

# Stakeholder Engagement

LCAP Year

X 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 LCAP/Annual Review and Analysis?

### **Introduction-**

Santa Barbara Unified School District is committed to the authentic engagement of district staff, parents, students and community in the review and development of a Local Control Accountability Plan for 2017-2020. Accordingly, SBUSD utilized a number of practices, activities, and fora to ensure meaningful participation and input. The processes for stakeholder engagement are captured in the following:

**Community Engagement-** SBUSD actively sought the involvement, participation and input of the following stakeholder groups as part of the LCAP review and development process.

### **Parent and Community LCAP Advisory Committee-**

SBUSD formed an LCAP Parent and Community Advisory Committee, which met five times (*February, 9, 2017, March 9, 2017, April 20, 2017, May 15, 2017, and June 6, 2017*) to review and discuss the progress toward prior LCAP goals, including district's student outcome data, as well as to provide commentary toward LCAP update to goals, actions and services for 2017-2020. A final LCAP draft will be presented to the Committee and posted on the district website in order to allow the superintendent (and/or designee) to post any written comments to stakeholder questions (if applicable) prior to June 13, 2017 Public Hearing on LCAP. The Committee was comprised of parents, certificated staff, students, and school administrators (elementary/secondary) and district staff. Language access services (translation/interpretation) were made readily available for those requiring/requesting such accommodations.

### **SBUSD Parents, Families and Community (at large)-**

As part of the LCAP development process, three (3) regional community meetings were scheduled at the following schools: Franklin Elementary School (*April 19, 2017*), Goleta Valley Junior High School (*April 24, 2017*) and La Cumbre Junior High School (*April 26, 2017*). These meetings provided members of the community, at large, a forum to provide commentary based upon student achievement outcomes. The meetings addressed all of the following: (1) Student achievement and outcome data, particularly that derived from California Assessment of Student Performance and Progress (CAASPP), (2) the Local Control Funding Formula (LCFF), and (3) the LCAP. Meetings were publicized through internal and external means. Methods of communication included e-mail messages through *eNews*, *ParentSquare* (*automated calls and e-mail*), in addition to advertisements in local print media. During meetings, language access services (translation/interpretation) were made available for those requiring/requesting such accommodations.

In addition to regional community meetings, every school held meetings with advisory committees (School Site Council, English Learner Advisory Committee, Staff Special Education Parent Advisory Committee) and

parent groups (Parent-Teacher Association, Parent-Teacher Organization, Foundations, etc.) in order to ensure additional opportunities to provide input on LCAP development through *Let's Talk* platform on SBUSD website.

***SBUSD Staff-***

- District staff used *Let's Talk* platform on SBUSD website to collect input and commentary from internal and external community stakeholders from January through April 2017.
- Every school site held meetings with certificated and classified staff to review the district's student outcome data and progress toward prior LCAP goals, as well as to provide input toward 2017-2020 LCAP via *Let's Talk* on SBUSD website.
- District staff was represented on SBUSD's LCAP Committee, as noted previously.
- Meetings were held with leadership for bargaining units (SBTA/CSEA) for input.
- During monthly management and principal (elementary/secondary) meetings LCAP was regularly agendized. Discussions centered upon student outcome data, important shifts to LCAP template and format, LCAP development and timeline for approval. Also discussed was the importance of stakeholder outreach and opportunities for authentic participation.

***English Learner Advisory Committees:***

Every school site held a meeting with parents of English Learners to review the district's student outcome data and progress toward prior LCAP goals, as well as to provide input toward 2017-2020 LCAP. The total number of meetings (17) were held as follows:

- Adams Elementary School- ELAC 02/16/2017
- Cleveland Elementary School- ELAC 01/18/2017
- Franklin Elementary School- ELAC 02/03/2017
- Harding University Partnership School- ELAC 02/03/2017
- McKinley Elementary School- ELAC 02/10/2017
- Monroe Elementary School- ELAC 03/06/2017
- Roosevelt Elementary School- ELAC 03/01/2017
- Santa Barbara Community Academy- ELAC 01/25/2017
- Washington Elementary School- ELAC 02/02/2017
- Goleta Valley Junior High School- ELAC 01/25/2017
- La Colina Junior High School- ELAC 02/13/2017
- La Cumbre Junior High School- ELAC 02/16/2017
- Santa Barbara Junior High School- ELAC 02/09/2017
- Alta Vista/La Cuesta High School- ELAC 02/17/2017
- Dos Pueblos High School- ELAC 03/06/2017
- Santa Barbara High School- ELAC 02/06/2017
- San Marcos High School- ELAC 02/06/2017

The District English Language Advisory Committee (DELAC) had the following opportunities to review the district's student outcome data, progress toward prior LCAP goals, as well as to provide input toward 2017-2020 LCAP:

- Meeting 1- 01/19/2017
- Meeting 2- 04/27/2017

***SBUSD School Board:***

The School board will be involved in the LCAP development and approval process as follows:

- A Public Hearing (First) of draft LCAP to be held on May 23, 2017.
- A Public Hearing (Second) of draft LCAP to be held on June 13, 2017.
- LCAP adoption by SBUSD School Board to be held on June 27, 2017.

During meetings, language access services (translation/interpretation) were made available for those requiring/requesting such accommodations.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

The input and commentary received during the LCAP development process detailed above is a reflection of the community's commitment to the education of its children. Subsequent discussions and feedback focused on goals, actions and services that (1) were in place, but required improvement, (2) were in place, but should be eliminated, and (3) ideas for supporting student learning that should be considered, but are not yet in the LCAP.

Recommendations that resulted in modifications, deletions and/or additions to the LCAP include the following:

- Continue to support district efforts in the area of cultural proficiency- Incorporated into Goal 1
- Improve upon student sense of connectedness to school, particularly for English learners, students with special needs and Latino/Hispanic- Incorporated into Goal 2
- Increase services to special populations, namely English learners and students with special needs, to improve upon percentage of students completing A-G course pathways- Incorporated into Goal 1
- Increase access and proportionality for all students to AP/H classes- Incorporated into Goal 1
- Provide additional academic supports for students during and after-school- Incorporated into Goal 3
- Increase translation and interpretation services district-wide- Incorporated into Goal 2
- Provide professional learning to support literacy and language development for English learners- Incorporated into Goal 3
- Support school counselors in becoming more available and connected to student academic and social-emotional needs- Incorporated into Goals 1 & 3
- Improve instructional practices that promote student engagement- Incorporated into Goal 3
- Create safe campus environments that promote acceptance and inclusion- Incorporated into Goal 2
- Increase access to Career/Technical Education (CTE) pathways for all students- Incorporated into Goal 3
- Provide additional training and support for Restorative Approaches- Incorporated into Goal 2
- Increase availability of technology and devices to more students in the district- Incorporated into Goal 4