

Local Control and Accountability Plan (LCAP) - 2017-2020

Design and Process

Background

Beginning with implementation of the Local Control Funding Formula (LCFF) in 2013-2014, all districts are required to prepare a three-year Local Control and Accountability Plan (LCAP), that describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. Through the LCAP, districts must explain how they will expend supplemental and concentration funds in the LCAP year, as well as how any proposed uses of these funds will support services that “are principally directed towards, and are effective in, meeting the goals for its unduplicated pupils.”

Overview of LCAP Design

Over the past three years, the district LCAP has evolved significantly, through an intense process of outreach toward and input from community stakeholders. In the prior LCAP cycle, five (5) goals were created which referenced the district’s strategic plan with the intent of operationalizing elements of the plan. Santa Barbara Unified School District will engage in the fourth iteration of the LCAP during 2016-2017. Goals for 2017-2020 LCAP will be refined to become more measurable and ensure opportunities for progress monitoring during subsequent cycles, particularly within each grade span, from early childhood through high school. Furthermore, actions and services designed to improve academic and learning outcomes will clearly and deliberately outline the focus on improvement for unduplicated students (English learners, low-income students and foster youth), specifically.

Structurally, the LCAP design will transition to a new state template, which should allow for greater transparency and ease of use. The current and revised plan components are as follows:

Current LCAP Template	Revised LCAP Template
<ol style="list-style-type: none">1. Section 1- Stakeholder Engagement2. Section 2- Goals, Actions, Expenditures, and Progress Indicators3. Annual Update4. Section 3- Use of Supplemental and Concentration Grant Funds and Proportionality	<ol style="list-style-type: none">1. Plan Summary2. Annual Update3. Stakeholder Engagement4. Goals, Actions and Services5. Demonstration of Increased or Improved Services for Unduplicated Pupils
* Instructions and guiding questions <i>throughout the template.</i>	* Instructions and guiding questions <i>in addendums.</i>

LCAP Development, Process and Timeline

The table below captures the tentative process and timeline district staff will undertake to develop the 2017-2020 LCAP.

Phases & Actions	Timeline
Phase I: Annual Update and Needs Assessment <ul style="list-style-type: none"> • Annual Update on goals and actions of 2015-2016 LCAP • Analysis and interpretation of major trends in student outcomes • Report on LCAP metrics associated with student-level outcomes; discussion of LCAP Indicator Report 	November 2016 through January 2017
Phase 2: Community Engagement and Consultation <ul style="list-style-type: none"> • Outreach, engagement and consultation of Annual Update and needs assessment with <u>district committees and bargaining units</u>, including, but not limited to: <ul style="list-style-type: none"> ○ LCAP Committee ○ District English Learner Advisory Committee (DELAC) ○ Staff-Special Education Parent Advisory Committee (SSPAC) ○ Gifted and Talented Education (GATE) Committees ○ Santa Barbara Teachers Association (SBTA) ○ California School Employees Association (CSEA) • Outreach, engagement and consultation of LCAP Annual Update and needs assessment with <u>school-based committees and groups</u>, including, but not limited to: <ul style="list-style-type: none"> ○ Parents and Families ○ Faculty and Staff ○ Students and Student Groups ○ School Site Councils (SSC) ○ English Learner Advisory Committees (ELACs) ○ Parent Teacher Associations (PTAs) / Parent Teacher Organizations (PTOs) ○ Foundations • Communication will also be conducted through various print and digital media, including district and school websites, e-News, etc. 	January 2017 through February 2017
Phase 3: 2017-2020 LCAP Draft <ul style="list-style-type: none"> • LCAP Committee completes draft version of 2017-2020 LCAP. 	March 2017
Phase 4: Community and Advisory Group Consultation on LCAP Draft <ul style="list-style-type: none"> • Outreach, engagement and consultation of 2017-2020 LCAP Draft with aforementioned <u>district committees and advisory groups</u>, as well as aforementioned <u>school-based committees and groups</u>. • Conduct regional community meetings to elicit additional input from broader community. • Communication and input will also be conducted through various print and digital media, including district and school websites, e-News, etc. 	March 2017 through April 2017
Phase 5: Public Hearings and Board Adoption	May 2017

<ul style="list-style-type: none"> ● Conduct public hearings (<i>tentative calendar</i>) <ul style="list-style-type: none"> ○ Board Meeting (First Public Hearing)- May 23, 2017 ○ Board Meeting (Second Public Hearing)- June 13, 2017 ○ Board Meeting (Approval)- June 27, 2017 	through June 2017
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SBUSD LCAP Organization and Design

The table below captures the organization and design of goals, actions and services proposed for 2017-2020 LCAP.

