

# LCAP Executive Summary



SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Draft 05-04-16

*Making Hope Happen*



**San Bernardino City Unified School District**  
**Local Control and Accountability Plan**  
**Executive Summary**

On June 16, 2015 the San Bernardino City Unified School District’s Governing Board approved the 2015-16 to 2018-19 Local Control and Accountability Plan (LCAP). The plan captures the actions, services, and investments we will make to ensure that our district provides all students with opportunities that make hope happen. This plan reflects ideas, interest, and expectations from the perspective of our students, their families, and staff throughout the district. Many stakeholders contributed to this plan, including students, parents, staff and interested community members.

The state of California has provided school districts with the template to use in submitting the Local Control and Accountability Plan. The LCAP is a formal document, our 439-page plan includes technical language and specific budget amounts. However, every effort has been made to make the plan understandable and useful to all concerned.

The San Bernardino Unified School District is receiving approximately \$470 million to implement programs designed to specifically serve the needs of English Learners, socio-economically disadvantaged students, and Foster Youth. Based upon the input from a broad group of stakeholders, programs and services are being planned through these funds, including the following:

- Expanded summer school course offerings
- Reduced class sizes
- Additional counselors
- Expanded AVID to elementary school campuses
- Program for credit recovery instituted
- Purchase of musical instruments
- Establishment of Family Resource Center
- Establishment of Foster Youth Liaison

Plans for the expenditure of virtually all of the district’s funding from the state, not just the additional \$15 million for our ‘targeted students’ are required by LCAP. Which is why we have budget items for expenditures such as “site maintenance” for our entire district. The LCAP is broken down into 3 sections. Section 1 (Stakeholder Engagement) describes the process we used to develop our LCAP. Section 2 (Goals and Progress Indicators) describes what we expect with regard to improved student performance. Section 3 outlines the programs and services we plan to implement, and the budgeted cost for those items. You will find the programs and services identified above throughout Section 3 of the LCAP, most easily identified above under the title, “Actions and Services”.

## Capturing San Bernardino's Vision

The LCAP builds on ideas and expectations captured through the district's Community Engagement Plan. It supports our mission—

*The mission of SBCUSD, the leading expert in human learning, is to ensure all students, cradle to career, develop the knowledge, skills, and proficiencies required for college, career, civic, and economic success by inspiring and engaging them in a system distinguished by:*

- *High expectations for student and staff performance*
- *Vital partnerships with families, community, and employers*
- *Culturally proficient schools*
- *Learning experiences beyond traditional boundaries of where and when*
- *Safe, respectful, and welcoming environments*

The LCAP complements the Community Engagement Plan by describing specific areas where continued, and in some cases further, investments are needed to create the learning environment that delivers on our mission. There are six LCAP goals in which there is a consistent reference to “all” students. As one of California's most diverse school districts, consideration of “all” students requires attending to unique learning needs related to poverty, race, and language. The LCAP describes how we will focus existing programs, expand or increase services, and develop partnerships to meet the needs and deliver on the promise of “making hope happen” for every child in our community.

1. ***College Ready Graduates:*** All students will graduate from high school with a focus on A-G course completion and increasing four-year cohort graduation.
2. ***Opportunities and Success for English Learners:*** All English Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. ***Academic Success for All Students:*** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
4. ***Educator Effectiveness:*** All students will be taught by highly qualified teachers.
5. ***Parents as Educational Partners:*** Develop a coordinated plan to engage, educate, and involve parents as partners through the community and family engagement office.
6. ***Productive Learning Environments:*** All students will be educated in learning environments that are safe, drug free, and conducive to learning with a focus on reducing suspension and expulsion rates.

## San Bernardino City Unified School District

### Annual Goals and Measurable Objectives

#### Goal #1: College Ready Graduates

**Goal Statement:** All students will graduate from high school with a focus on A-G course completion and increasing four-year cohort graduation.

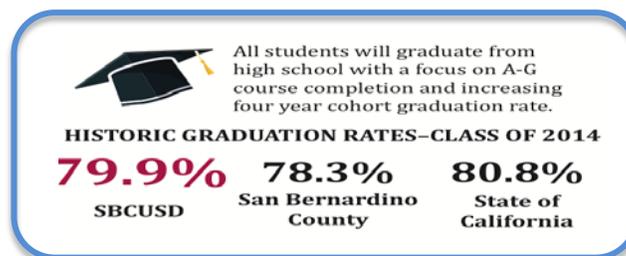
#### Annual Measurable Outcomes:

Improved growth in:

- SBAC proficiency in ELA and Math grades 3-8, 11 (10% growth from 2014-15)
- Increase API (State growth target)
- Increase share of students college and career ready (10% growth)
- Increase share of students prepared for college based on EAP
- African-American males ELA proficiency (minimum growth of 10% from 2014-15)
- African-American males Math proficiency (minimum growth of 10% from 2014-15)
- Graduation rate growth target (85%)
- African-American males graduation rate (74%)
- A-G completion (“C” or better) (35% completion rate)
- African-American A-G course completion rate (“C” or better) (30% completion rate)
- CAHSEE Proficiency (10th grade census) ELA/Math (80%/80%)
- Attendance rates (97.5%)
- Students that pass Advanced Placement exam with 3 or higher (10% growth from 2014-15)

Decrease in:

- Chronic Absenteeism Rate (5% reduction)
- Dropout rate (12%)
- African-American dropout rate (15%)
- Middle School Dropout Rate (5% reduction)
- Rigorous Curriculum Design (RCD) Performance Tasks (10% growth in proficiency)



## **Goal #2: Opportunities and Success for English Learners**

**Goal Statement:** All English Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

### **Annual Measurable Outcomes:**

- AMAO 1: 62%
- AMAO 2a: 25.6%
- AMAO 2b: 53%
- AMAO 3: Increase student scores (10% from 2014-15)
- Maintain at least 15% re-classification for all English Learners and increase the rate for Long Term English Learners by (5% growth from 2014-15)
- Number of ELs that become English Proficient (5% growth from 2014-15)

## **Goal #3: Academic Success for All Students**

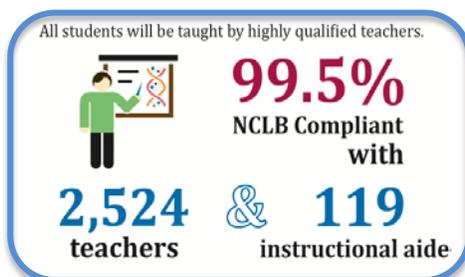
**Goal Statement:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

### **Annual Measurable Outcomes:**

- SBAC proficiency in ELA and Math grades 3-8, 11 10% growth from 2014-15)
- Increase API (State growth target)
- English Learner ELA Proficiency Rate (minimum 10% growth from 2014-15)
- English Learner Math Proficiency Rate (minimum 10% growth from 2014-15)
- African-American males ELA proficiency (minimum 10% growth from 2014-15)
- African-American males Math proficiency (minimum 10% growth from 2014-15)
- AMAO 3 Increase student scores (10% from 2014-15)
- Professional Development: Increase in rigor and relevance in lesson design
- 100% of students will have access to standards aligned instructional materials (Williams Report)

## **Goal #4: Educator Effectiveness**

**Goal Statement:** All students will be taught by highly qualified teachers.



**Annual Measurable Outcomes:**

- Improved instruction and increased learning based on:
- Rate of mis-assigned teachers (10% reduction)
- 100% of teachers will be fully credentialed
- 100% of teachers will be highly qualified
- Demonstrated growth in teacher attendance/ participation/ application of Professional Development related to the implementation of the LCAP (10% growth from 2014-15)

**Goal #5: Parents as Educational Partners**

**Goal Statement:** Develop a coordinated plan to engage, educate, and involve parents as partners through the community and family engagement office.

**Annual Measurable Outcomes:**

- Increased academic achievement and student engagement, measured by API, surveys and attendance rosters collected at workshops and trainings.
- Establish Community and Family Engagement Partnership Office and develop a District-wide plan

**Goal #6: Productive Learning Environments**

**Goal Statement:** All students will be educated in learning environments that are safe, drug free, and conducive to learning with a focus on reducing suspension and expulsion rates.

**Annual Measurable Outcomes:**

- Reduce Referral Rate (10% reduction target)
- 11% Target -Suspension
- Reduce Expulsion Rate (10% reduction target)
- Reduce Penal Code Violations (10% reduction target)
- Improved student engagement (as measured, in part, via surveys)
- 100% Facilities in good repair as measured Williams Report

K-12 Suspension Rate (goal is to reduce suspensions) Student suspension rates where each suspended student is counted only once out of all district students served.	8.4%	6.4%	2%
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## Areas of Investment

The district estimates it will receive approximately \$470 million in LCFF state funding in 2015-16. The LCAP describes how just under half of these funds will be used in support of the above goals. The half of the budget not included in the LCAP is used to support basic operations, including providing for classroom teachers, site administrations, and other supports that are in place to ensure basic instruction is available for our students. Following is an overview of major areas of investment reflected in the LCAP:

<b>Latino Student Achievement (district and sites)</b>	\$30.3 million
<b>Facilities and Grounds</b>	\$30.1 million
<b>English Learning Support (district and sites)</b>	\$20.7 million
<b>School Climate</b>	\$19.1 million
<b>Class Size Reduction</b>	\$13.5 million
<b>Information Technology</b>	\$10.9 million
<b>Instructional Materials</b>	\$9.5 million
<b>Tutoring</b>	\$8.3 million
<b>Other Programmatic and Site Services (including foster youth)</b>	\$8.1 million
<b>African American Student Achievement (district and sites)</b>	\$7.9 million
<b>Professional Development</b>	\$6.3 million
<b>Counselors (increase by 10 FTE)</b>	\$5.8 million
<b>Parent Involvement and Engagement</b>	\$4.6 million
<b>Visual and Performing Arts</b>	\$2.4 million
<b>AVID</b>	\$1.6 million
<b>Enrollment Management (Heath Aides)</b>	\$1.5 million
<b>Athletics</b>	\$1.1 million
<b>Gifted</b>	\$0.8 million

## Expected Outcomes Overall

The LCAP identifies specific outcomes for each of the goals. Each of the stated outcomes contributed to the following broad expectations. The LCAP maps a course for the district to improve engagement and support for all students evidenced by:

- Increase opportunities to learn
  - 15% reclassification rate for all English Learners and higher rate for long-term English Learners
  - Reduction in suspension and expulsions, especially among African-American and students with disabilities
  - Increase in overall attendance rate and drop in percentage of students that are chronically absent
  - Reduction in drop-out rates at middle and high schools
- Improve academic outcomes
  - 10% growth in students meeting or exceeding grade level standards
  - 10% growth in students that are college and career ready
  - 100% of students pass the CAHSEE
  - 10% growth in students proficient on Performance Tasks

## Conclusions

The LCAP provides a robust, thoughtful, and community-oriented plan for how we ensure that every child in San Bernardino receives an education that prepares them to “*develop the knowledge, skills, and proficiencies required for college, career, civic, and economic success.*” The LCAP introduces a structure and expectations for aligning resources around state and local priorities. It represents an important step towards improving how we make money matter for our students and community. We thank our students, their families, community partners, and district staff for contributing to this plan.