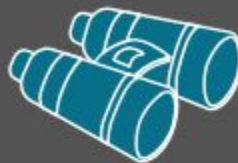# 2017 - 2020

Local Control Accountability Plan
Executive Summary

Five strategic goals

New accountability

Three year plan, annually reviewed

About Local Control Accountability Plan (LCAP)

The State of California created LCAP as a new tool for all public school districts in California to focus on achieving equitable educational outcomes for student achievement.

LCAP Overview

California's 8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Engagement
4. Student Achievement

5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula (LCFF)

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for English learner (EL), foster youth, and low income students.
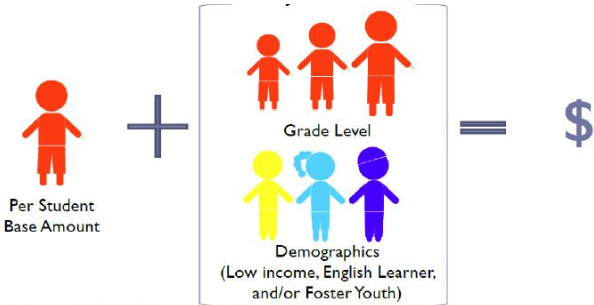
The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance.

Per Student Base Amount + Grade Level Demographics (Low income, English Learner, and/or Foster Youth) = $

SB Unified's Total 2018-19 LCFF Funding

- Base: $114,471,131
- Supplemental: $11,440,100

Communities Served

13,475 Students   **18 Schools**   **1,684 Full- and Part-time Staff**

Student Ethnicity
- African American: 1.0%
- American Indian or Alaska Native: 0.4%
- Asian/Asian American: 3.3%
- Filipino: 0.6%
- Hispanic/Latinx: 60.0%
- Pacific Islander: 0.1%
- Two or More Racial Groups: 0.9%
- White: 33.1%

Student Groups
- English Learners: 19.6%
- Foster Youth: 0.1%
- Homeless Youth: 12.7%
- Low Income: 53.7%
- Students with Disabilities: 12.6%

SB Unified Overview

Board of Education

Wendy Sims-Moten, President
Laura Capps, Vice President
Jacqueline Reid, PhD, Clerk
Kate Ford
Rose Muñoz

Superintendent

Cary Matsuoka

LCAP Goals

Develop a culturally proficient district

Engage students and families

Prepare students for the 21st century

GOALS

Create 21st century learning environments

Enhance early childhood education

Our Journey

Background and Process

While the State of California created the Local Control Accountability Plan (LCAP) process as a new planning structure for all public school districts in California, SB Unified developed a three-year strategic plan for 2014-2017 that was organized around four broad aims:

- Aim 1 – Life, Career, and College-Ready Students
- Aim 2 – Student, Family, and Community Engagement
- Aim 3 – Organizational Transformation
- Aim 4 - Facilities

Both plans had a focus on achieving equitable educational outcomes across student groups, but did not explicitly inform one another at the time. The LCAP is required by law and should serve as a primary document to guide the priorities and efforts of a school district. To gain alignment with the strategic plan, the LCAP has been organized around five goals since 2015. These five goals are:

- Goal 1 – Through organizational transformation, develop a culturally proficient district to ensure success for all students
- Goal 2 – Engage students and families to promote student success
- 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

The LCAP Executive Summary highlights high-impact strategies within each goal that SB Unified leadership believes have the greatest potential to move the district forward toward "preparing students for a world that is yet to be created," and should therefore be our highest priorities. The LCAP is a three-year plan, updated annually, with robust ongoing stakeholder input through site- and district-based meetings and/or forums, the LCAP Parent Advisory Committee (PAC), the District English Language Advisory Committee (DELAC), a community input survey, and public hearings at regularly scheduled board meetings.

State and Local Accountability

As of 2017, school districts in the state of California are publicly accountable through the California School Dashboard ("Dashboard"), which uses multiple measures to demonstrate commitment to and progress towards all student groups achieving at high levels. The Dashboard provides information about how districts and schools are meeting the needs of California's diverse student population in the form of indicators that are linked to the state's eight priorities. The advent of California's new accountability and continuous improvement

system is one of the most significant changes to come about in the state's public education the last several decades.

