

# 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)

[California School Dashboard](#): 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.

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Santa Barbara Charter School enrolls approximately 300 students in grades TK-8 in a classroom-based or HomeBased educational program. Our students come from all over the county, with the majority of students residing in Santa Barbara and Goleta. In 2018-19 we have 24% Latino students, 62% White, 8% two or more races, 4% Asian, 1% not reported, and 1% African American students enrolled.

Our “high needs” student count for 2018-19 is 23%, with 4% English Language Learners, 4% Homeless, and 23% Socioeconomically Disadvantaged. We have 22 students who are formally identified as students with disabilities, which is 8% of our population. We have six home languages reported this year.

**Santa Barbara Charter School nurtures lifelong learners by cultivating the interests and building the skills of both students and their families in the Arts, Academics, and Relationships.** Working together, the staff, parents, and students at SBCS create a responsive and innovative educational program.

Santa Barbara Charter School is autonomous and responsible for long-term planning; curriculum development; hiring, training, and supervision of staff; student assessment; administration; budget and fiscal operations; custodial care of the facility; and delivery of instruction to our diverse student population.

The governance structure of SBCS engages stakeholders in every aspect of the school’s operations. The administrative structure includes a Director of Education, Director of Operations, Chief Financial Officer, and the Head Teacher, all of whom have input into educational, financial, and legal decisions as is appropriate. The Circle of Trustees (CoT) is the SBCS Board of Trustees, and has final authority over legal, fiscal, and personnel issues. The CoT currently consists of parents, with teacher and administrative representatives, also authorized by the Charter. When employees serve

on the CoT, a majority of non-paid staff is always maintained on the CoT, and the CoT has adopted and follows a strict, state-approved conflict of interest policy. Parent Alliance (PA) is comprised of all parents/guardians of students currently enrolled in the school and provides an additional venue for parent input. PA focuses on community building and parent education. PA has liaisons with CoT and Teachers Council (TC). Teachers Council is comprised of all full- and part-time teachers, and is responsible for decisions related to education, curriculum, and classrooms. Input and feedback from the entire school community is solicited through ParentSquare on a weekly basis. When possible, student opinions are solicited and included in decision-making; toward this end we have formalized Student Alliance.

At SBCS we recognize that learning takes place everywhere and all the time. We nurture the physical, intellectual, social, and emotional development of the child and help students achieve academic goals through multi-sensory experiences. We value student-led learning and are committed to building a child's sense of self by allowing each student to experience academic and social success.

SBCS is a materials-based program. Our deepest and most important underlying assumption is that the most powerful learning takes place when students create their own meaning and understanding through their interactions with materials and other people – their own experiences. We believe all children are curious and interested in figuring things out. Our goal is to provide an educational program with breadth and depth for students with different learning styles and types of intelligence. It is the teacher's job to notice how each child interacts with the people and things around him/her, and ask questions or provide materials and instruction that enable the next structured step in growth toward specific educational goals. Our curriculum is developmentally based and integrated in order to facilitate the cognitive, physical, social, and emotional development of each child. The school is child-centered in its approach to education, yet believes this value can successfully be balanced with the equity and common goals that drive state adopted, standards-based curriculum and assessment.

## LCAP Highlights

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

The 2019-20 LCAP is the third year of a three- year plan cycle that began with the 2017-18 school year.

For 2019-20, Teachers Council will continue to focus on working for fuller implementation of the Next Generation Science Standards (NGSS). Teachers will be observed identifying NGSS standards in their lesson planning and articulate which Science and Engineering Practices they are using with students. Teachers will work with our science consultant to articulate and implement grade-level NGSS standards, with a **particular focus on enhancing the development of argumentation and modeling.**

We need to **improve mathematics performance for significant subgroups on CAASPP** and with in-class performance, so we will offer more comprehensive after school enrichment opportunities and academic support programs for unduplicated "high needs" students, offering both homework help and math tutoring. We continue tweaking our existing program in order to better meet the needs of the students.

