</p>				B	\$87,000
3.1	<p>SUPPLEMENTAL:            Provide workshops, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community:</p> <p>a) Director Community Collaborative to oversee improving and increasing parent involvement            b) Develop and implement a District APP to improve parent communication and engagement</p>	x	x		C	\$62,000
	<b>District-Total</b>					<b>\$71,992,803</b>