The success of the SB Unified LCAP depends on its ability to inform the work across the district in addressing the academic and social-emotional needs of all students. The goals guiding the 2017-2020 plan will be realized through a set of strategies, and monitored through key metrics that will gauge our progress.

Metrics

The California Department of Education's (CDE) launch of the Dashboard occurred during the present 2017-2020 LCAP cycle, and continues to evolve. This LCAP Executive Summary features key metrics from the LCAP and Dashboard in order to continue alignment across local plans, re-orient towards the state accountability system, and develop greater focus and coherence across the district.

The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. State indicators are based upon data that are collected by the state (e.g. suspension rate, academic performance). Local indicators are based upon data that are collected at the local level (e.g. school climate, parent engagement). A specific state indicator garnering culminating interest is the College/Career Indicator (CCI), which uses multiple measures to provide a performance level based on the number of students who are likely prepared for success after high school.

To help us monitor our progress towards meeting each goal, our key metrics will be reviewed regularly through a continuous cycle of inquiry and improvement.

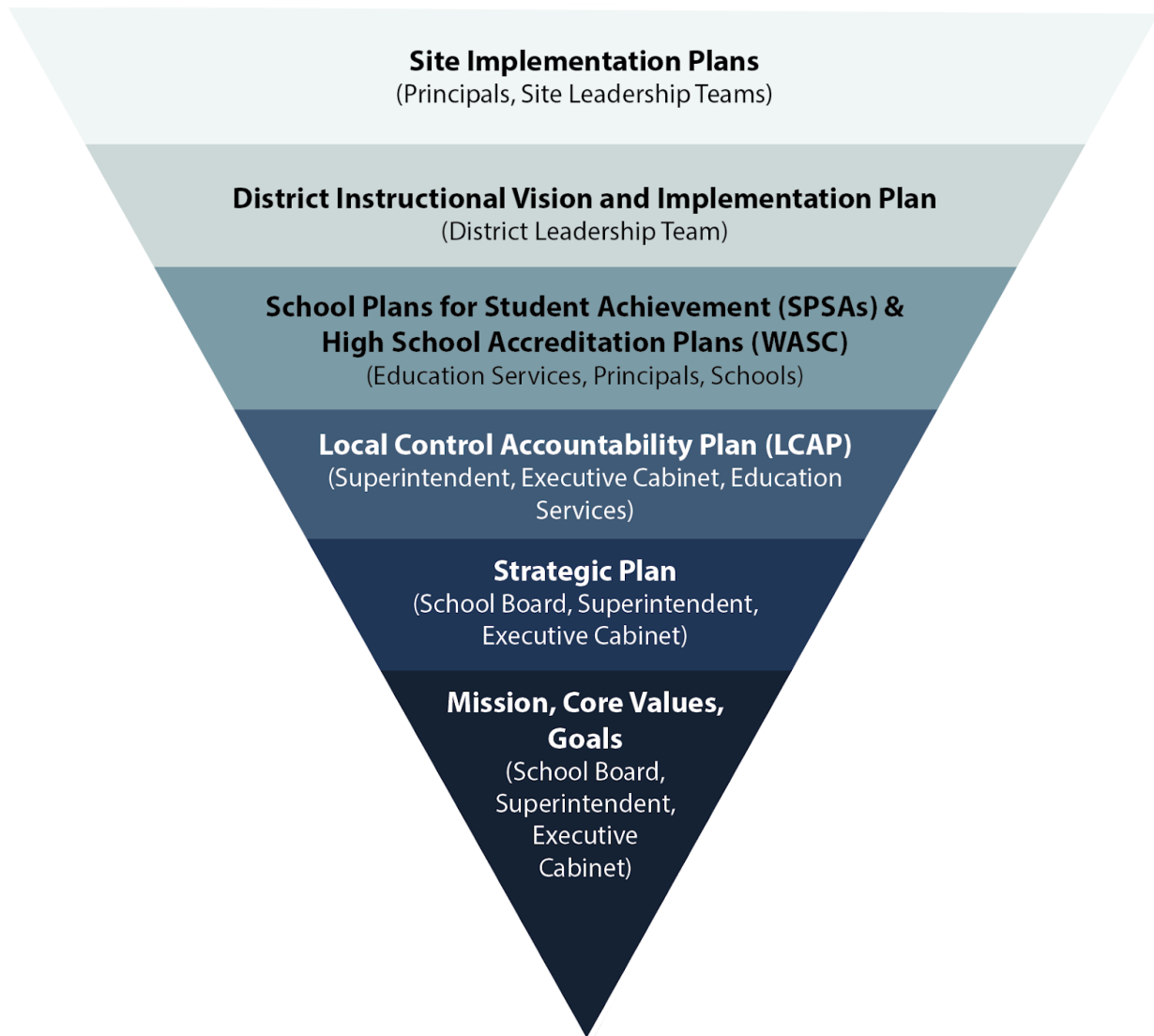## Continuous Cycles of Inquiry and Improvement

