

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?

The LEA involved stakeholders in the development of this LCAP through the following processes during the Spring of 2016:

Soliciting Input:

Parents:

1. Postcards were sent to parents/guardians in English and Spanish to encourage attendance at one of three Town Hall meetings. For those unable to attend, the link to a survey was also provided at this time.
2. Two Town Hall meetings were held at the School.

Students:

1. Students completed the survey either online or in paper/pencil form.

Administrative Staff: The LCFF/LCAP process was shared and discussed with site administrators and they subsequently completed online surveys.

Staff:

1. A meeting was held for certificated staff during which the LCFF and LCAP processes were shared and discussed. Staff was then provided with information on how to access the survey.
2. Site administrators met with their classified staff members to explain the LCFF and LCAP processes and to provide information on how to access the survey.

Community/Partner Agencies:

Representatives from several community/partner agencies (i.e., Probation Department, High School District, City School District, and various mental health agencies) completed surveys. Input was solicited from the Foster Youth Liaisons during their monthly meetings.

Review of LCAP Draft: • April 23, 2016

1. Presented draft of LCAP with advisory committees (i.e., DAC/SSCs/DELAC).
2. Presented draft of LCAP to the certificated staff bargaining unit.
April 28, 2016: Presented draft of LCAP to the classified staff bargaining unit,
May 13, 2016: Draft of the LCAP presented at a public hearing

Final Approval:

1. LCAP presented to the local governing Board for approval in June 2016

IMPACT ON LCAP AND ANNUAL UPDATE

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

Discussion with parents and surveys indicated that school climate and access to adequate instructional supplies (i.e., textbooks, technology, etc.) are their biggest concerns. Parents acknowledge that many students do not look forward to attending school.

Administration surveys reflect the need for technology and instructional materials to prepare students for Common Core State Standards and postsecondary opportunities. Administrators also indicated a greater need for programs to improve pupil engagement and school safety.

Surveys completed by certificated staff indicate that their biggest concerns are greater access to technology and other resources to improve student achievement, support for English Learners, parental support and at-home student learning, and behavioral and mental health support for students.

Classified staff also expressed a need for improved student achievement, support for English Learners, parental support and at-home student learning, and behavioral and mental health support for students.

Community/partner agency representatives would like to see reduced class sizes and for students to have more access to additional learning opportunities including online learning. Additionally, some respondents indicated the need for better collaboration between Alternative Education and the referring school districts to ensure as little disruption as possible in students' schooling.

Additional actions and services were identified that could be of value to foster youth in the Alternative Education program including, the need to provide bus passes for foster youth.

Student survey results indicated that school climate was also among their biggest concerns. Additionally, students also frequently

mentioned wanting greater access to technology, more student engagement/better relationships with staff, and assistance with preparation for post-secondary opportunities.

Based on the stakeholder input, revisions were made in the LCAP including:

1. The program will fully implement CCSS including the purchase of new materials and professional development.
2. The Positive Behavior Intervention Support strategy will be implemented county wide.

Additional campus supervisors will be deployed to improve school safety.

English Language Development teachers will be hired to provide English acquisition instruction.

Classrooms will increase to a 1:1 teacher/paraprofessional support ratio.

The advisory committees reviewed the draft LCAP and were given the opportunity to ask any questions which were then compiled and given to administration. Committee members were supportive of the plan's proposed goals, actions, and services.

