



**Santa Barbara Unified**  
Every child, every chance, every day.

# Local Control and Accountability Plan (LCAP) 2021-22

Parent Advisory Committee (PAC)  
Recommendations  
from **March 30, 2021**

## Informational Report

# Instruction

Literacy is a concern and best practices indicate we should do automatic testing in k-3.

Teacher training.

An explicit approach to reading rather than balanced literacy for those that are struggling.

We should have individualized, goal oriented teaching.

To address the achievement gap we need to change the culture around literacy because we are missing 3 best practices: early testing for all students in k-3, teacher training in the science of reading, and use a phonemic ,explicit approach to reading. Literacy rates are connected to freedom and success.

Encourage early learning and reading skills, the Steiner system uses music, knitting and art to get kids interested in math and reading and it works brilliantly.

The curriculum should reflect greater relevance to the student's post-high school goals, for example: broader choice of math (not everyone will "need" algebra much less calculus). In Sciences: Earth Sciences as an option to more abstract Physics/Chemistry. Literature and History must strive to teach the historical process of "deciphering" primary sources and forming independent conclusions, and be inclusive of all individual's experiences regardless of ethnicities.

# Interventions

Intensive summer interventions would be so needed for some students.

CAL-SOAP- work more closely with them and allow them to offer enhanced tutoring services.

K-2 is the ideal time to put in that intensive effort to try and bring students who are struggling.

More resources for tutoring.

Also provide intensive interventions for those struggling like Cassie Kilgore does at Franklin. Hiring retired teachers at 25\$ is high value and gets results. Her scores are in the 50-60 where comparable campuses are at 12%.

Is there any kind of a mentoring program at SBHS for at risk students? Mentored by members of the community outside of the faculty?

In K-2, consider not teaching all the children the “same”. Students who are not struggling can be involved in large group, arts programs, allowing teachers to form smaller, more intensive groups with the students who are struggling. Both groups benefit.

# Mental Health & SEL

Hire more therapists.

We really need to enhance the mental health resources in our district.. how many LCSWs on staff?

Train teachers and staff in trauma informed practices, enhance ACES awareness.

...hire more therapists...

# Positive Student Support & Inclusion

Kids who are behind don't like to go to school and get suspended.

We also need to talk about this in a setting that allows for feedback and conversation.

Less punitive systems and more trauma informed care.

I feel like something about gender or gender identity should be in goal 1 so that statement feels inclusive.

On goal two what cultural activities are taken place at the schools for all students?

# Parent Engagement

Increase communication between teachers and parents.

I know that there are parent meetings by non district staff - but it is important for parents to see more the counselors/admin at these meetings- it shows that they do care. I know it takes a lot of time but little steps like this can help increase awareness.

Motivational and on-going parent meetings with parent participation, committees to be able to motivate their children to succeed in school.

Form inclusion groups in each school to identify parents closely and clearly and support students.

# School Structures & Staffing

Smaller class sizes.

Increase pay for teachers.

Smaller Class sizes.

No police on campus. It projects that you think of them as potential criminal...so bad and expensive.

We have learned from the pandemic that with the cohorts that were allowed in October, that students did much better, this alone tells us that by identifying subgroups and addressing specific issues, works.

## Additional Items

Community partnerships.

I see a big socioeconomic divide in summer camps and after school opportunities. It would be great TK help level the field for more kids in these activities that often feel segregated.

FAFSA assistance and college advisement.





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# Local Control and Accountability Plan (LCAP) 2021-22

