

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Santa Barbara Unified School District

Contact Name
and Title

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Santa Barbara Unified School District (SBUSD) serves an approximate enrollment of 15,185 students in grades pre-school through 12. As of the 2016-2017 school year, SBUSD is comprised of the following schools:

- 10 elementary schools (TK-6)
- 4 junior high schools (7-8)
- 3 traditional high schools (9-12)
- 1 alternative high school (9-12)
- 1 continuation high school (11-12)
- 3 elementary charter schools authorized by the District (K-6)

SBUSD provides various programs of choice in its elementary and secondary schools. Programs of choice in elementary include: Core Knowledge (Santa Barbara Community Academy), International Baccalaureate (Harding University Partnership School), Montessori (Adams Elementary School) and Open Alternative School. Secondary schools provide a wide range of pathways, including Career Technical Education (CTE), California Partnership Academies (CPA), International Baccalaureate (IB) and dual enrollment options.

Demographically, the District is comprised of the following student groups:

- Hispanic/Latino: 59%
- Asian: 3%
- Black/African American: 1%
- White: 34%
- Low-income/Socioeconomically Disadvantaged (SED): 52%:
- English Learners: 23%

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The Santa Barbara Unified School District is committed to the academic and socioemotional success and well-being of all its students. The District understands that in order to ensure equity and access it is critical to work in a purposeful and focused manner. As such, District staff has coalesced under three priorities: (1) equity, (2) improving our practices and (3) evaluating our work. The 2017-2020 LCAP is reflective of the District's priorities and its actions and services organized under the following five (5) goals:

- **Goal 1:** Through Organizational Transformation, Develop a Culturally Proficient District to Ensure Success for All Students
- **Goal 2:** Engage Students, Families, and the Community in Effective Educational Partnerships
- **Goal 3:** Prepare Students for Life, Learning and Work in the 21st Century
- **Goal 4:** Create and Maintain 21st Century Learning Environments
- **Goal 5:** Enhance Early Childhood Education Opportunities

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

SBUSD is immensely proud of a number of important efforts that have yielded improved outcomes for students. These outcomes have come as a result of improved services for all students, but primarily intended to target specific populations (English learners, low-income/socioeconomically disadvantaged/students with special needs/homeless & foster youth). For example, the District has significantly increased the number of students who have access to college-preparatory and advanced courses. Cohort data indicates that 51% percent of students graduated from high school having completed A-G course requirements during baseline year 2015-2016.. Furthermore, there were sizeable increases for specific student groups, namely a 10% increase for students identified as socioeconomically disadvantaged (SED) and 13% increase for Hispanic/Latino students. Student participation in

advanced courses also experienced a significant increase, due in part to participation and partnership with Equal Opportunity Schools and expansion of the district's Program for Effective Access to College (PEAC). In turn, the number of students taking at least one AP exam increased from 1682 in 2014-2015 to 1874 in 2015-2016, including increases for students identified as socioeconomically disadvantaged (SED) from 350 in 2014-2015 to 462 in 2015-2016, increases from 489 in 2014-2015 to 601 in 2015-2016 for Hispanic/Latino students and increases from 319 in 2014-2015 to 421 in 2015-2016 for reclassified English learner (RFEP) students. In order to sustain the progress made over the past two years, district and site leadership are currently engaged in building local systems, including data reporting and analysis cycles, as well as outreach strategies.

Another great area of progress for students in the District is in the number of English learners reclassified during 2015-2016. As a result of implementing the district's interim reclassification policy in 2014-2015, a greater number of students were eligible for reclassification. In 2015-2016, 1079 English learners were reclassified, which was an increase from 377 in 2014-2015. In order to sustain progress made over the past two years in reclassifying English Learners, the District will continue to support staff collaboration in Professional Learning Communities (PLCs) with a strong focus on monitoring academic growth of English Learners, as well as professional learning as detailed in SBUSD's Literacy and Language Framework.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Although there were great gains in student achievement and attainment in many areas, there are still ongoing needs identified by the District. Perhaps one of the most important areas of need is in student performance on standardized assessments. According to results of California Assessment of Student Performance and Progress and the California School Dashboard, there is a great need to support students with disabilities (SWD). In grades 3-8 and 11, 11% of students with disabilities "met or exceeded" standards in ELA, while 8% "met or exceeded" standards in mathematics, making both performance levels "orange" in California School Dashboard. In order to address this gap in achievement, SBUSD will focus on development and implementation of a plan for "multiple approaches" to inclusion of students with special needs in elementary and secondary schools. The plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. District-wide attendance is also a metric where improvement is required. Annual attendance has been at or slightly below 95%. Internal mid-year data suggests that 2016-17 rates for absenteeism should be lower than years past when

chronic absenteeism has fluctuated around 17% and truancy around 25%. However, disproportionality exists between student groups. Chronic absenteeism for English learners (17%), socioeconomically disadvantaged (19%), foster youth (19%) and students with special needs (28%) are all higher than the percentage for all students (11%). Additionally, truancy rates for student groups are also in disproportion. While truancy rates for all students are 25%, truancy rates for foster youth (28%) and students with special needs (36%) are disproportionately higher.

Student connectedness is another area of need that arises derived from feedback received through school climate survey (California School, Climate, Health and Learning Survey- Cal SCHLS) results in 2016-17, which indicate that a greater percentage of parents and staff have a high sense of safety and connectedness to school than do students. Climate survey results indicate a greater percentage of elementary students feel safe and highly connected to school than do secondary students. Furthermore, there are gaps in secondary student perceptions of safety and connectedness between subgroups, namely with Hispanic/Latino students (64%) and socioeconomically disadvantaged (65%).

Finally, disproportionality in student discipline data, as it has been in the past, continues to be an area of great need and attention for the District. Although great improvement has been made, students of color (African-American and Latino/Hispanic) continue to comprise a disproportionate amount of total number of suspensions and expulsions (African-American/Black subgroup is “orange” in California School Dashboard).

In order to address challenges in student attendance, safety and connectedness, SBUSD will continue to diligently implement restorative approaches in elementary and secondary schools. Additionally, a Dean of Student Engagement position was established during Spring of 2017 in the three traditional high schools in order to provide intensive monitoring and intervention for target students (African-American/Black and Latino/Hispanic), as well as greater fidelity of implementation of restorative approaches to combat disproportionality in suspension rates by race.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

According to the California School Dashboard, there exist significant gaps between student groups in achievement on standardized testing in English-Language Arts and mathematics, with disproportionality particularly prominent with English learners (ELs) and students with disabilities (SWD). English Learner (EL) student group was identified locally and one performance level (one color-“yellow” on California School Dashboard) below the “all student” performance, while students with disabilities (SWD) student group was two performance levels (two colors-“orange” on California School Dashboard) below the “all student” performance for the district. Of particular importance is noting

that there exists significant overlap in these two populations due to the significant number of English Learners identified as special needs. In order to address the achievement gap and develop school and district practices responsive to the needs of these student populations, SBUSD has undertaken a number of steps. First, professional learning of all district staff and administrators will focus on research-based approaches that have proven effective in supporting a continuum of learners. Specifically, the district's Literacy and Language Framework was launched in 2016-2017. The plan focuses on research-supported classroom approaches intended to appropriately differentiate and scaffold learning for English learners and students with special needs. Second, district practices will continue to focus on increasing access and supports for all students. In order to support students with special needs, SBUSD will continue to evaluate approaches to inclusion by developing a plan for "multiple approaches" to inclusion. Third, SBUSD will continue to sustain and expand various embedded and extended supports that have proven to improve student academic achievement in the district. Through blended funding and community support, the District will continue to sustain and expand Program for Effective Access to College (PEAC), which utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of study. Additionally, SBUSD will continue to support Community of Schools in development of Regional Family Centers (RFCs) which provides school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta). Also according to the California School Dashboard, there exist significant proportionality gaps between student groups in suspension and expulsion data. Students of color (African-American/Black and Latino/Hispanic) continue to comprise a disproportionate amount of total number of suspensions and expulsions. In order to address the gaps identified previously and develop school and district practices responsive to the needs of these student populations (African-American/Black and Latino/Hispanic), SBUSD has undertaken a number of steps. First, district leadership and staff will continue to focus on implementation of Restorative Approaches in elementary and secondary schools. Second, due to the disproportionality being more pronounced in high schools, a Dean of Student Engagement position was established during Spring of 2017 in the three traditional high schools in order to provide intensive monitoring and intervention for target students (African-American/Black and Latino/Hispanic), as well as greater fidelity of implementation of restorative approaches to combat disproportionality in suspension rates by race.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased and improved services for unduplicated pupils (low-income, English learners and foster youth) can be found in the description provided above.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$158,658,639
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$13,017,884

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures not included in LCAP, but captured in the expenditures specified above include: salaries and benefits for certificated and classified staff and management, costs for routine and scheduled maintenance, costs of student transportation, most instructional materials and supplies, contracted services, food services.

\$118,495,923	Total Projected LCFF Revenues for LCAP Year
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