**We will continue to work with our math consultant as teachers will develop school-wide systems and practices, specifically developing Mathematical Routines (e.g., Dot Talks, Number Talks, Choral Counting, etc.), in order to help students make sense of mathematics, develop convincing mathematical arguments, and critique and build on others' reasoning.** Teachers Council has prioritized this work within the Learning Lab Model. Next they will develop grade band agreements and deeper understandings of the spiral development of mathematical thinking for the students in the grade previous, as well as for the students in the next grade.

**Teachers need to calibrate evaluation criteria of student performance in writing, so we will engage in a Moderation Study.** We began this process in the 2018-19 school year, and will continue in early 2019-20.

**Teachers Council will continue to develop systems for monitoring progress for our students receiving intervention support.** We are working to systematize our process for determining who should receive tier 1, tier 2, and tier 3 behavioral RTI.

**We need to continue to communicate to parents and other stakeholders about our progress with implementing NGSS standards and student performance outcomes,** so we will continue to inform parents through monthly newsletters, a school science website, postings on ParentSquare, and student-parent-teacher conferences.

To continue our progress with Culturally Responsive Teaching and building equity and access, **school staff needs to understand how students and families feel about the school environment, academic performance, and staff interactions.** We need parents of unduplicated "high needs" students to participate in school events and educational opportunities, so we will continue to offer free childcare and a Spanish language interpreter at all parent meetings. Parents needs support with helping their child participate in events that require preparation outside of school (ie. the Mathematician's Expedition). **Teachers Council will develop at least two coaching opportunities to support parents of upper-grade students (grades 4-6) with completing large-scale academic projects at home.**

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

**1. The California Dashboard reports that our performance level indicators for test scores for ELA are high (green) for “all students” in grades 3-6 (sample size of grades 7 and 8 are too small.) Scores for students with disabilities increased in both math and ELA for the second year in a row.**

2. In 2018-19 we continued to focus our work on mathematical instruction. **Teachers crafted a self-study of their math instruction, and focused on supporting students’ language use (both technical and general academic) and reasoning.** Teachers in the classroom-based program worked with grade-level teammates and a math consultant to engage in the Learning Lab Cycle of planning, enacting, and reflecting to improve CCSS Teaching Practices in math. This work will continue in the next two years.

3. We have collected and analyzed cohort data on the CAASPP test, based on the prior three years. **The percentage of students who meet or exceed the standard regularly increases.**

**4. Teachers continued working on implementation of the NGSS.** In consultation with our science consultant, we created an “argumentation toolkit” that includes school-wide discussion norms, SBCS equity practices, and science-based discussion prompts that provide a framework for discussions and scientific peer criticism. Teachers also spent time scaffolding how to plan and carry out investigations following NGSS best practices.

**5. Building school connectedness and a sense of community is ongoing.** Parent and staff survey information is gathered and examined by stakeholders. Based on survey answers, training and learning opportunities are given. This year, parents were offered three parenting workshops: Internet Safety, Anxiety in Children, and Processing Grief. The Parent Alliance sponsors at least one community-building evening event each month. The HomeBased Partnership parents meet for monthly teas, and teachers in HBP offered two parent education events and three family days for HBP families.

**6. Student engagement is monitored through the attendance and suspension data, as well as survey data.** The Student Alliance is in its fourth year, and makes decisions on School Spirit Day themes and is a voice for students to suggest new ideas. The students meet twice monthly and share their suggestions and ideas with the larger school community. Fifth grade students continue to train as Peacemakers and are peer mediators on the playground. Students in HBP participate in a Project Fair, which is a culminating event for a chosen topic of study.

7. The after school enrichment programs, which serve our unduplicated (high needs) students, are very popular and well-attended, with a waiting list every trimester. Student engagement improved, which was particularly noticeable with large-scale classroom projects such as the Mathematician’s Expedition and Science Festival. Many students would not have had projects completed if it were not for the staff in the after school tutoring program. **Over thirty students received needs-based scholarships for the After School Program for the the first time this year.** Students were able to move more freely between the homework/tutoring program and the after school program, and we are looking to integrate and individualize the two programs even more in the coming year. HBP students enjoyed an all-school field trip to Santa Cruz Island.