2016-2019 LCAP	2017-2020 LCAP
<p>Goal 1: Prepare all students to be life, career and college-ready.</p> <ul style="list-style-type: none"> ● <u>Action 1</u>: Hold High Expectations for Every Student ● <u>Action 2</u>: Provide Continuous Learning for Staff ● <u>Action 3</u>: Meet the Holistic Needs of Students ● <u>Action 4</u>: Improve Outcomes for Special Education Students ● <u>Action 5</u>: Address Gaps in Opportunity/Achievement ● <u>Action 6</u>: Integrate Career Technical Education, Technology, and Teaching 21st Century Skills 	<p>Goal 1: Through Organizational Transformation, Develop a Culturally Proficient District to Ensure Success for All Students.</p> <ul style="list-style-type: none"> ● <u>Action 1</u>: Develop Cultural Proficiency including Understanding of the Role of Implicit Bias ● <u>Action 2</u>: Ensure Equitable Access to Rigorous and Broad Course of Study
<p>Goal 2: Engage students, families, and the community in effective educational partnerships.</p> <ul style="list-style-type: none"> ● <u>Action 1</u>: Empower Families as Our Most Important Partners ● <u>Action 2</u>: Create a reciprocal, active engagement between students, families, school, and the community with an emphasis on civic participation. ● <u>Action 3</u>: Make our Schools Community Centers 	<p>Goal 2: Engage Students, Families, and the Community in Effective Educational Partnerships.</p> <ul style="list-style-type: none"> ● <u>Action 1</u>: Ensure a school climate that is safe, engaging, and respectful of all its members (All) ● <u>Action 2</u>: Ensure a school climate that is safe, engaging, and respectful of all its members (I&I) ● <u>Action 3</u>: Meet the Holistic Needs of Students (All) ● <u>Action 4</u>: Meet the Holistic Needs of Students (I&I) ● <u>Action 5</u>: Parent and Family Engagement (All) ● <u>Action 6</u>: Parent and Family Engagement (I&I) ● <u>Action 7</u>: Language Access and Supports ● <u>Action 8</u>: Improve Supports for Homeless and Foster Youth
<p>Goal 3: Through Organizational Transformation, Develop a Culturally Proficient District to Ensure Success for All Students.</p> <ul style="list-style-type: none"> ● <u>Action 1</u>: Always Put Students First (District-wide) ● <u>Action 2</u>: Always Put Students First (Secondary) ● <u>Action 3</u>: Embrace the Diversity of Our Schools and Community as One of Our Greatest Strengths ● <u>Action 4</u>: Communicate with Transparent and Accessible Information 	<p>Goal 3: Prepare Students for Life, Learning and Work in the 21st Century</p> <ul style="list-style-type: none"> ● <u>Action 1</u>: Improve Instructional Outcomes through Professional Learning and Collaboration (All) ● <u>Action 2</u>: Improve Instructional Outcomes through Professional Learning and Collaboration (I&I) ● <u>Action 3</u>: Literacy and Language Development (All) ● <u>Action 4</u>: Literacy and Language Development (I&I) ● <u>Action 5</u>: Extended and Embedded Learning Supports (All) ● <u>Action 6</u>: Extended and Embedded Learning Supports (I&I) ● <u>Action 7</u>: Improve Outcomes for Special Education Students ● <u>Action 8</u>: Diverse Pathways and Career/Technical Education (All)

	<ul style="list-style-type: none"> ● <u>Action 9</u>: Diverse Pathways and Career/Technical Education (I&I)
Goal 4: Facilities: Create and Maintain Well-Equipped and Modern Learning Spaces <ul style="list-style-type: none"> ● <u>Action 1</u>: Guided by a Sustainability Model, Create and Maintain Well-Equipped and Modern Learning Spaces 	Goal 4: Create and Maintain 21st Century Learning Environments <ul style="list-style-type: none"> ● <u>Action 1</u>: Create and Maintain 21st Century Learning Environments
Goal 5: Enhance Early Childhood Education Opportunities	Goal 5: Enhance Early Childhood Education Opportunities <ul style="list-style-type: none"> ● <u>Action 1</u>: Support Kindergarten Readiness for All Students (All) ● <u>Action 2</u>: Support Kindergarten Readiness for All Students (I&I)