## Parent Advisory Committee (PAC) Feedback and Recommendations from **April 19, 2021**

## In-Person and Distance Learning Programs/Offerings and Pupil Learning Loss

<p><b>Successes</b></p> <p><i>2019-20 and 2020-21</i></p>	<ul style="list-style-type: none"><li>● Student had a small class size (18 students).</li><li>● In-person and hands-on learning.</li><li>● Teacher was trained in early literacy.</li><li>● Tutoring services for students at Franklin ES.</li><li>● Small cohorts appeared to have success.</li><li>● Able to open lines of communication with teachers.</li><li>● Isolation was hard on student, but Mom was able to connect with the school to get help.</li><li>● Student did well academically.</li><li>● Daughter loves teachers and feels connected to them, even over zoom. Has been an emphasis on that from the schools.</li><li>● Teachers kept students engaged.</li><li>● SBUSD was very efficient in moving into DL, especially compared with other school districts.</li><li>● The DL model the SBUSD chose was one of the best. Quickly moved into DL.</li><li>● Teachers jumped into DL.</li><li>● Math support, personalized initiatives.</li><li>● Alta Vita made it very easy to enroll. Very supportive.</li></ul>
<p><b>Challenges</b></p> <p><i>2019-20 and 2020-21</i></p>	<ul style="list-style-type: none"><li>● Basic needs of the student (housing, mental health, support with transitions).</li><li>● Learning to read to read to learn</li><li>● Perception was that the school was understaffed (ex. Tutoring, getting students 1:1 attention and help). For a working parent, it was hard to be with children at home and would have liked for them to get more help with school.</li></ul>

## In-Person and Distance Learning Programs/Offerings and Pupil Learning Loss

### **Challenges cont.** *2019-20 and 2020-21*

- Lack of socialization. As a working parent, feeling overwhelmed. Was not able to take advantage of opportunities/resources offered.
- Connection between students, for example in breakout rooms. Experienced this with my own students. Community as a classroom was hard.
- Lack of supervision. iPad is a “toy” that can be distracting.
- Lack of social aspect and building relationships with teachers.
- Lack of information (for parents) in terms of assignments and syllabus. Difficult to navigate different websites.
- Parents needed support to support their students.
- Parents lacked technology skills to support their students.
- Lack of sense of community.
- Time management.
- Building relationships difficult over Zoom.
- Rigor, grading, technology.

### **Recommendations** *2019-20 and 2020-21*

- More Real time data on literacy outcomes
- More Differentiated learning
- Small cohorts
- Automatic testing in grades K-3 for early literacy
- Reading intervention specialists
- Finding opportunities for more supervision for students. Having a person to help students with accountability.

## In-Person and Distance Learning Programs/Offerings and Pupil Learning Loss

**Recommendations cont.**  
*2019-20 and 2020-21*

- I would like to see more face to face tutoring. PAPER is not a sufficient resource. I am not a fan.
- I would like to see more follow up from counseling and mental health support. I had reached out to counselor on more than one occasion and didn't hear back.
- Engage parents more than once.
- Tutoring important. Single and/or working parents needed more support for their students. PAPER was not user friendly.
- Distance Learning should not be a permanent fixture of teacher method. Need to move to full in person learning as soon as possible.
- Better technology or dispensing amount of technology. Technology is not a substitute for pedagogy. Reliance on technology.
- A quick return to scholarly rigor and grading.

**Pupil Mental Health,  
Social and Emotional Well-Being, and School Nutrition**

<p style="text-align: center;"><b>Successes</b></p> <p style="text-align: center;"><i>2019-20 and 2020-21</i></p>	<ul style="list-style-type: none"><li>● Having class every day was helpful. There has been a lot of communication from the district.</li><li>● Great communication about meals and meal availability in the summer.</li><li>● Good parent square updates and access to mental health information.</li><li>● Combination of meal services and food bank distribution.</li><li>● Immediate wellness checks for hearing and vision once students were back on campus.</li><li>● Weekly check-ins for students. Students are feeling confident to share out in survey format, perhaps more so than when they are in person.</li><li>● Availability of counselors, supportive.</li><li>● Parent's ability to advocate for their student.</li></ul>
<p style="text-align: center;"><b>Challenges</b></p> <p style="text-align: center;"><i>2019-20 and 2020-21</i></p>	<ul style="list-style-type: none"><li>● Need to focus on socio-economically disadvantaged groups, preferably directly from the families and students so we are not assuming what their needs are.</li><li>● Not all students are able to engage in distance learning to the same extent because of circumstances in their life outside of school.</li><li>● There are challenges for parents participating in shaping the school district.</li><li>● I want to be a support and a voice for parents, but can't speak to all experiences.</li></ul>