In order to meet our LCAP goals, we must systematically and collaboratively examine our practices and evaluate their effectiveness in improving equity in educational outcomes. SB Unified's ongoing cycle of inquiry begins with analyzing information to identify student needs, re-designing practices that will result in improvement, implementing the practice, and refining it again based on an analysis of the resulting information.
High-impact cycles of inquiry occur in teams of educators that examine evidence of student learning and progress, which informs collective shifts in educational practice, and results in continual improvement in educational outcomes across student groups.
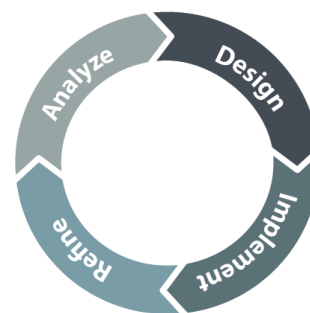
Annual Plan and Accountability Alignment

In pursuit of increasing coherence across the district, the visual below depicts the alignment of the primary responsibilities of a school district and their execution throughout multiple levels of the organization:

Site Implementation Plans
(Principals, Site Leadership Teams)

District Instructional Vision and Implementation Plan
(District Leadership Team)

School Plans for Student Achievement (SPSAs) & High School Accreditation Plans (WASC)
(Education Services, Principals, Schools)

Local Control Accountability Plan (LCAP)
(Superintendent, Executive Cabinet, Education Services)

Strategic Plan
(School Board, Superintendent, Executive Cabinet)

Mission, Core Values, Goals
(School Board, Superintendent, Executive Cabinet)

SB Unified LCAP Goals

In the spirit of the LCAP, SB Unified is committed to improving equity in student outcomes across student groups so that all students achieve at high levels. To make this happen, we have identified high-impact strategies supporting each goal, and corresponding key metrics to help us monitor our progress.

Goal 1: Through organizational transformation, develop a culturally proficient district to ensure success for all students

Strategy	Key Metrics
A. Develop staff cultural proficiency including understanding the role of implicit bias.	Annually, at least 150 additional staff will participate in implicit bias training, including classified staff beginning in 2019-2020.
B. Ensure equitable access to a rigorous and broad course of study. See also Goal 3, Strategy G.	Annual 3% point increase overall in graduates' A-G completion.*
C. Implementation of an ethnic studies graduation requirement.	Members of the graduating class of 2023 will complete an ethnic studies graduation requirement through one of the three following options: ● Elective survey course ● Core integrated courses ● College credit course (Dual Enrollment).

Goal 2: Engage students and families to promote student success

Strategy	Key Metrics
D. Increase student engagement and promote mental health and wellness of all students through a school-based multi-tiered system of supports (MTSS) that includes social-emotional learning (SEL), restorative approaches (RA), and positive behavior intervention systems (PBIS).	Improve annual attendance by 0.25% per year until reaching and maintaining a steady rate of 96%. Annual 2% point decrease overall in: ● Chronic absenteeism, and maintain at or below 10%.* Annual 2% point increase overall in students' CHKS self-ratings of: ● Sense of safety* ● Sense of connectedness* Annual 0.3% point decrease overall in students' suspension rate; on the CA School Dashboard, a "green" rating and no more than one "color" rating difference between student groups.
E. Refine, implement, and monitor actions and activities that authentically engage families as equal partners in their children's education in school governance, advisory committees, and associated activities.	Annual 2% point increase overall in the Parent Engagement metrics identified in the LCAP and the CA School Dashboard Local Indicator report, which come from the California School Parent Survey (CSPS):* ● Parent perceptions of school decision-making, and ● Parent self-reports of participation in school programs.

Goal 3: Prepare students for life, learning, and work in the 21st Century

Strategy	Key Metrics
F. Engage in professional learning and collaboration around systems leadership, instructional coaching, and the development and implementation of curriculum and assessment.	Annual 3% point increase overall in meeting or exceeding state standards in English Language Arts/Literacy (ELA) and Math (i.e. CAASPP).* Annual 2% point increase overall in graduates' college course completion (i.e. dual enrollment).* Annual 2% point increase overall in graduates' CTE pathway completion.*
G. Refine implementation of American School Counseling Association (ASCA) national model, and continue counselors' Professional Learning Community (PLC), to support equity in student access to and completion of College-Career Readiness pathways. See also Goal 1, Strategy B.	Annual 3% point increase overall in the CA School Dashboard College Career Readiness Indicator (CCI).*
H. Implement SB Unified's Literacy and Language Framework, including professional learning to support the implementation of a balanced literacy model, as well as strategies for language acquisition and development.	Annual 2% point increase overall in the percentage of 3rd grade students reading at or above grade level, as measured by Lexile literacy levels.* Annual 1% point increase in the EL reclassification rate. Annual 1% point decrease in the number of Long Term English Learners (LTEL).

Goal 4: Create and maintain 21st Century learning environments

Strategy	Key Metrics
I. Continue to support classroom teachers' creation of technology rich learning environments.	In development.
J. Continue to support personalized learning at pilot sites, and identify additional classrooms/sites to deploy personalized learning in SY 2019-2020.	Number of sites/classes piloting personalized learning platforms and approaches.

Goal 5: Enhance early childhood education opportunities

Strategy	Key Metrics
K. Support kindergarten readiness for all students	Annual 3% point increase overall in students scoring "Ready" or "Almost Ready" on the Kindergarten Entrance Readiness Profile (KSEP), and maintain at or above 80%.*

*Continue to improve the overall rate as specified; each student groups' results will improve until within 2% of the overall rate. In order to make progress towards proportionality in student outcomes, this growth is particularly important for students/families who are Latinx, African American, English learners (EL), Redesignated Fluent English Proficient (RFEP), socio-economically disadvantaged (SED), homeless or foster youth, and/or students with disabilities (SWD).

Appendix A: LCAP Glossary of Terms

Action

Action is a term used in the LCAP that represents how a specific goal and strategy will be implemented. Actions are the activities related to the goals and strategies districts develop in their plans. Actions are also required for each goal in the LCAP and should be aligned with goals and expenditures. For example, an action related to the goal of increasing student attendance could be to hire a part-time attendance clerk.

Budget

In the LCAP, the budget page shows an estimate of the amount of money that districts will have access to for the upcoming school year. It also shows the expenditures districts have planned for the following two years. Each expenditure is broken down by the funding source so districts can track the impact of planned expenditures on the bottom line.

Base Funding

Most of the funding will consist of a base grant that districts will receive for every student in attendance. Base funding is the same for all districts and charters but varies depending on grade span. The base grant is lower for younger elementary school students and highest for high school students.

Community Engagement

The process by which a district involves parents and other community members and groups to authentically engage in the planning and budgeting process by providing input and feedback on the LCAP. By including the community in the planning and budgeting process, it ensures that local priorities will be reflected in the LCAP.

Community Funded District

A Community Funded district is one that local property taxes exceed its state entitlement. The excess property taxes are unrestricted and are allocated for any use the district deems appropriate.

English Learner (EL)

A student whose home language is not English and who is learning English as a second language. In schools, there are different levels of English Learners and each level qualifies for a different level of support. English Learners have been identified as a priority under LCFF, and schools serving ELLs will receive additional funding resources.

English Language Advisory Committee (ELAC)

This group often consists of school staff and parents who work together to address the needs of students still learning English. Every California public school serving grades TK-12 with 21 or more ELL are required to form an ELAC. Under LCFF it is important that the final LCAP reflects ELAC involvement.

Expenditure

This is the amount of money that a district is planning to spend for each action in the upcoming years. For LCFF, a district must align these expenditures with each action in Section 3 of the LCAP. In the LCAP, they can enter this information under the "Edit Actions" section of the "Plan" page. They can also attach expenditures to funding sources in the bottom section of the "Edit Actions" part of the LCAP.

Fiscal Year Allocation

The amount of money that each district will have to spend in the upcoming school year. In the LCAP, this amount will determine the number of expenditures a district can expect for the upcoming year.

Foster Youth

A child who has been removed from his/her home due to suspicions of abuse or neglect, is living in an out-of-home placement, or is under the jurisdiction of the juvenile court. Foster Youth have been identified as a priority under LCFF, and schools serving foster children will receive additional funding resources.

Goal Area

A measurement used to gauge performance toward reaching an identified end, such as a strategic plan or Board goals. In the LCAP, a district might have five Board Goals they want to use as their Goal Areas and then align each LCFF goal to those five board goals.

Local Control and Accountability Plan (LCAP)

A plan adopted by a district, county office of education or charter school governing board that reflects the goals and special actions that will be pursued by a school district based on the eight state priorities outlined in the LCFF legislation, as well as any locally adopted priorities. Once all required areas of the LCAP are completed, the LCAP can be downloaded by an administrator using the reports function within the LCAP.

Local Control Funding Formula (LCFF)

California's new school finance model to allocate funding from the state to local school districts, county offices of education and charter schools. The funding formula will be still be based on Average Daily Attendance (ADA) as it was in the past but it introduces some fundamental changes by providing a base grant as well as supplemental and concentration grants based on student demographics. LCFF replaces a majority of the state's categorical programs and allows for more flexibility at the local level.

Low Income Students

Students who are eligible to receive free and reduced priced meals. This subgroup will receive additional funding from the Local Control Funding Formula (LCFF).

Outcome

Outcomes represent data that districts use to assess and measure a return on the investments made on behalf of students (i.e. attendance, achievement on standardized tests, etc.). In the LCAP, the Outcomes page will contain relevant data that school districts have identified. If one of the district's goals was to increase attendance rates, then an example of an outcome would show the change in attendance rates as a way of measuring how successful the district was in reaching its goal.

Positive Behavior Interventions & Support (PBIS)

PBIS is a proactive approach to establishing behavioral supports that are necessary for students to be successful socially, academically and emotionally.

Proportionality

Districts are required to include evidence in their LCAP of how funding for low income, foster youth, and ELL students will be used. The proportionality section can be found under the Budget tab in the LCAP and relates directly to Sections 3C and 3D of the LCAP. Each year, proportionality is determined through a seven step process that will give each district a proportionality %.

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement helps schools to analyze the success of, and to create improvements to, the instructional programs schools put in place to ensure that all students are reaching academic standards. In the LCAP, the user is able to complete an SPSA by following all of the required steps outlined in the process. In the reports section of the school level version of the LCAP, the user can download a school's SPSA report for the CDE.

Student Group

A specific student population to be targeted such as Foster Youth or English Language Learners. In the LCAP, there is a list of subgroups that are identified and an option to align each action to a particular subgroup that it affects.

Strategy

In the LCAP, all strategies are tied back to their related goals on the plan page. A strategy identifies a high-level plan that will help to achieve a goal. Later, a strategy is further developed through actions and investments. An example of a strategy is to engage parents in supporting student attendance improvement initiatives.

Appendix B: Budget Summary

Goal	Strategy	Detail	Amount	FTE
Goal 1: Cultural Proficiency	Adult & Student Cultural Proficiency Training	Contracted Services (Just Communities)	$245,630.00	0.00
	Expansion of Access to College Entrance Exams	Pre-ACT/PSAT	$39,000.00	0.00
	Expansion of Access to CTE & VAPA	Coord. of Special Programs (District & Site)	$224,125.00	1.80
	Support for Access to College--PEAC	Coord., Admin., Couns.; Supplies; Mileage	$258,393.00	2.00
Goal 2: Engagement	Support for Restorative Approaches & Social-Emotional Learning	Professional Learning	$10,500.00	0.00
	Promotion of Positive School Climate	Contracted Services (AHA)	$30,000.00	0.00
	At-Risk Intervention	At-Risk Outreach Liaisons	$183,214.00	2.00
	Attendance Monitoring/Communication Tools	Contracted Services (A2A)	$42,300.00	0.00
	Support for Student Engagement	Deans at Traditional High Schools	$282,603.00	2.10
	Intensive Support for Disengaged Youth	Academy for Success (TOSA)	$110,963.00	1.00
	Support for EL & Parent Engagement--Administrative	Director & Admin Support, EL & Parent Engagement	$240,412.00	1.87
	Parent Engagement--Education	Workshops	$20,000.00	0.00
	Parent Engagement--Advisory Committees	DELAC, PEC, PAC, Childcare, Materials	$50,000.00	0.00
	Language Access--Special Events	Back to School Nights, Community Forums	$20,000.00	0.00
	Language Access--General	Translation & Interpretation	$110,000.00	0.00
	Support for Mental Health	Contracted Services (CALM & FSA)	$625,000.00	0.00
Goal 3: College, Career, Life-Ready	Math Intervention	Math Support Sections at Secondary Sites	$529,705.00	5.33
	Support for Access to College--AVID	AVID: Leadership (TOSA), AVID Elective Sections, Professional Learning, Subscription, Field Trips	$1,029,174.00	8.91
	Support for Secondary Emerging Multilingual Students	Designated ELD sections, Bilingual Paraeducator positions	$300,000.00	3.00
	High School Credit Recovery	Educational Software: OdysseyWare	$106,000.00	0.00
	Support for Differentiated Curriculum, Instruction, & Assessment	TOSAs: ELA, Math, Science, Social Science, RA	$733,924.00	6.00
	Formative Assessment Tools: Reading, Math	Educational Software: Renaissance Learning/STAR	$187,300.00	0.00
	Reading Support for Students w/Disabilities	Educational Software: Learning Ally	$10,200.00	0.00
	Support for Elementary PLCs	Credentialed Teachers for Music, Visual Arts, PE	$1,930,464.00	23.40

	Elementary STEAM Integration	MakerSpace Staffing (Franklin, Adams)	$206,432.00	2.00
	Elementary Access to Library Services	Elementary Librarian	$109,322.00	1.00
	Support for Balanced Literacy Model Implementation	Literacy Coaches	$385,721.00	3.00
	NGSS Experiential Learning	6th-grade Field Trips	$171,000.00	0.00
	Elementary Garden Education	Contracted Services: Explore Ecology	$90,854.00	0.00
	Professional Learning--Integrated/Designated ELD	Project GLAD	$20,000.00	0.00
	Professional Learning--Improving Instructional Practice	Balanced Literacy, School Leadership	$180,000.00	0.00
Goal 4: 21st-Century Learning Environments	Support for Integration of Technology into Curriculum	Tech Coaches	$549,282.00	5.27
Goal 5: Early Childhood Education	Expansion of Access to Early Childhood Education-- Administrative	Pre-School Coordinator	$77,320.00	0.50
	Support for Infant Center	Cal-Safe Staff	$84,337.00	1.66
Allocations to Sites	Refer to School Plans for Student Achievement (SPSAs)		$1,182,229.00	
Amount to be Allocated in LCAP Plan			**$10,375,404.00**	
Indirect Cost Rate			$323,089.00	
Donation of Like Kind Services			$741,607.00	
TOTAL LCAP ALLOCATION			**$11,440,100.00**	