



Santa Barbara USD

Local Control Accountability Plan

2024 Survey Results Summary | April 24, 2024

Overview

The Santa Barbara Unified School District educates close to 12,200 students and embraces 18 school communities, 3 charter schools, and is the largest unified (TK-12) district in Santa Barbara County.

In partnership with our families and our community, Santa Barbara USD's vision is to provide "Every Child, Every Chance, Every Day." By staff knowing every child by name, face, and story, these actions will change the culture and climate in our schools. We expect all of our talented, caring teachers and staff to use inclusive practices to support identity and agency in rigorous learning environments. By working together at all levels of the district, we can all make our vision statement a reality. To support that vision, Santa Barbara USD serves just under 12,300 students, 2,056 staff, across 18 schools, in over 700 classrooms, and district offices.

The Local Control and Accountability Plan, or LCAP, is a critical part of a school district's budgeting process. SBUSD is facilitating a new, three-year district-level plan that is to be updated annually. LCAP describes the district's key goals for students, as well as the specific actions, budget to achieve the goals, and the means used to measure progress.

LCAP addresses the needs of every students, specifically addressing the following student groups: Emergent Multilingual Learners, Foster Youth, Homeless, Low-Income, and Special Education students. In addition, the LCAP must address California's eight Priority Areas that include Pupil Achievement, Pupil Engagement, Parental Engagement, School Climate, Course Access, Other Pupil Outcomes, Basic (Conditions of Learning), and State Standards (Conditions of Learning).

From March 21 - April 12, 2024, Santa Barbara USD conducted an online survey, which was distributed via ParentSquare to students, staff, families and community. In addition, it was highlighted promoted in the newsletters, public notices, and by principals and Family Engagement Liaisons. The survey was anonymous, allowing collection of feedback while keeping identities confidential.

This report summarizes the survey results.