**Pupil Mental Health,  
Social and Emotional Well-Being, and School Nutrition**

<p><b>Challenges cont.</b></p> <p><i>2019-20 and 2020-21</i></p>	<ul style="list-style-type: none"><li>● Inability to develop relationships with peers and teachers.</li><li>● No support for parents that are facing evictions.</li><li>● Internet access (in the beginning)</li><li>● Nutrition program: Location was not always accurate. Pick up times were not ideal for working parents.</li><li>● Suspension rate increased.</li><li>● Student and family engagement and pupil wellness.</li></ul>
<p><b>Recommendations</b></p> <p><i>2019-20 and 2020-21</i></p>	<ul style="list-style-type: none"><li>● More participation in LCAP from socio-economically disadvantaged families and students.</li><li>● Intensive management of student needs for individualized support.</li><li>● Use more empowering language with students.</li><li>● Parents need to be offered tools to enable student success. These programs need to be advertised well.</li><li>● The district cannot be a wrap around service provider as this leads to watered down services. Instead, focus on fewer things and do them well. Make community connections with agencies who have other specialties to meet student needs.</li><li>● Accessible extracurriculars that make students feel like part of the school community.</li><li>● My students did well with their small cohorts and ‘bubbles.’ Need to start earlier with Family Engagement. Look at hosting meetings for families where the parents and students are- in the elementary schools, in Goleta, etc. Can we streamline our communications?</li></ul>

## Pupil Mental Health, Social and Emotional Well-Being, and School Nutrition

### Recommendations cont.

*2019-20 and 2020-21*

- Text message to voicemail opportunities? Try to streamline or reduce PS messaging. Would like to know the rate of enrollment in PS versus number of parents. Surveys are useful tools; continue to collect feedback. The district continues to partner with other local non-profits. (Ex. rotate participation in PTSA meetings). Continue to do in-person and zoom presentations- dual communications provide more opportunities for parents to listen and connect. Non-profit fair?
- Adding another question to the current check-in survey allowing parents to ask for help or share that they are having challenges.
- Systematize checking in with students across K-12.
- Directly reaching out to students and families who need support. Could we be missing an opportunity to reach out to parents during the meal services?
- Providing more pick up times for school lunches/breakfast. Can the district provide a weekend pick-up? Clear communication around school meal availability.
- Create a plan/programming to provide support for students of color that are facing suspensions, for example Freedom 4 Youth.
- Mental health support for students, especially students of color.
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# Local Control and Accountability Plan (LCAP) 2021-22

## Parent Advisory Committee (PAC)

### LCAP 19-20 Budget Summary



**Local Control Accountability Plan (LCAP): Supplemental Budget Summary**

Prepared by: SBUnified Staff

6/7/2019; Updated 04/28/2021

<b>Goals</b>	<b>Program/Service/Action</b>	<b>Detail</b>	<b>Original Budget 2019-20</b>	<b>Actual Cost 2019-20</b>	<b>Other Funding Source(s)</b>
<b>Goal 1 Cultural Proficiency</b>	Adult & Student Cultural Proficiency Training	Contracted Services	320,065	309,420	
	Implementation of Ethnic Studies	ISS; Consultant; ES Cadre Support; PL; Community Engagement	160,000	48,417	
	Expansion of Access to College Entrance Exams	Pre-ACT/PSAT	39,000	36,972	
	Access to CTE	Coord. of CTE (District & Site)	303,868	306,235	CTEIG
	Support for Access to College--PEAC	Coord., Admin., Couns.; Supplies; Mileage	1,052,173	809,088	Private (Donation)
<b>Goal 2 Engagement</b>	Support for Universal Prevention & Intervention	Professional Learning; TOSA	160,500	162,155	
	Targeted Prevention & Intervention	Youth Outreach Coordinator/Clinical Youth Service Provider	195,628	230,753	
	Support for Student Engagement	Deans at Traditional High Schools	412,781	402,356	LCFF Base Funding
	Intensive Support to Promote CCR	Academy for Success (TOSA)	682,000	626,656	Title I
	Support for EL & Parent Engagement--Administrative	Director & Admin Support, EL & Parent Engagement	251,560	249,669	
	Parent Engagement and Parent Advisory Activities	PENG/DLAC Advisory and Workshop (Materials and Contracted Services)	55,000	52,702	
	Parent Engagement--Advisory Committees	District Family Engagement Liaison (FEL)	104,873	108,142	
	Language Access--Special Events	Back to School Nights, Community Forums, ISJ, CIT	30,000	32,032	
	Language Access--General	Translation & Interpretation	180,000	162,692	
	Support for Mental Health	Contracted Services (CALM & FSA)	625,000	625,000	Title I; Private (Donation)
	ASCA School Counselor Guidance Model	Secondary School Counselor Professional Learning	42,000	22,000	
	Social Worker		137,676	135,421	Title I

<b>Goal 3 College, Career, Life-Ready</b>	Math Intervention	Math Support Sections at Secondary Sites	529,705	503,608	Title I; LCFF Base Funding
	Literacy Support/Intervention	Release (0.2 x 3 + 0.33 x 1?)	100,377	139,274	
	Literacy Partners		312,500	293,000	
	Support for Access to College	AVID: Leadership (TOSA), AVID Elective Sections, AVID EXCEL Pilot, Professional Learning, Subscription, Field Trips, GradeSlam	1,089,174	1,204,461	Title III
	Support for Secondary Emerging Multilingual Students	Bilingual Paraeducator positions, ELD Teacher Cadre Professional Learning	200,000	195,593	
	Multilingual Pathways (META/DLI)	Planning - Year 0	100,000	146,798	
	Secondary Designated ELD Professional Learning		-	29,500	
	ELD TOSAs		250,970	198,406	
	High School Credit Recovery	Educational Software: OdysseyWare	95,000	95,000	
	Support for Differentiated Curriculum, Instruction, & Assessment	ISSs: ELA, Math (2), Science, Social Science	660,908	627,524	
	Formative Assessment Tools: Reading, Math	Educational Software: Renaissance Learning/STAR	146,000	139,848	
	Reading Support for Students w/Disabilities	Educational Software: Learning Ally	10,200	10,200	
	Support for Elementary PLCs	Credentialed Teachers for Music, Visual Arts, PE	2,288,128	2,304,388	
	Elementary STEAM Integration	MakerSpace Staffing (Franklin, Adams)	225,392	225,515	
	Elementary Access to Library Services	Elementary Librarian	117,890	118,293	
	Support for Balanced Literacy Model Implementation	Literacy Coaches	381,083	375,694	
	NGSS Experiential Learning	6th-grade Field Trips	100,000	22,376	
	Elementary Garden Education	Contracted Services: Explore Ecology	90,854	90,854	
	Professional Learning- Language Acquisition Strategies	Project GLAD Teacher Release and Other Services	73,780	69,975	
	Professional Learning--Improving Instructional Practice	Project GLAD, Balanced Literacy (Elementary), Mathematical Routines	119,477	199,793	

<b>Goal 4 21st-Century Learning Environments</b>	Maintain iPad deployment		820,371	817,035	LCFF Base Funding
	Personalized learning		50,000	50,000	LCFF Base Funding
	Tech support		368,152	385,633	LCFF Base Funding
	Support for Integration of Technology into Curriculum	Digital Literacy Coach Program	273,700	314,375	
<b>Goal 5 Early Childhood Education</b>	Expansion of Access to Early Childhood Education-- Administrative	Pre-School Coordinator	169,044	110,195	CCTR/CSPP State Contracts
	Cal Safe Staff		84,522	74,763	CCTR/CSPP State Contracts
	Family Engagement Liaison (preschool)		57,162	71,971	Title I
	Support for Infant Center	ECE Professional Learning	87,084	54,734	
<b>Allocations to Sites</b>	Refer to Site SPSAs		1,213,290	1,040,457	
<b>Indirect Cost Rate</b>			330,848	324,825	
		<b>Total Supplemental Allocation</b>	<b>15,097,735</b>	<b>14,553,798</b>	