**8. Our Multi-Tiered Systems of Support (MTSS) grant work has allowed us to continue to focus on more consistently implementing tier 1, tier 2, and tier 3 behavioral RTI for all students.** Parents were offered training on reducing anxiety and building resiliency with their children. We were able to offer both school-based and community-based resources to staff, students, and families when one of our elementary teachers died suddenly during the school year.

“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

CA Dashboard

Red: none

Orange: Hispanic Chronic Absenteeism

Orange: Hispanic ELA

Orange: Hispanic Math

Our Dashboard data for “all students,” based on 2018 CAASPP results, were “green” for ELA and “yellow” for math; the average student score increased in ELA and was maintained (very modest increase) in math. However, our aggregate results for Hispanic students were “orange” for both ELA and math, and both averages declined. Only the “all students” result for ELA meets our goal.

We need to more closely examine the individual student profiles for our Hispanic students to better determine individual academic support services.

We need student cohort CAASPP scores to be in the blue or green range on the CA Dashboard.

Mathematics CAASPP scores are near level three for “all students,” (9 points below level 3; maintained), and we would like to see our scores increase.

We need to improve mathematics performance for significant subgroups on CAASPP and with in-class performance.

We need to calibrate teacher evaluation criteria of student performance in writing.

We need to continue to work with teachers for fuller implementation of NGSS. We need to communicate to parents and other stakeholders about our progress with implementing NGSS standards and student performance outcomes.

We need to implement a system to systematically serve the students who need social, emotional, and behavioral supports throughout the school via our Multi-Tiered Systems of Support (MTSS).

We need school staff members to better understand implicit bias in order to respond well with culturally responsive teaching practices.

School staff needs to continue to understand how students and families feel about the school environment, academic performance, and staff interactions.

We need to continue to monitor student attendance rates, with a specific focus on supporting students who reach a 10% absence rate at any given point of the year.

Referring to the California School Dashboard, 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

On the 2018 CA Dashboard, we have:

ELA--All Students—Green

ELA—Hispanic—Orange

The steps we are taking to address this performance gap are:

1. Monitoring cohort data and addressing the learning needs of individual students. Due to our small sample size, we are able to monitor the individual students and better determine what their individual needs might be.
2. Analyzing cohort data.

In 2017-18, we tested 35 Hispanic students in grades 3-8. The 2018 4<sup>th</sup> grade cohort is the only statistically significant cohort of Hispanic students on the CAASPP scores website. The other cohorts have test results where 10 or fewer students had tested. While it is only one year of cohort data, this preliminary information shows that Hispanic students are making increases in their test scores.

**2017 CAASPP      2018 CAASPP**

**All                  All**

3rd                  4th

ELA 2429 ELA 2481

**Hispanic          Hispanic**

3rd                  4th

ELA 2400 ELA 2450

Due to the small sample size (35 students tests in grades 3-8) for Hispanic students, the only grade-level cohort data came from 2018 4<sup>th</sup> graders. From 3<sup>rd</sup> to 4<sup>th</sup> grade, these students average ELA CAASPP score increased by 50 points (from 2400 to 2450); the average math score increased by 31 points (from 2396 to 2427). However, the “all students” average from the same grade-level cohort also increased, and our goal of closing the performance gap between Hispanics and all students was not met.

We will continue to monitor, evaluate, and refine the “whole subgroup” strategies in place to address these goals in terms of instructional design and delivery, additional support in the classroom, and support with independent assignments and projects. In addition, based on the small sample size of the subgroup, we will closely analyze student-by-student data based on 2019 CAASPP results (when available), with an eye toward individual intervention and/or support in addition to our sub-group level strategies. We also will compare CAASPP results with other performance indicators (such as classwork and homework completion, teacher-created assessments, student work portfolios, and participation) to determine whether more test-specific training/practice seems advisable. It is interesting to note that some 35% of our Hispanic students’ scores also were included in the “socioeconomically disadvantaged” subgroup, whose scores were “yellow” and increased for both ELA and math; some 15% are included in scores for “students with disabilities,” whose scores maintained in ELA and increased significantly in math; and 12% are included in all three categories. This again suggests the imperative of looking closely at individual student data, to determine strategies for students where aren’t benefitting proportionally from subgroup-level support strategies and practices.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable