

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 LCAP/Annual Review and Analysis?

Introduction - The ABC School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such the ABC School District used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services.

Community Engagement – The following groups (denoted in **BOLD** type) were actively involved in the LCAP development process described below.

Parent and Community LCAP Advisory Committee - The ABC School District formed a **Parent and Community LCAP Advisory Committee** and this group met six times to go over the LCAP (October 14, 2016, December 9, 2016, January 27, 2017, March 17, 2017, May 6, 2017, and May 26 2017). On May 26, 2017 the final LCAP was presented to the LCAP Advisory Committee and allow for the superintendent to post any written comments to stakeholder questions (if applicable) prior to the June 10, 2017 Public Hearing on the LCAP, LCFF, and budget review. The committee is comprised of **parents, certificated staff, students, community members, principals, union representatives, the superintendent, and other district staff.**

Parents and Students - In January and February, parents and students were invited to attend informational meetings designed to more fully educate the community on issues related to major changes and directions in the state of California that will directly impact their educational experiences. These sessions covered all of the following: (1) California State Standards, (2) the Local Control Funding Formula (LCFF), and the (3) LCAP. These meetings occurred in conjunction with each school site's Open House on either February 3 (Schools 1 and 2), February 6 (schools 3,4,5,6, and 7) or March 18 (school 8). In addition, Site administrators presented at all school site PTA meetings during the month of April 2017.

The Community at Large - **Three additional community meetings covering the same topics and providing an opportunity for questions and discussion were announced in the Local Newspaper and held in centralized community locations** on January 8, 11 and 13. All site and community meetings were conducted in both English and Spanish.

The Local Business Community - The Superintendent met with business leaders at the local Chambers of Commerce and Rotary Clubs on five different occasions during the month of February. Additional meetings were available and delivered at school sites by Teachers' Union Representatives for district staff.

District Staff:

- Monthly Faculty Meetings were held at each school site and **obtaining input on LCAP development** was agendized at all sites during the months of February, March and April.
- A web-based Survey was posted on the district web site and was available from February 2017 through June 2017
- Monthly Labor/Management meetings were held during and the LCAP development discussed at every meeting from July 2016 through June 2017
- District staff was represented on the District LCAP Committee as noted above
- Site-based department meetings were held on a monthly basis and LCAP was discussed among teacher in the departments- July 2016 through June 2017
- Superintendent's Council and Principal Meetings were held monthly and LCAP was agendized each month. The LCAP and its development, including the importance of stakeholder engagement was discussed at each of these meetings. **Progress reports were also given related to level of goal attainment and survey results to date.**- July 2016 through June 2017

English Language Advisory Committees - A total of number of meetings were held as detailed below:

- School 1 ELAC 2/9/17
- School 2 ELAC 2/7/17
- School 3 ELAC 2/11/17
- School 4 ELAC 2/10/17
- School 5 ELAC 2/11/17
- School 6 ELAC 2/11/17
- School 7 ELAC 2/11/17
- School 8 ELAC 2/18/17
- District English Learner Advisory Committee 1/27/17; 2/24/17

The School Board – As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval process throughout the process.

- Bi-Monthly School Board Meetings were held and the LCAP development was agendized each month.
- A Preliminary Review of the draft LCAP was held as an informational item on April 25, 2017
- A Public Hearing on the LCAP was held on May 18, 2017
- The School Board adopted the LCAP on June 5, 2017

Survey Results by Constituency Group:

- Parents responding – 836
- Teachers responding – 481
- Administrators responding - 52
- Students responding - 6524
- Classified Staff responding – 135
- Community Members responding - 297
- Business Leaders Responding - 48
- **Total Survey Responses - 8373** (This represents an increase of 2% from the prior year)

IMPACT ON LCAP AND ANNUAL UPDATE

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

The input received during the process detailed above demonstrated the public's deep concern for the education of the community's children. Discussions and feedback were held based on (1) what is already in place but needs improvement, (2) what is already in place but can be eliminated, and (3) ideas for supporting student learning via the eight state priorities that should be considered but aren't already in the LCAP.

Thematically, the stakeholder feedback demonstrated that the district should prioritize its efforts as follows:

- 1. Improve academic achievement – State Priority 4**
- 2. Improve campus climate and culture – State Priority 6**
- 3. Improve access to educational technology in an equitable manner – State Priority 2**
- 4. Increase and improve the experience of parents and community partners to encourage more meaningful involvement in the schools. – State Priority 3**

These priorities result from important feedback from stakeholders including, but not limited to the following:

Recommendations that actually resulted in modifications, additions or deletions include the following:

- Reduction in LCAP Goals from Seven to Four
- Simplify how goals are measured - incorporated into all LCAP metrics used to demonstrate goal attainment
- Provide positive behavior strategy training for sites – Incorporated into Goal 1
- Create campus environments that support acceptance and tolerance - Incorporated into Goal 1
- Develop collaborative and project based learning - Incorporated into Goal 2
- Provide teachers professional learning that support lessons that require critical thinking and problem solving - Incorporated into Goal 2
- Provide professional learning that support literacy strategies for English Learners - Incorporated into Goal 2
- Provide additional academic support opportunities for students during class time and after school. – Incorporated into Goal 2
- Provide professional learning for available instructional technology for students and teachers - Incorporated into Goal 2
- Provide additional classroom and personal technology to support student learning - Incorporated into Goal 3
- Increase services and more closely connect school counselors to student academic and social issues - Incorporated into Goal 3
- Provide coaching support for teachers in instructional practices, technology, and positive behavior strategies – Incorporated into goals 1,2,3
- Increase communication between parents and teachers – Incorporated into Goal 4

Specific Actions and Services added as a result of this stakeholder engagement process include:

1. The district will fully implement California State Standards including the purchase of new materials and professional development. – Goal 1
2. The Positive Behavior Intervention Support strategy will be implemented at every site in the district – Goal 2
3. Additional campus supervisors will be deployed to improve school safety. – Goal 2
4. English Language Development teachers will be hired to provide English acquisition instruction.- Goal 1
5. Classrooms will increase to a 1:1 teacher/paraprofessional support ratio. – Goals 1 and 2