Section 1: Survey Respondents

435

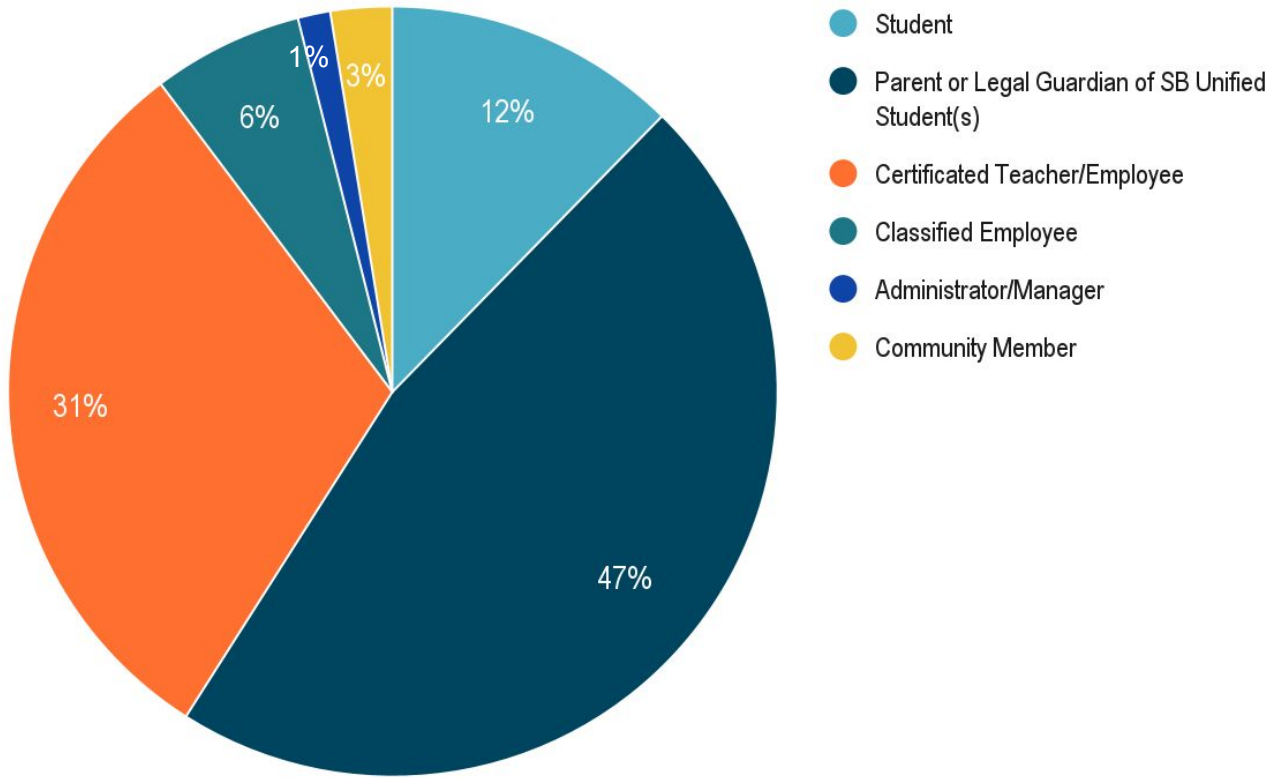
Family & Community
Members

883

Total Survey
Respondents

339

SBUSD Staff
Members



Classified employees includes food service, maintenance, custodial, clerical and technology services. Administrators and managers include principals, assistant principals, deans, and district office management.

In addition to identifying respondents current position, survey participants were also asked to self-identify their race/ethnicity:

39%

Hispanic or
Latino/a/x

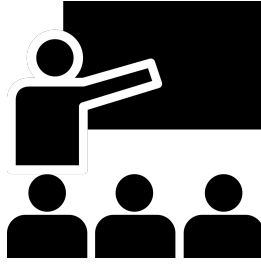
34%

White

14%

Decline to
Answer

Section 2: LCAP Goal 1



Survey participants were asked to rank the following programs and services from LCAP Goal I with Very Low Priority, Low Priority, Neutral, High Priority, or Very High Priority. LCAP Goal 1 is targeted towards preparing students for college and career by providing a meaningful, engaging, responsive, and individualized education:

Increase Targeted English & Literacy Support for students below grade level.

83%

High to Very High Priority

737

of Respondents

17%

Neutral to Very Low Priority

146

of Respondents

Increase Targeted Math Support for students performing below grade level.

80%

High to Very High Priority

710

of Respondents

20%

Neutral to Very Low Priority

173

of Respondents

Section 2: LCAP Goal 1

Providing Students Targeted Counseling to Support College & Career Readiness.

78%

High to Very High Priority

691

of Respondents

22%

Neutral to Very Low Priority

192

of Respondents

Provide Students with Smaller Class Sizes by Reducing Number of Students per Classroom.

73%

High to Very High Priority

643

of Respondents

27%

Neutral to Very Low Priority

240

of Respondents

Enhance Career Technical Education (CTE) in High School.

72%

High to Very High Priority

635

of Respondents

28%

Neutral to Very Low Priority

248

of Respondents

Section 2: LCAP Goal 1

Expand Academic Supports for Emergent Multilingual Learners.

70%

High to Very High Priority

620

of Respondents

30%

Neutral to Very Low Priority

263

of Respondents

Provide the Advancement Via Individual Determination (AVID) in Junior High/High School.

67%

High to Very High Priority

589

of Respondents

33%

Neutral to Very Low Priority

294

of Respondents

Provide the Program for Effective Access to College (PEAC) in Junior High & High School.

67%

High to Very High Priority

588

of Respondents

33%

Neutral to Very Low Priority

295

of Respondents

Section 2: LCAP Goal 1

Offer Teachers and Staff Advanced Training in Teaching Strategies for English, Math, Science, and Social Studies.

66%

High to Very High Priority

584

of Respondents

34%

Neutral to Very Low Priority

299

of Respondents

Provide Dedicated Collaboration Time for Elementary Teachers to Analyze & Improve Teaching While Students are Provided PE, Music, and Art instruction.

63%

High to Very High Priority

559

of Respondents

37%

Neutral to Very Low Priority

324

of Respondents

Strengthen Dual Language Immersion Instruction.

