

Stakeholder input from LMSV Schools LCAP Meetings 2018

Members of the La Mesa-Spring Valley School District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC):

Thank you for participating in the 2017-18 meetings of the La Mesa-Spring Valley School District DAC or DELAC. The goal of these meetings was to gather stakeholder input from parent representatives of our community into the 2018-2019 Local Control Accountability Plan. (LCAP). Your review and feedback is an important part of the LCAP process and provides important information to further improve our programs and services.

The responses to those questions and comments are below.

District Advisory Committee

Open Discussion

- **What is a “good” suspension rate?**
 - *Very high is above 6%, 3 to 6% is high, 1.5 to 3% is medium, .5 to 1.5% is low, and less than .5% is very low.*
- **How do you get to take the bus? What is the district policy for busing?**
 - *Most of our busing is for student in special education. We are also on the last year of opt out transportation per the expired No Child Left Behind legislation. If we have overflow students who must attend a school other than their school of residence, they receive transportation. The cost of transportation is very costly and so we have to evaluate the cost of more buses to the benefits of more people riding the bus. Please contact the LMSV Transportation Department for specific questions at 619.668.5767*
- **Was there a change in the teacher health care and will that have a positive effect?**
 - *The District and employee groups bargained to reinstate the health care benefits that were going to be phased out over five year time frames. Now the District will cover benefits until the age of 65 for employees that are currently in the District (prior to July 1, 2018). The District believes that while this will decrease the urgency for retirement by the year 2020, we will still see a large turn over in the next five years due to the demographics of the employees in the District.*
- **How is the funding of LCFF targeted funds different than the previous categorical funds?**
 - *While the alignment of the funding must include a focus on our unduplicated students (low socio-economic status, English learners, foster youth), the work does not have to ONLY benefit those students. Categorical funding was very specific and limited to a focus group.*

- **Do we have a line item at the District level for library funds?**
 - *Textbooks and Caldecott books are provided yearly. Other than that, it is a site budget and each site will determine how much is used to replace books. We can make attempts to collect funds for lost or damaged books, but there are limitations to how far a school can go in collecting those fees. We also encourage schools to designate a PTA sponsored fund raiser targeted at raising funds specifically for the library.*

District English Language Acquisition Committee (DELAC)

- **Class sizes/reduction: Can this be clarified or more specific?**
 - *The District has reduced the class size below the state limit where possible. For TK through 3rd grade, the District averaged 26:1. The state calls for kindergarten to have an average class size not to exceed 31 students; no class larger than 33 students and grades one through three—average class size not to exceed 30 students; no class larger than 32 students. Our 4th through 6th grade class size limit is 35 before adding additional support.*
- **Re: LCAP Goal 2: Response team – What kind of team is being talked about?**
 - *The District has formed a team that utilizes Restorative Practices and Trauma-Informed Care to address the needs of rising challenges in behaviors demonstrated by our students. The team, made up of specialist with varying expertise, works with staff on how to address the behavior of the child.*
- **Suggestion: Consider adding training for support staff, playground supervisors and parents on Restorative Practices and Trauma-Informed Care.**
 - *We will continue to provide professional development for all employee groups and will explore ways to include our parents to build their understanding of these concepts.*