Local Control = Local Accountability

Increases transparency

Requires districts to seek input from students, staff, parents and members of the community

Every district gets a base grant plus additional funding specifically to help the following subgroups of students: foster youth, students eligible for free or reduced meals, and English Learner students

Requires a Local Control Accountability Plan (LCAP)

CDE changed the LCAP template; document will be longer as we will be required to report on the work done in the current year
LCAP State Priority Areas - Metrics

Priority 1: Basic Services

100% of all teachers are appropriately credentialed and assigned
All students (K-12) have materials aligned to the state adopted standards
All facilities are maintained in good repair

Priority 2: Implementation of State Adopted Standards

All instruction and curriculum in K-12 is aligned to the state adopted standards
All pupils will take Common Formative Assessments (CFAs) in ELA, math, and science
All English Learners receive instruction and curriculum that includes explicit and integrated English language development

Priority 3: Parent Involvement (Need to develop uniform mechanism to track parent participation)

Increase in parent participation in decision-making regarding school and district priorities
Parent participation in decision making regarding school, district priorities will reflect the demographics of the district and school
Priority 4: Pupil Achievement

All pupils achieve at or above grade level in ELA and math
   (Statewide Assessments (CAASPP), EL Progress towards English Proficiency (CELDT Growth/AMAO1), EL Reclassification Rate)

All district graduates are college and career ready
   (High schools only: % A-G Completion, % CTE Completion, AP/IB Exam Pass Rates, SAT & ACT Success Rates, % of Students Earning 3.0 GPA or Higher)

All students are at grade level in ELA and math (within three years of instruction in SBUSD)

Priority 5: Pupil Engagement

Increase in all school attendance rates
Decrease in truancy at all schools
Decrease in chronic absenteeism at all schools
Decrease in middle school and high school dropout rates of all students
Increase high school graduation rates for all students
LCAP State Priority Areas - Metrics

Priority 6: School Climate

- Decrease suspension rates for all students
- Decrease the recommendation for expulsion rates for all students
- Decrease expulsion rates for all students
- Increase the level of school connectedness of students, staff and parents
- Increase level of sense of safety of pupils, staff and parents
- Schools are centers of health and wellness

Priority 7: Course Access

- All students meet the admission eligibility a-g requirements of UC/CSU
- At every school, student enrollment and achievement in Honors, AP/IB and Dual Enrollment courses reflects demographics of the school
Priority 8: Other Pupil Outcomes

All students achieve at or above grade level in science
All students participate in visual and performing arts courses and/or programs
All students are physically fit and healthy
Review of LCAP Process
2013-14 and 2014-15

Consultation and review of SBUSD achievement data and the LCAP with:
- Students
- Parents
- Faculty and staff
- Principals
- Local bargaining units

Presented for review and comment to:
- LCAP Advisory Committee
- Parent Advisory Committee (PAC)
- English Learner Advisory Committee (ELAC)
- PTA/PTO/Foundation presidents
- Faith leaders
- Santa Barbara City Council
- Special Education Parent Advisory Committee (SEPAC)

Opportunity for public input:
- Notice of the opportunity to submit written comment
- 2 public hearings
- Community meetings
- Staff/faculty meetings

Adoption of the plan:
- Adopted concurrent with the district’s budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP for each district/school
District Plan for Year 3  
2015-16

Consultation and review of SBUSD achievement data and the LCAP with:
- Students
- Parents
- Faculty and staff
- Principals
- Local bargaining units

Presented for review and comment to:
- LCAP Advisory Committee
- Parent Advisory Committee (PAC)
- English Learner Advisory Committee (ELAC)
- PTA/PTO/Foundation presidents
- Faith leaders
- Santa Barbara City Council
- Special Education Parent Advisory Committee (SEPAC)

Opportunity for public input:
- Notice of the opportunity to submit written comment
- 2 public hearings
- Community meetings
- Staff/faculty meetings

Adoption of the plan:
- Adopted concurrent with the district’s budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP for each district/school
Change in the 2016-17 LCAP

The plan for LCAP this year is to align the LCAP goals to the four Aims in the Strategic Plan, plus one new LCAP goal.

Goal 1: Life, Career and College-Ready Students (Aim 1)

Goal 2: Student, Family, and Community Engagement (Aim 2)

Goal 3: Organizational Transformation (Aim 3)

Goal 4: Sustainable Facilities (Aim 4)

Goal 5: Early Childhood Education (New)
### LCAP State Priority Areas

- **Priority 1:** Basic Services (Credentials, Materials, Facilities)
- **Priority 2:** Implementation of State Standards
- **Priority 3:** Parent Involvement
- **Priority 4:** Pupil Achievement
- **Priority 5:** Pupil Engagement
- **Priority 6:** School Climate
- **Priority 7:** Course Access
- **Priority 8:** Other Pupil Outcomes: Science, Arts, Wellness

### SBUSD LCAP Goals Mapped to Priority Areas

- **Goal 1:** Life, Career and College-Ready Students (Priorities 1, 2, 4, 7, 8)
- **Goal 2:** Student, Family, and Community Engagement (Priorities 3, 5)
- **Goal 3:** Organizational Transformation (Priorities 2, 6, 7)
- **Goal 4:** Sustainable Facilities (Priority 1)
- **Goal 5:** Early Childhood Education (Priority 4)
LCAP Student Success Metrics
2012-13 to 2015-16
Priority 7: Course Access
Priority 7: Course Access & Priority 4: Pupil Achievement

% OF GRADUATES COMPLETING UC/CSU “A-G” COURSES

% OF ALL SECONDARY STUDENTS EARNING A GPA OF 3.0 OR HIGHER
Priority 4: Pupil Achievement

**% OF ENGLISH LEARNERS WITH 1 YR. OF GROWTH IN CELDT SCORES**

**SRI LEXILE: % PROFICIENT OR ADVANCED GRADES 2-6**

- **2012-13**
- **2013-14**
- **2014-15**

**Academic Year**

- **2014-15**

**Students**

- **90%**
- **80%**
- **70%**
- **60%**
- **50%**
- **40%**
- **30%**
- **20%**
- **10%**
- **0%**

**Spring 2014-15**

- **90%**
- **80%**
- **70%**
- **60%**
- **50%**
- **40%**
- **30%**
- **20%**
- **10%**
- **0%**

- **All Students**
- **Hispanic**
- **White**
- **English Learner**
- **Reclassified**
- **SED**
- **Special Ed**
Priority 4: Pupil Achievement
# Priority 5: Student Engagement, 2014-15

<table>
<thead>
<tr>
<th>Student Engagement</th>
<th>All</th>
<th>White</th>
<th>Hispanic</th>
<th>EL</th>
<th>SED</th>
<th>Sped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy Rate</td>
<td>24%</td>
<td>19%</td>
<td>27%</td>
<td>23%</td>
<td>27%</td>
<td>35%</td>
</tr>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>16%</td>
<td>14%</td>
<td>17%</td>
<td>16%</td>
<td>18%</td>
<td>28%</td>
</tr>
<tr>
<td>(Absences &gt; 10% of Full Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Dropout Rate*</td>
<td>9%</td>
<td>7%</td>
<td>12%</td>
<td>16%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>High School Graduation Rate*</td>
<td>87%</td>
<td>91%</td>
<td>82%</td>
<td>74%</td>
<td>78%</td>
<td>75%</td>
</tr>
</tbody>
</table>

*Cohort outcome data from the class of 2013-14. CDE data unavailable for the class of 2014-15.

Orange = The rate for the sub-group is 3 or more % points different than the rate for all students.
### Priority 6: School Climate, 2014-15

#### School Climate

<table>
<thead>
<tr>
<th>School Climate</th>
<th>All</th>
<th>White</th>
<th>Hispanic</th>
<th>EL</th>
<th>SED</th>
<th>Sped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Rate</td>
<td>2.3%</td>
<td>0.4%</td>
<td>2.8%</td>
<td>3.3%</td>
<td>3.1%</td>
<td><strong>6.6%</strong></td>
</tr>
<tr>
<td>Expulsion Rate</td>
<td><strong>0.2%</strong></td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td><strong>0.4%</strong></td>
</tr>
</tbody>
</table>

#### School Climate

<table>
<thead>
<tr>
<th>School Climate</th>
<th>All</th>
<th>White</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Safety - Students</td>
<td>70%</td>
<td>71%</td>
<td>69%</td>
</tr>
<tr>
<td>Sense of Safety - Parents</td>
<td>68%</td>
<td>59%</td>
<td>77%</td>
</tr>
<tr>
<td>Sense of Safety - Staff</td>
<td>82%</td>
<td>85%</td>
<td>78%</td>
</tr>
<tr>
<td>Sense of Connectedness - Students</td>
<td>57%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>Sense of Connectedness - Parents</td>
<td>78%</td>
<td>73%</td>
<td>86%</td>
</tr>
<tr>
<td>Sense of Connectedness - Staff</td>
<td>66%</td>
<td>70%</td>
<td>74%</td>
</tr>
</tbody>
</table>

**Orange** = The rate for the sub-group is 3 or more % points different than the overall rate

**Green** = The rate for the sub-group is 3 or more % points different than the overall rate, in a positive direction
Guiding Questions

Phase One - Needs Assessment

1. Based on the LCAP goals, state priority areas, and metrics, what adjustments or additions would you recommend for all students?

2. For the LCAP student subgroups?

---

**2016-17 LCAP Goals**

- Goal 1: Life, Career and College-Ready Students (Aim 1)
- Goal 2: Student, Family, and Community Engagement (Aim 2)
- Goal 3: Organizational Transformation (Aim 3)
- Goal 4: Sustainable Facilities (Aim 4)
- Goal 5: Early Childhood Education (New)

---

**LCAP Student Subgroups**

- English Learners
- Disadvantaged Students
- Students with Disabilities
- Homeless & Foster Youth
- Economically
- Hispanic/Latino Students
LCAP 2016-17 Feedback

Please provide feedback and ask additional questions by Feb. 5, 2016 at: talk.s bunified.org