46%

High to Very High Priority

410

of Respondents

54%

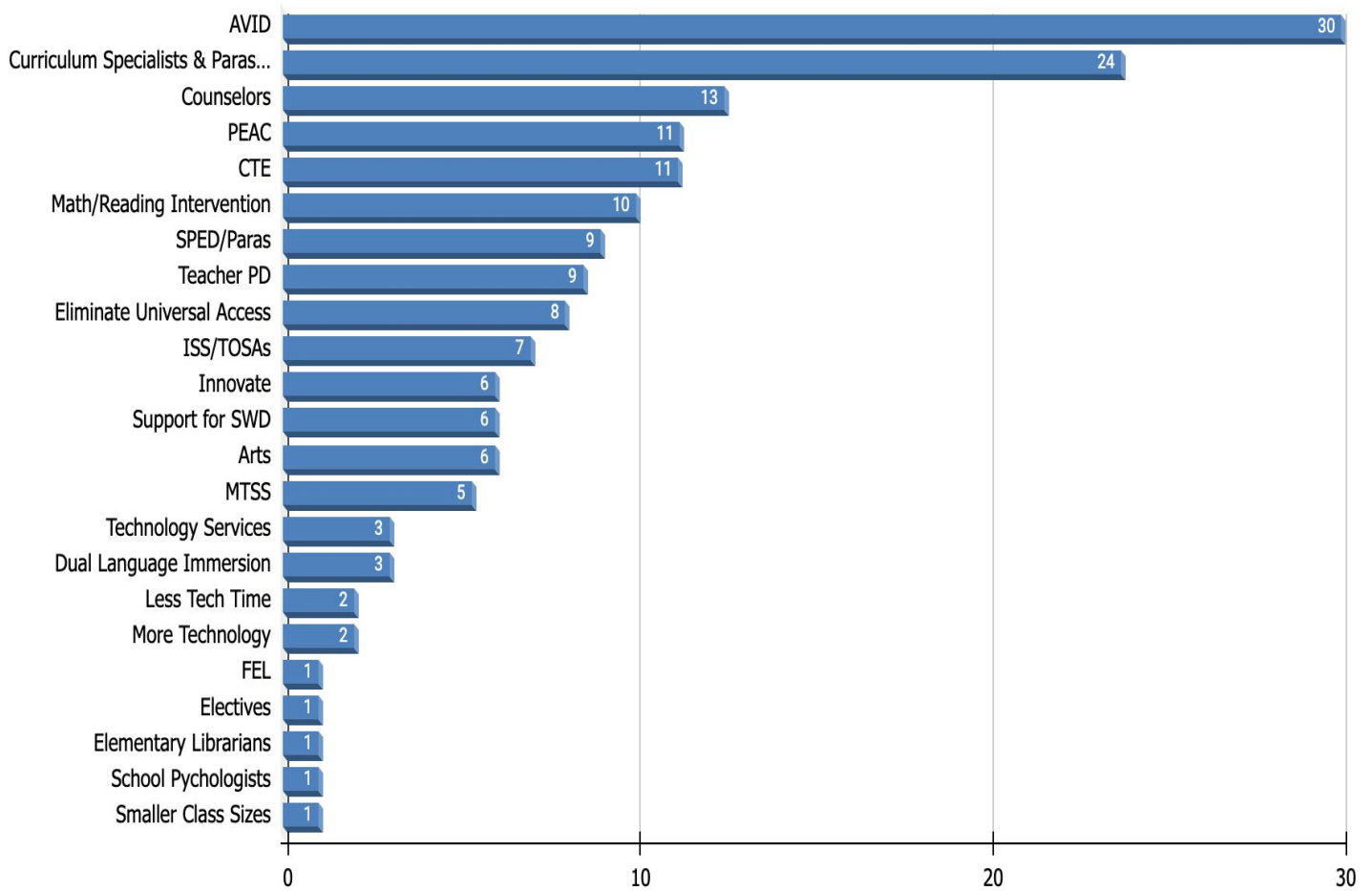
Neutral to Very Low Priority

473

of Respondents

Section 2: LCAP Goal 1 Recommendations

Survey respondents were provided with the opportunity to share any ADDITIONAL ideas or recommendations they would like to provide taking into consideration the topics from LCAP, GOAL 1. The District received over 260 responses, a graph and sampling of which are included below:



Section 3: LCAP Goal 2



Survey participants were asked to rank the following programs and services from LCAP Goal 2 with Very Low Priority, Low Priority, Neutral, High Priority, or Very High Priority. LCAP Goal 2 is targeted towards creating and sustaining safe and affirming learning environments, ensuring our students and families feel valued, respected, and connected to our schools:

Providing Students Targeted Guidance and Counseling.

80%

High to Very High Priority

707

of Respondents

20%

Neutral to Very Low Priority

176

of Respondents

Increasing Social Emotional Support to Students.

80%

High to Very High Priority

704

of Respondents

20%

Neutral to Very Low Priority

179

of Respondents

Section 3: LCAP Goal 2

Delivering Comprehensive Mental Health Services.

79%

High to Very High Priority

703

of Respondents

20%

Neutral to Very Low Priority

180

of Respondents

Providing Student Behavioral & Social Emotional Support and Engagement (Attendance).

78%

High to Very High Priority

687

of Respondents

22%

Neutral to Very Low Priority

196

of Respondents

Increasing Behavior Support to Students.

77%

High to Very High Priority

677

of Respondents

23%

Neutral to Very Low Priority

206

of Respondents

Section 3: LCAP Goal 2

Supporting Student & Family Engagement with Interpretation & Translation.

73%

High to Very High Priority

641

of Respondents

27%

Neutral to Very Low Priority

242

of Respondents

Strengthening Family Engagement.

70%

High to Very High Priority

614

of Respondents

30%

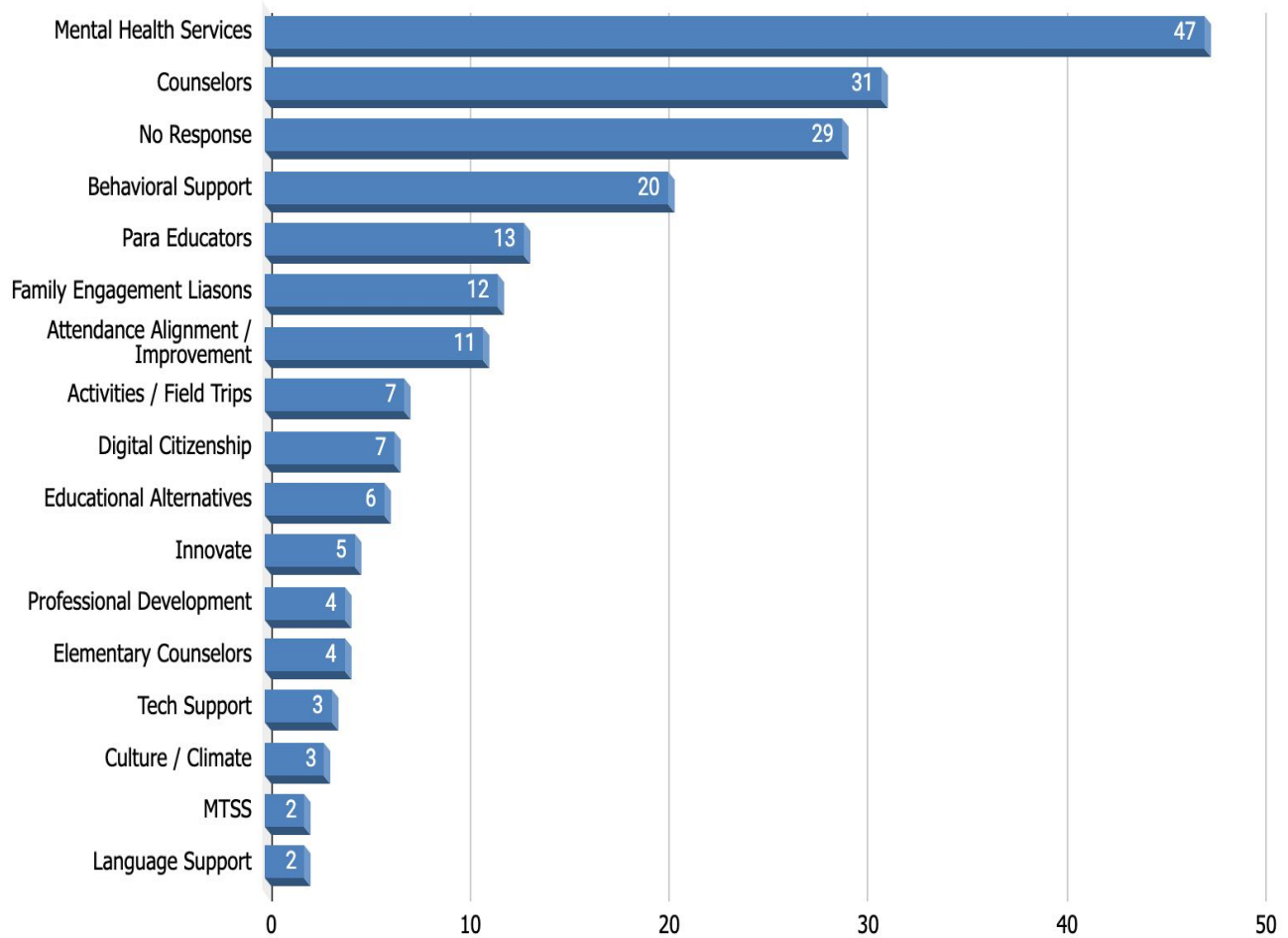
Neutral to Very Low Priority

269

of Respondents

Section 3: LCAP Goal 2 Recommendations

Survey respondents were provided with the opportunity to share any ADDITIONAL ideas or recommendations they would like to provide taking into consideration the topics from LCAP, GOAL 2. The District received over 243 responses, a graph and sampling of which are included below:



Section 4: LCAP Goal 3



Survey participants were asked to rank the following programs and services from LCAP Goal 3 with Very Low Priority, Low Priority, Neutral, High Priority, or Very High Priority. LCAP Goal 3 is targeted towards building capacity in the schools and district to improve student equity, engagement, and outcomes:

Provide Learning Experiences and Opportunities to Develop Student Leadership.

65%

High to Very High Priority

575

of Respondents

35%

Neutral to Very Low Priority

308

of Respondents

Providing Staff Workshops to Cultivate Inclusive Classrooms and Schools.

53%

High to Very High Priority

469

of Respondents

47%

Neutral to Very Low Priority

414

of Respondents

Section 4: LCAP Goal 3

Providing High School Students Access to Ethnic Studies Classes Beyond the Ethnic Studies Graduation Requirement.

50%

High to Very High Priority

438

of Respondents

50%

Neutral to Very Low Priority

445

of Respondents

Section 4: LCAP Goal 4



Survey participants were asked to rank the following programs and services from LCAP Goal 4 with Very Low Priority, Low Priority, Neutral, High Priority, or Very High Priority. LCAP Goal 4 is targeted towards increasing the percentage of Students with Disabilities to meet the College and Career Readiness Requirements:

Expand Job Preparation Services to Special Education with Community Partners.

70%

High to Very High Priority

615

of Respondents

30%

Neutral to Very Low Priority

267

of Respondents

Increasing Translation and Interpretation Services for Special Education Students.

63%

High to Very High Priority

554

of Respondents

37%

Neutral to Very Low Priority

327

of Respondents

Section 4: LCAP Goal 4

Increasing Family Engagement with Bilingual Special Education Office Manager

59%

High to Very High Priority

516

of Respondents

41%

Neutral to Very Low Priority

362

of Respondents

Section 4: LCAP Goals 3 & 4 Recommendations

Survey respondents were provided with the opportunity to share any ADDITIONAL ideas or recommendations they would like to provide taking into consideration the topics from LCAP, GOALS 3 & 4. The District received over 189 combined responses, a graph and sampling of which are included below:

