

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Barbara Unified School District

CDS Code: 42 76786 0000000

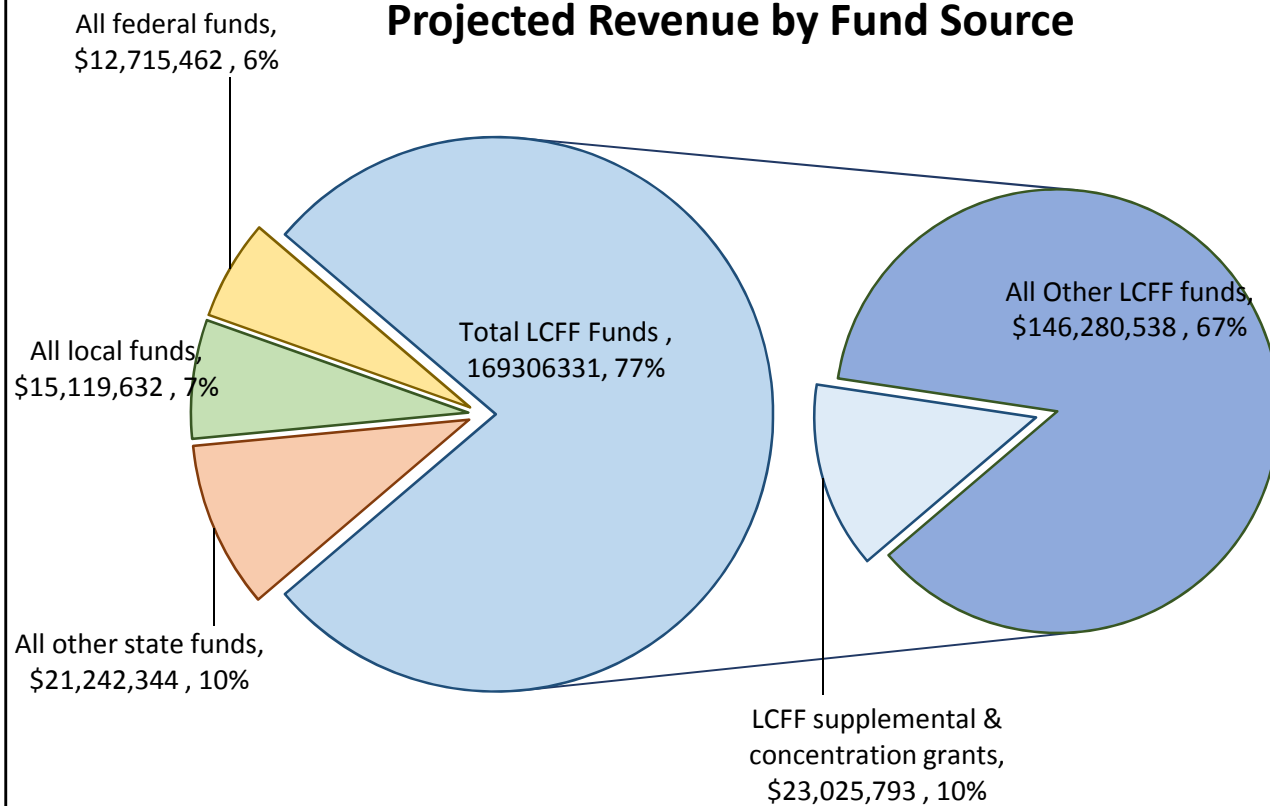
School Year: 2023-24

LEA contact information: Hilda Maldonado, (805) 963-4338, hmaldonado@sbunified.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

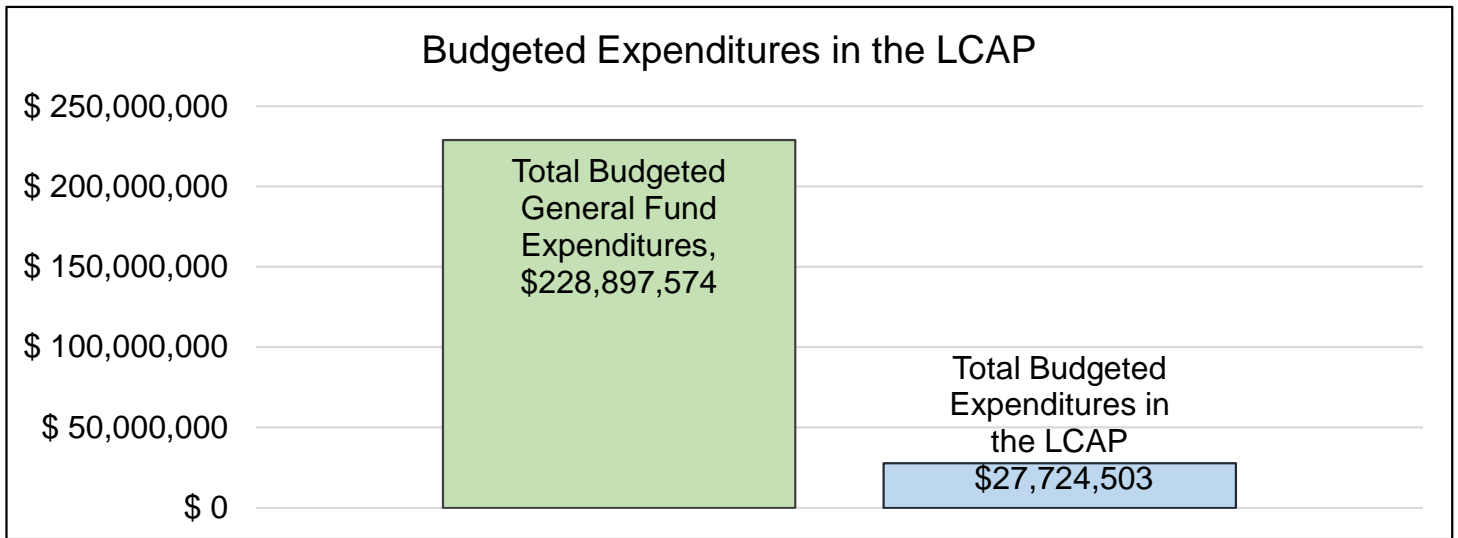


This chart shows the total general purpose revenue Santa Barbara Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Barbara Unified School District is \$218,383,769.00, of which \$169,306,331.00 is Local Control Funding Formula (LCFF), \$21,242,344.00 is other state funds, \$15,119,632.00 is local funds, and \$12,715,462.00 is federal funds. Of the \$169,306,331.00 in LCFF Funds, \$23,025,793.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Barbara Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Barbara Unified School District plans to spend \$228,897,574.00 for the 2023-24 school year. Of that amount, \$27,724,503.00 is tied to actions/services in the LCAP and \$201,173,071.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

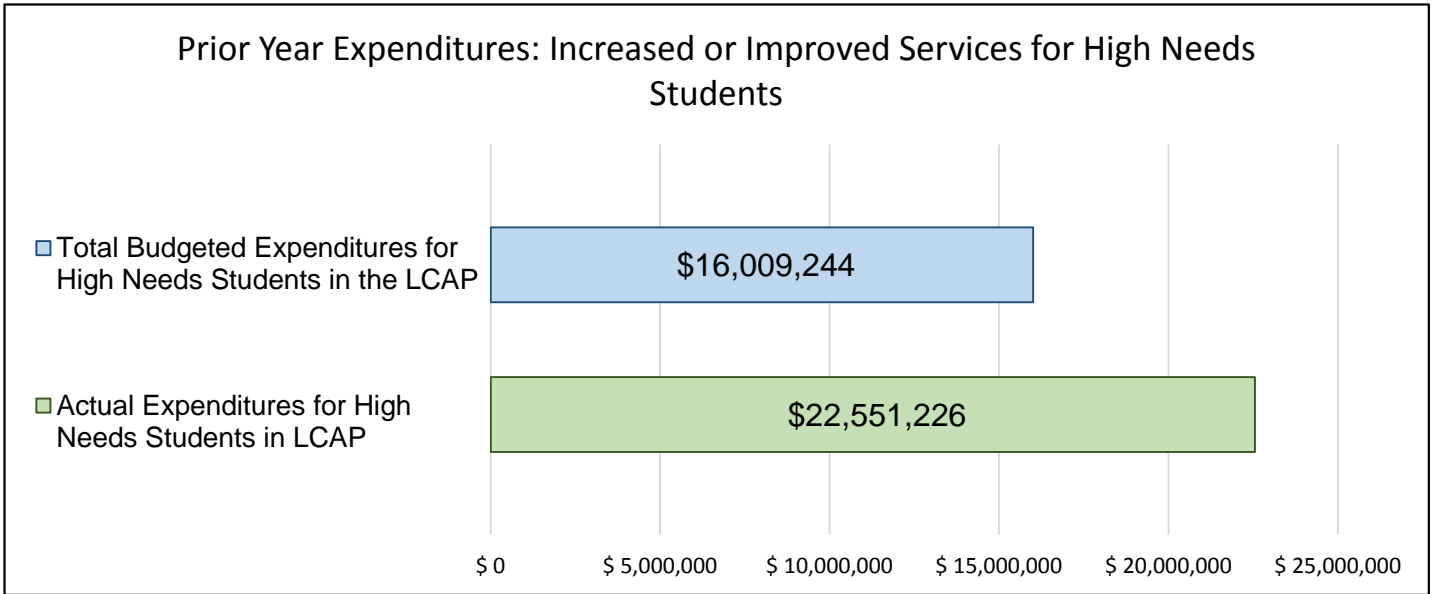
Core instructional curriculum and materials, salaries and benefits, administrative salaries and benefits, utility costs, maintenance and operation costs, base academic programs (including contracted services) and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Barbara Unified School District is projecting it will receive \$23,025,793.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Barbara Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Barbara Unified School District plans to spend \$23,307,865.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Santa Barbara Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Barbara Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Santa Barbara Unified School District's LCAP budgeted \$16,009,244.00 for planned actions to increase or improve services for high needs students. Santa Barbara Unified School District actually spent \$22,551,226.00 for actions to increase or improve services for high needs students in 2022-23.

Santa Barbara Unified School District Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara Unified School District	Dr. Hilda Maldonado, Superintendent	hmaldonado@sbunified.org (805) 963-4338

Plan Summary 2023-2024

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Santa Barbara Unified School District (SBUSD) focuses on educating and serving “Every child, every chance, every day.” Santa Barbara Unified School District, also known as SB Unified, is comprised of the following makeup of 18 schools:

- 9 elementary schools (PreK-6)

- 4 junior high schools (7-8)

- 3 traditional high schools (9-12)

- 1 alternative high school (9-12)

- 1 continuation high school (10-12)

- 3 elementary charter schools authorized by the District (TK-6)

Santa Barbara Unified provides various programs of choice in its elementary and secondary schools. Programs of choice in elementary schools include International Baccalaureate, Core Knowledge, and Dual Language Immersion. Secondary schools provide a wide range of pathways, including Career Technical Education (CTE), California Partnership Academies (CPA), International Baccalaureate (IB), dual enrollment options, Dual Language Immersion, *Advancement Via Individual Determination* (AVID) Program, and *Program for Effective Access to College* (PEAC).

Student Demographics for 2022-2023 (not including Charter Schools)

Total Number of Students Enrolled: 12,300
Emergent Multilingual Learners (English Learners): 1,847 (15.2%)
Foster Youth: 18 (0.1%)
Homeless Youth: 1,021 (8.4%)
Migrant Education: 0
Students with Disabilities: 1,658 (13.2%)
Low Income Students (Socioeconomically Disadvantaged): 7,513 (59.6%)
African American/Black: 82 (0.7%)
American Indian/Alaska Native: 29 (0.2%)
Asian: 306 (2.5%)
Filipino: 50 (0.4%)
Hispanic/Latinx: 7,470 (60.7%)
Not Reported: 217 (1.8%)
Pacific Islander: 11 (0.1%)
Two or More Races: 374 (3.0%)
White: 3,761 (30.6%)

Additional Santa Barbara Unified School District Demographics (not including Charter Schools)

Total # of Preschool Students: 257
Total # of SB Unified Certificated Staff: 862
Total # of SB Unified Classified Staff: 844

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Santa Barbara Unified School District’s Dashboard Data and Local Data illustrates the success and progress of the past year as follows:

English Language Arts

In 2022, the results from the California Assessment of Student Performance and Progress (CAASPP) were promising across various grade levels. In English Language Arts, 48% of elementary students met or exceeded standards, a point above the statewide average of 47% in California. Similarly, 49% of Junior High School students met or exceeded standards, outperforming the statewide average by 2 percentage points. The 11th-grade students showcased strong performance as well, with 51% of them meeting or exceeding the standards, a significant 4 percentage points higher than the statewide score. In summary, across all grade levels tested, students performed above the California Statewide average in English Language Arts on the 2022 CAASPP.

The 2022 STAR assessments yielded a range of results across different grade levels for English Language Arts (ELA), which includes the Reading Assessment. In the elementary grades (3rd through 6th), the Reading Assessment results displayed a marginal improvement from 2021 to 2022. In 2021, 44% of students met or exceeded standards, a figure which rose slightly to 45% in 2022. However, the Junior High School grades (7th and 8th) showed a downward trend. A significant 57% of students met or exceeded standards in 2021, but this dropped to 48% in 2022. This decline suggests a need for targeted interventions to enhance reading proficiency. Similarly, in the 11th grade, 49% of students met or exceeded standards in the 2022 Reading Assessment, which is a decrease from the 59% in 2021. It's important to note that only 71% of 11th graders took the Reading Assessment in 2022, which may have influenced these results.

The mixed results across different grades indicate areas of both progress and continued need for growth, underlining the importance of continued efforts to support student learning and achievement in both Reading and Mathematics.

Mathematics

In the Mathematics section of the CAASPP, performance results were mixed. Elementary students displayed commendable performance with 36% meeting or exceeding standards. This score was 3 percentage points higher than the statewide average of 33% in California. Junior High School students also outperformed the state's average, with 34% meeting or exceeding standards compared to the statewide score of 33%. However, the performance of 11th-grade high school students was in alignment with the state's average, with both achieving a 33% score in the Meet/Exceed Standards section.

In conclusion, the 2022 CAASPP results demonstrate that students across all tested grade levels met or exceeded the California Statewide averages in Mathematics.

The Mathematics assessments exhibited varied results across the different grade levels. In the elementary grades (3rd through 6th), the Math Assessment showed a notable increase in performance, with 23% of students meeting or exceeding standards in 2021, and a jump to 32% in 2022. However, the Junior High grades and 11th grade didn't reflect the same upward trajectory. For Junior High, the percentage of students meeting or exceeding standards slightly decreased from 37% in 2021 to 35% in 2022. In the 11th grade, the decline was more noticeable, with the percentage dropping from 57% in 2021 to 48% in 2022. Again, it's noteworthy that only 65% of 11th graders took the Math Assessment in 2022, which might have affected the overall results.

These mixed outcomes underscore the necessity for ongoing support and resources dedicated to enhancing student achievement in Mathematics.

College and Career Readiness

The high school graduation rates continue on an upward trend, surpassing both Santa Barbara County and the Statewide averages. The rate at which students from the Santa Barbara Unified District are meeting US/CSU graduation standards is 62%, considerably higher than the county's current 42.5%. We have seen an upward shift in the number of high school graduates from 1452 (91.0%) in the 2021 to 1543 (95.2%) in 2022. Notably, this improvement extends to our Hispanic/Latino, Emergent Multilingual, Homeless, Students with Disabilities (SWD), and Low-Income students.

Across the district, there has been a rise in students satisfying the UC/CSU Requirements. Our African American/Black students have shown substantial progress, moving from a 44.40% to a 75% fulfillment rate. Additional demographics showing an increase in meeting these requirements are Hispanic/Latino, Emerging Multilingual, Homeless, SWD, and Low-Income students. More students are achieving the Golden State Seal, with an increase seen among African American/Black, Hispanic/Latino, Homeless, and Socioeconomically Disadvantaged students.

Our efforts to fortify UC subject area benchmarks in English and Math are ongoing. We demonstrate areas of excellence in History/Social Sciences, Lab Science, and Language, as well as other A-G offerings. These strengths have been fostered through our comprehensive Dual Enrollment partnership with the local Community College.

Attendance Rates

The impact of the COVID-19 pandemic, particularly the emergence of the Delta and Omicron variants, played a significant role in 2022 student attendance and chronic absenteeism rates.

As a district, 24.9% of our students were chronically absent. The state average was 30%. There are five subgroups exhibiting very high absenteeism, signifying that students in these groups were not present for more than 20% of their enrolled school days. Another three subgroups display high absenteeism, meaning these students missed more than 10% of their enrolled school days. Finally, two subgroups demonstrate medium absenteeism, with students absent for over 5% of their enrolled school days, though they haven't reached the status of chronic absenteeism yet.

The District demonstrated lower chronic absenteeism rates among specific student groups in our district compared to the statewide averages. This suggests that our district's targeted interventions and Multi-Tiered System of Supports played an important role in addressing the unique challenges faced by these students, and the collaboration between schools, families, and community partners contributed to these outcomes. Santa Barbara Unified continues to focus on providing equitable access to education and support those from vulnerable backgrounds to further reduce chronic absenteeism rates and to ensure their academic success.

Suspension Rates

The District's 2022 suspension rate for all students was 2.3%. The District continues to focus on appropriate alternatives to exclusionary discipline, especially for populations disproportionately represented in suspensions: American Indian (3%), English Learners(3.6%), Foster Youth (3.1%), Hispanic (3.1%), Homeless (3.1%), Socioeconomically Disadvantaged (3.1) and Students with Disabilities (4.3%). The district invested in staff and community partnerships to increase access to behavioral and mental health services and prosocial engagement opportunities.

Behavior Response

SB Unified embraced a new approach to student discipline by prioritizing alternatives to suspension and expulsion, which was reflected in the 2022 data with a total of 2.3% suspensions compared to 2019 data of 4.5% suspensions. This was implemented when a student posed no continuous threat to others or when a violation of the California Education Code did not lead to victimization. The District created partnerships with community organization to provide alternative to suspension and expulsion to include, but not limited to: restorative

processes, alternative to violence workshops, increase in counselors to reduce the counselor-student ratios, increased access to mental health services, increased family engagement staff, and increased outreach staff.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Language Arts (ELA):

Based on the CAASPP 2022 School District ELA data, 48% of all Santa Barbara Unified students met/exceeded the standards. The following student groups show learning gaps:

- Emergent Multilingual Learners (EML): EML students, who have been in the US for more than 12 months, scored 9% below the district average.
- Homeless Students: With the score of 34%, these students are performing below the district average.
- Students with Disabilities (SWD): At 13%, this group scored below the district average by -35%.
- Socioeconomically Disadvantaged Students (SED): SED students scored 35%, 13% below the district average.
- African American/Black Students: At 29%, this student group scored below the district average by -19%.
- Hispanic/Latino Students: This student group scored 34%, performing below the district average.

Overall, the provided data highlights disparities in academic performance and potential learning gaps across various student groups. These gaps may arise due to a range of factors including language barriers, socioeconomic disadvantages, disabilities, and systemic inequalities. Addressing these learning gaps requires targeted support, resources, and equitable educational opportunities to ensure all students have an equal chance to succeed.

- Implementation of OG Strategies based on the PD that was made available to all teachers that are inclusive of multimodal Engagement with Instruction
- Professional Learning with LETRS program in which 40 teachers and staff are receiving the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- Implementation of Heggerty with fidelity grades TK-2
- Strategic groups intentional on student need
- Language rich classrooms
- MTSS specialists
- Academic Language being modeled and used as scaffolds for instructions in classrooms
- Use of SIOP strategies

Mathematics: Based on the 2022 CAASPP math scores, 36% of all students met or exceeded the standards. The following student groups show learning gaps:

- Emergent Multilingual Learners (EML): At 8%, this group shows the most significant learning gap, with its performance below the district average. This low score is due to language barriers interfering with understanding.
- Homeless Students: With a score of 25%, homeless students are also performing below the district average. This could be attributed to instability in their living conditions, which may hinder consistent learning.
- Students with Disabilities (SWD): This group's performance is also below the district average at 10%. This demonstrates a need for more resources and accommodations to facilitate their learning.
- Socioeconomically Disadvantaged (SED): With 23%, this group's performance is below the district average as well, implying that economic factors may be playing a significant role in academic success.

To address these specific areas of need with these student groups, we have implemented the following action steps:

- Reinforcing Tier I instruction in classrooms and expanding targeted Tier II and III instruction with MTSS teams partnering with teachers, support staff and families to incorporate timely data to drive instructional decisions.
- MTSS teams revisiting interventions every 8 weeks with grade-level teams, departments and Tier II/III intervention support staff to identify progress and student needs
- Conducting classroom walkthroughs to observe levels of engagement, posted learning objectives, evidence of sentence frames, and partner talk
- Communicating progress with parents with midpoint notices
- All Elements of IM Math incorporated (i.e. Warm-Up, Lesson, Synthesis, Cool Down)
- Math-centered student conversations using academic language
- Math support sections in JHS and HS
- Students Engaged with Math Centers
- PLC Cycle of Inquiry Visible in Classroom Instruction

Attendance Rates

The District's attendance data demonstrates the need to address the high chronic absenteeism rate of 24.9% among students, even though it is below the state average of 30%. There is an unequal distribution of absenteeism rates among different student groups. Five groups have been identified with very high absenteeism, three with high absenteeism, and two with medium absenteeism. The fact that these rates vary across student groups suggests there are particular challenges and issues faced by these students that need to be identified and addressed.

In support of these students, SB Unified will scale up the practices and targeted interventions with its Multi-Tiered System of Supports (MTSS) which has provided evidence of success in lowering chronic absenteeism rates in certain student groups compared to statewide averages. The District will focus on a more personalized and inclusive approach that addresses the unique situations of each student and family. Collaborative efforts between schools, families, and community partners will be continued and expanded with supports being provided by our Youth Outreach Workers, Family Engagement Liaisons, Mental Health Clinicians, and Deans of Student Engagement. SB Unified is

tackling absenteeism by identifying and addressing the root causes by providing additional academic and social-emotional supports, improving school climate, and strengthening family-school relationships. The goal is to provide equitable access to education and support for our students, particularly those from vulnerable backgrounds, to ensure their academic success and well-being.

Graduation Rates

An area of improvement that has been identified from the 2022 graduation rates is the comparatively lower rate for Emergent Multilingual Students (86.2%) and Students with Disabilities (82.4%) relative to the overall graduation rate (95.2%). To address these areas of improvement, the district will implement the following steps. Increasing professional learning to address Tier I, II, and III instruction will support individualized instruction that is tailored to the specific needs of each student. To expand the support for families of Emergent Multilingual (EML) students and Students with Disabilities (SWD), an interpreter/translator staff member will be designated to support SWD families to understand their child's Individualized Education Plan. This will be complemented with the support of Bilingual SpEd Office Managers at all high schools. The commitment to increase professional learning for paraprofessionals, tutors, and Special Education staff will impact the continuous improvement of instruction and adaptation of best practices in the classroom. The expansion of the PEAC program, including incorporating PEAC tutoring centers in all Junior High and High Schools, is another step towards ensuring that every student gets the additional support needed. The increasing of college tours will provide a clearer understanding of post-secondary education opportunities for both EML and SWD students. These steps are all aimed at bridging the achievement gap and improving the graduation rates for these student groups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Santa Barbara Unified School District continues its commitment to prioritizing human and fiscal resources to align its student-centered work to ensure each and every student is prepared for college and career upon graduation. As it incorporates a Multi-Tiered System of Supports, also known as MTSS, Santa Barbara Unified has five areas of focus: Educators, Family, Learning, Sustainable Operations, and Wellness. Santa Barbara Unified invests in a diverse and responsive educator workforce, effective family and community partnerships, inclusive teaching and learning, operations prioritizing financial stability, food management, and facilities maintenance for sustainability, and fostering health and wellness. The lens of Equity, Climate & Culture, and Accountability focuses on the work of the District. Santa Barbara Unified developed the following District Initiatives:

- Increase language, literacy, and math achievement TK-12
- Decrease "Significant Disproportionality" (over-identification) of Latino Students in Special Education
- Increase A-G preparation for all students
- Implement Equitable Responses to Student Behavior
- Engage all families and cultivate community partnerships

- Nurture student health and wellness

The 2021-2024 LCAP reflects the District's Student-Centered Goals, the five key areas of focus, and the lens used to focus the work. The actions, services, and resources of the 2021-24 LCAP are organized under the following three (4) Broad Goals:

Goal 1: Prepare students for college and career by providing a meaningful, engaging, responsive, and individualized education.

Goal 2: Create and sustain safe and affirming learning environments, ensuring our students and families feel valued, respected, and connected to our schools.

Goal 3: Build capacity in the schools and district to improve student equity, engagement, and outcomes.

Goal 4: Increase the percentage of Students with Disabilities to meet the College and Career Readiness Requirements.

The District's Multi-Tiered System of Supports (MTSS) incorporates indicators, metrics, and cycles of inquiry to ensure significant progress toward the goals.

Santa Barbara Unified School District has undertaken an extensive district-wide implementation of the Multi-Tiered System of Supports (MTSS) starting the 2021-22 academic year. This commitment to holistic student education and welfare sees each site within the district provided with a dedicated MTSS Teacher-On-Special-Assignment and/or Assistant Principal, an MTSS team, and a variety of support staff. Tier I, II, and III instruction and intervention includes a variety of evidence-based practices such as reteaching in the classroom, pull-out and push-in support, after-school intervention programs, and transportation to tutoring. A significant focus on professional development in strategy-rich intervention programs, behavioral, and social-emotional support underlines the district's commitment to every facet of a student's wellbeing.

This extensive approach to MTSS has been developed in close partnership with SWIFT, an organization at the forefront of delivering an equity-based MTSS. Together, Santa Barbara Unified and SWIFT have created a comprehensive and nuanced support system that caters to a full spectrum of student needs, offering social-emotional support, detailed analysis, diverse course offerings, and mentorship. Since the inaugural year of collaboration in 2021-22, Santa Barbara Unified and SWIFT have worked side by side on leadership training, coaching, and data analysis for district and individual school site leaders. Half of the school sites, a group designated as Cohort 1, have already enjoyed personalized coaching and training from SWIFT, in a move designed to engender tailored, localized improvement.

On the frontline, MTSS Specialists, Assistant Principals of Student Outcomes, and MTSS Teams have worked together to identify and proactively address the unique needs of their students. The results of their diligent work have already started to bear fruit. At the end of this second year, secondary schools have reevaluated their course offerings, schedules, and support models, carving out additional opportunities for their students. In the elementary schools, the focus has been on ramping up after-school tutoring offerings and strategically grouping students, with a keen eye on data monitoring of intervention results. To better track this progress, all MTSS specialists continue to receive advanced training in data analysis, allowing them to generate custom reports that directly inform their intervention work and monitor student advancement.

Elementary schools offer Tier I instruction by general classroom teachers. There are offerings for the Kinder, first, and second-grade students the same opportunities this summer and next year to intervene more effectively with phonemic awareness, phonics, fluency,

vocabulary, and reading comprehension. In Math, our elementary Math TOSA worked to train MTSS and Curriculum Specialists in differentiating instruction and practice through the math games embedded in the Illustrative Math adopted curriculum.

Student and Family Services incorporates Tier I, II, and III interventions that include Behavior Response Specialists, Counseling Services, and Youth Outreach Workers. The Family Engagement Liaisons (FEL) have increased to one FEL per school site. The data demonstrates that the FELs have increased site communication and family engagement. Comprehensive and responsive mental health services are redesigned and expanded to be more responsive to student need starting this 2023-24 school year in response to local metrics and Educational Partner feedback.

A continued focus on formative data driving evidence-based interventions will be closely monitored and analyzed across each school and the school district. The District will continue to highlight successes and improvement areas.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

La Cuesta Continuation High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Santa Barbara Unified School District will continue to support its CSI-eligible school in developing and implementing their CSI plan. La Cuesta Continuation High School is equipped with equitable funding, experienced and properly credentialed teachers, and offer students access to rigorous courses, core content areas, and Tier I, II, III instruction. District personnel are committed to providing personalized feedback for La Cuesta Continuation High School's Single Plan for School Achievement (SPSA) and budget development, ensuring alignment with its Multi-Tiered System of Supports (MTSS). Evidence-based interventions are being implemented and continually assessed to determine impact on student academic progress. We have collaborated with SWIFT to carry out MTSS self-assessments at the school. Their MTSS School Leadership Team comprised of the principal, the assistant principal, an MTSS specialist, and the school psychologist to implement and scrutinize the efficacy of the CSI/MTSS Plan. Feedback from the staff, School Leadership Team, School Site Council, and district staff will be collected and utilized in the plan's evaluation. District support from Educational Services will continue to facilitate CSI Principal Support Meetings, during which CSI plans are crafted and feedback from School Leadership Team is reviewed.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The Santa Barbara Unified School District will oversee and assess the execution and efficacy of the strategy designed to enhance student performance and school advancement using data to drive decisions. Leadership personnel from various district departments including Educational Services, Student and Family Services, and Educational Technology Services, and from La Cuesta HS will be responsible for gathering, structuring, and analyzing the data required to appraise the implementation and efficiency of the CSI Plan.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Santa Barbara Unified School District is committed to the authentic engagement of district staff, parents, students, and community in the development of the 2023-2024 Local Control Accountability Plan. SBUSD utilized various practices to ensure meaningful and safe participation and input. The processes for stakeholder engagement are captured in the following:

Parent Advisory Committee (PAC) for the LCAP

SBUSD recruited parents to participate with this year's Parent Advisory Committee (PAC). The PAC had 51 parents register to participate with the committee and each registered parent committing to be involved were accepted as a member of the PAC, with total membership of 51 parents. The PAC meet three times for 60 to 90 minutes by Zoom on April 27, May 11, and May 25, 2022.

Students, Staff, Parents/Guardians, and Community members

LCAP surveys were digitally distributed to these educational partner groups between May 9, 2023 and May 26, 2023.

Staff including California Schools Employee Association (CSEA), Santa Barbara Teachers Association (SBTA), and School/District Administrators

School sites held meetings with certificated and classified staff to review the district's student outcome data. Meetings were held on May 15 for SBTA and May 30 with CSEA leadership bargaining teams for input. During monthly management, principal (elementary/secondary) meetings, and principal budget meetings, LCAP goals and actions were discussed and recommendations were provided.

District Emergent Multilingual Language Advisory Council (DEMLAC)

The District Emergent Multilingual Advisory Committee (DELAC) had the opportunity to review the district's progress implementing the 2022-2023 LCAP goals and actions and deliver recommendations for the 2023-2024 LCAP. The meetings occurred on April 6, April 24, and May 18.

School Special Education Parent Advisory Committee (SSEPA)

On April 19, a meeting took place to discuss the necessities of SWD students, which involved an evaluation of the district's progress in implementing the LCAP goals and actions for the 2022-2023 academic year. Furthermore, recommendations for the 2023-2024 LCAP were put forward.

Santa Barbara Unified School Board

The School board is involved in the LCAP development and approval process as follows:

A Public Hearing of the 2023-2024 LCAP draft will be held on June 13, 2023.

The 2023-2024 LCAP adoption by SBUSD School Board will be on June 27, 2023.

During meetings, language access services (translation/interpretation) were made available for those requiring/requesting such accommodations.

Additional meetings incorporating community input to develop the 2023-24 LCAP included:

- SBUSD Combating Anti-Blackness Work Group Meeting (May 10)
- NAACP Meeting (May 11)
- SBUSD LCAP Community Meeting (May 31)

Santa Barbara County SELPA

The SBCSELPA Administrator(s) has reviewed and provided input with the 2023-24 LCAP on June 20, 2023. Furthermore, SBUSD will ensure there are ample opportunities for involvement and assistance for parents, teachers, leadership roles, and other school staff by participating in SBCSELPA events and committee work.

A summary of the feedback provided by specific educational partners.

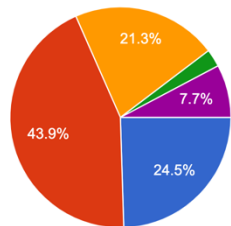
Recommendations were provided by the various education partners which include the following:

Survey Results Highlighting the Most Prevalent Needs Identified by Participants

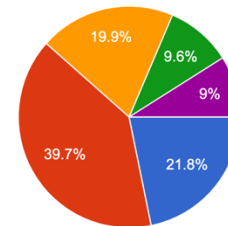
LCAP Goal 1: Prepare Students for College and Career by Providing a Meaningful, Engaging, Responsive, and Individualized Education

Action 8: Enhance Student Academic Achievement by Providing Targeted Tier III Intervention

Action 14: Implement Tier I, II, & Tier III Academic Interventions to Accelerate Learning Recovery



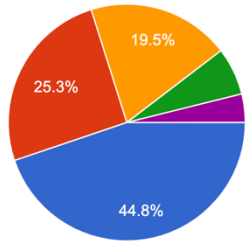
- 1 - Top Priority - I believe this is the area of highest need for the District to address.
- 2 - High Priority - I believe this is an area that needs more attention and/or reso...
- 3 - Medium Priority - I believe the District is already addressing this and no addi...
- 4 - Low Priority - I believe that this is not a priority at this time.
- 5 - Neutral - I'm not sure.



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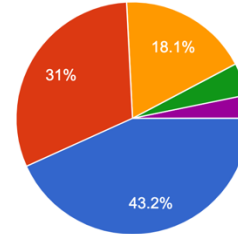
LCAP Goal 2: Create and Sustain Safe and Affirming Learning Environments, Ensuring our Students and Families Feel Valued, Respected, and Connected to our Schools.

Action 3: Provide Student Behavioral and Social Emotional Support



- 1 - Top Priority - I believe this is the area of highest need for the District to address.
- 2 - High Priority - I believe this is an area that needs more attention and/or reso...
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- 4 - Low Priority - I believe that this is not a priority at this time.
- 5 - Neutral - I'm not sure.

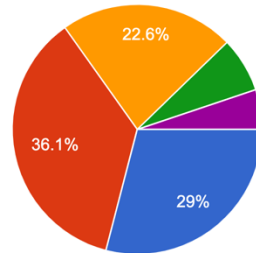
Action 4: Deliver Comprehensive Mental Health Services for Students



- 1 - Top Priority - I believe this is the area of highest need for the District to address.
- 2 - High Priority - I believe this is an area that needs more attention and/or reso...
- 3 - Medium Priority - I believe the District is already addressing this and no addi...
- 4 - Low Priority - I believe that this is not a priority at this time.
- 5 - Neutral - I'm not sure.

LCAP Goal 3: Create and Sustain Safe and Affirming Learning Environments, Ensuring our Students and Families Feel Valued, Respected, and Connected to our Schools.

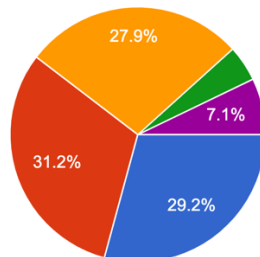
Action 3: Nurture and Improve the Holistic Wellbeing, Sense of Belonging, and Academic Outcomes of Students



- 1 - Top Priority - I believe this is the area of highest need for the District to address.
- 2 - High Priority - I believe this is an area that needs more attention and/or reso...
- 3 - Medium Priority - I believe the District is already addressing this and no addi...
- 4 - Low Priority - I believe that this is not a priority at this time.
- 5 - Neutral - I'm not sure.

LCAP Goal 4: Increase the Percentage of Students with Disabilities to meet the College and Career Readiness Requirements.

Action 1: College/Career Counseling



- 1 - Top Priority - I believe this is the area of highest need for the District to address.
- 2 - High Priority - I believe this is an area that needs more attention and/or reso...
- 3 - Medium Priority - I believe the District is already addressing this and no addi...
- 4 - Low Priority - I believe that this is not a priority at this time.
- 5 - Neutral - I'm not sure.

Parent Advisory Committee (PAC) for the LCAP

- Counselors - Students need to interact with their counselors and maybe hire more
- Better understand the funding and where it goes, demonstrating the equity budget
- After-school supports similar to Gateway Educational Services
- Ramp up tutoring across the district, especially in Elementary
- Use of funds for interventions for literacy that will impact Math scores
- Are there targeted funds for schools/students/staff for more interventions.
- Services are being provided in community resources
- Making the resources equitable instead of equality
- Bilingual SpEd Paras
- FAQ Board or Chat Board
- Making Counseling more accessible
- Trying to see if educators for primary programs that impacting LCAP students
- Have the buddy program with SpEd students at class
- In three years, programs and interventions.
- Co-seating, do we need TAs in these class
- Data at the end of this year
- Communicate student outcomes beyond board meeting
- ESY is half day and no enrichment program for summer
- Bilingual IEP Coordinators at the JHS as well

California Schools Employee Association (CSEA)

- More YOWs are needed to provide them a space to discuss and get help from their trusted adult (YOW)
- We are seeing that the YOW program is very successful and we would like to see this continued to maximize impact on our students who need this service.
- Like the move to shift from one-time, annual funded actions to more permanent funding regarding FSA and CALM to district positions
- Would there be a possibility to do a “night school” for high school students? It provides an option for students who need to work or babysit. Include this as an alternative program.
- Instructional Assistants - Paras - Can we design a system to hire them for 12 months and not nine months? Give more stipend and/or other incentives to make sure we retain SpEd Paras.
- How much does the SpEd Paras impact the scores of our students?
- Get more Paras.

Santa Barbara Teachers Association (SBTA)

- CTE - SBHS needs to increase Capstone classes for culinary arts.
- Goal 4: SpEd Teachers Requests, overall reducing of staff to student ratio (paras), Co-teaching model-make sure it's robust and make sure the planning time is provided.
- In Goal 1: Support the retaining teachers, recruiting teachers (Addressing Staffing with highly qualified, diverse teachers)
- In Goal 1: Elementary school Teacher Librarians are needed and have never been replaced.
- In Goal 2: Physically safe working environment is needed.
- In Goal 2 and Goal 3: Arts should be incorporated to address and support SEL and mental health needs of students.
- Music and Arts Teachers don't get PLC time even though they support other teachers.
- Goal 2/4: Bottleneck in JHS and you only get one elective, and next year, health class will be part of schedule. Electives need to be evaluated and fixed to provide access for students. (Remove roadblock for kids to take electives!) (Two electives minimum at the JHS)
- Career Readiness comes through the arts.
- Goal 1: Some schools don't want to Block or modified Block schedules (Not getting enough content). Offer choice.
- Percentage of neighborhood students expected to attend neighborhood school (formula and boundary designed for schools)
- Goal 1: Recruiting teachers with benefit package similar to other large school districts. (Match with benefit package and salary schedule)
- Goal 1: Having continued support and training for new teachers coming in. Training them on the curriculum and make sure they are up to speed. (CPM for example and new EML curriculum)
- Goal 1-3: Include theatre and dance instruction for elementary students.

District Emergent Multilingual Language Advisory Council (DEMLAC)

- Hire a LAU -SpEd Interpreter/Translator to support Spanish speaking SpEd Parents with IEPs
- Provide more information about colleges and universities for students with needs and opportunities to visit
- Increase SpEd school staff and SpEd Coordinators who can communicate with SpEd Spanish speaking parents
- Hire more bilingual counselors in each school

School Special Education Parent Advisory Committee (SSEPA)

- Curriculum for students who have extensive support needs for CCR
- Training Paras working closely with student; academics, behavior support
- Tutors for SWD students and PL for the Tutors
- AVID Program-like college tours virtual or in-person for students and families
- Build more time for Gen Ed and SpEd teachers to collaborate, consistent collaboration
- Increase community partners for job placements
- Host panels of students who've gone to college for families to see all possibilities
- Dedicated transition coordinator at each high school, so they can build transition plans for each student preparing leave HS

- Involve Tri-County reps at DOR, post secondary transition IEP meetings
- Mld/Mod, getting more Paras and training and proper onboarding with training
- Expanding CTE pathways and making them as accessible as possible with IEPs
- Increase our contract with the Dept of Rehabilitation, Bridges Program, so they can get more coaching to allow more student access
- Create something similar to City College like Davis Seeds Program (UC Davis)
- Make sure all of our counselors are aware of these programs and sharing with families
- SELPA host program and have counselors join meeting to make contacts and connections
- Athletics programs for Special Education students
- Program for students who don't want go college can receive tech/trade training Business Partnerships
- Presentations with independent resource center AND presentations with the history of disabilities for Gen Ed (UC Berkeley)

Community Meetings

- Improve the Racial/Ethnic Student Identification Process to include Intersectionality
- Developing and supporting Affinity Groups and Safe Spaces for Students
- Expand the involvement of higher education institutions and community partners
- Roadmap/Plan to address/implement recommendations from Insight AntiBlackness and Racial Climate Assessment Report and other Educational Partners input
- SpEd Recommendations: Screeners throughout and intensive, one-on-one interventions to reduce SpEd by 70% (Focus on TK-2nd Grade)
- IEPs and Translation: This is difficult for FELs to do and we need to have a specialized interpreter/translator.
- Needing more interpretation in our schools
- Para-educators, and more importantly Bilingual Paras, look into improving salary and health benefits.
- Work in Goal 3 is extremely important
- Do an audit on EMLs and SpEd students from the state, screen students and offer remediation during the summer. Provide intervention to 4-5 hrs a week with one-on-one specialist while implementing new ELA curriculum.
- Financial literacy and understanding financial aid post high school including students and families. Practical applications and assistance with understanding. (TK-12) CalKids program: providing support to elementary parents.
- Concern about teacher retention and ensure they stay by compensating them appropriately.
- Increase dual enrollment and counselors supporting and increasing student enrollment of dual enrollment classes.
- Include/increase tutoring to support dual enrollment instruction.

Superintendent's Student Advisory Council

- Goal 3 - Schools implement more events to bring students together while they are on campus. Develop a larger belonging to the school community. (Ex. City College- Unity and Community from different cultures)

- Goal 2 - Student wellness - Challenges to get students to see counselors/therapists in secondary schools. At the beginning of the school year, mental health screening students to be prepared to provide support at the beginning of the year instead of waiting. Students sometimes don't self select.
- Academics/Mental Health - First generation students in AP classes experience microaggressions and in curriculum. Providing extra access to counselors, visit once a term or more as needed, or a teacher mentor to ensure they are getting what they need.
- Are we on track with ELA and other Honors classes plan?
- Academies - we need more academies similar to the AAPLE academy. Stay with same group for four years and go on excursions and creates stronger connections within the community.
- School events - no food, no transportation, no childcare. It's free and provide access by providing the following items (Example: Ethnic Studies Event) Invite JHS students to the HS event. If it's not equitable, only a select group attend.
- Opportunities to go to JHS and HS student events to see and get to know. HS students led the event and seeing students in different positions while adults are behind the signs. Support the building of the bonds between the students and school community.
- Classes go to plays or events at the JHS or HS. Get HS students to go talk to 4, 5 6 grade students at the elementary schools. Talk about the academies, sports and other events.
- HS students would go to the feeder JHS to talk with students, build relationships and community.
- College and Career Counselors - have specific guidance about classes at the school (Like an information person) not located at the counseling office to help students with course load questions. (Help Desk)
- ASB meetings between high schools to gain ideas and connect schools. Do the same with elementary and junior high schools.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The drafting of our Local Control and Accountability Plan (LCAP) is a comprehensive and collaborative process, greatly enriched by the contributions made by our educational partners. Their input led to vital enhancements in several areas. Goal 1, with the prime objective of preparing students for college and career, was strengthened through a concerted effort to provide a more individualized, responsive, engaging, and meaningful education. Increasing Curriculum Specialists in our schools will be instrumental in expanding targeted Language & Literacy & Math interventions. This will allow for a more effective tailoring of instruction based on formative assessments. This instructional practice incorporating a Multi-Tiered System of Support will help refine our pedagogical approach, maximizing educational gains. Enhancements will also be made with EML Leads at junior high and high schools, along with Bilingual Paras at elementary schools, working to expand EML instruction and supports. Continuing to deliver and expand Career Technical Education, AVID, and PEAC emphasizes the fusion of practical and academic skills along with providing additional supports and tutoring, preparing students to navigate the complex landscapes of higher education. Expanding access to tutoring and counseling services will also be notably improved by increasing tutoring across the district, including after-school tutoring. Furthermore, the District will be increasing training for counselors and providing a counseling "Help Desk" at the high schools, ensuring that students have access to comprehensive, nuanced support services to bolster their educational pathway.

For Goal 2, the contributions by educational partners have shaped our commitment to creating and maintaining safe and affirming learning environments. In light of feedback, we are strengthening our comprehensive mental health services for students. This will involve expanding access to mental health support staff, establishing a systematic check-in structure for students on a semester basis, or more frequently as required. A teacher mentor program will offer additional support and regular check-ins. Moreover, staff will embed mental health screening for all students to proactively identify and address concerns. To increase student learning and wellness, we will strengthen family engagement. Feedback indicated the need for better support in collaboration, specifically for Spanish speaking students and families. As a result, we will strengthen translation and interpretation services to facilitate more effective communication. Student safety remained a critical concern, and the LCAP has integrated strategies to ensure that every student feels valued, respected, and connected to our schools.

In an effort to achieve Goal 3, which aims to build capacity in the schools and district to improve student equity, engagement, and outcomes, our educational partners provided important feedback to increase this effort. We will be expanding the involvement of higher education institutions and community partners, thus increasing opportunities for students and enhancing educational resources. Further, a significant change will be made to improve the racial/ethnic student identification process which includes intersectionality to capture a more accurate and nuanced representation of our diverse student population. We will development of affinity groups and safe spaces, offering students a welcoming environment in which to explore and embrace their identities, fostering an inclusive school climate. Input by our partners expressed the importance of addressing and implementing the recommendations from the Insight Anti-Blackness and Racial Climate Assessment Report in collaboration with our educational partners. These strategies, targeted to combat systemic racial disparities, are critical in promoting equity and inclusivity.

In our Local Control and Accountability Plan (LCAP), Goal 4 emphasized increasing the percentage of Students with Disabilities meeting college and career readiness. A key strategy augmenting the support for SpEd families will include the creation of new roles such as the LAU SpEd Interpreter/Translator and the Bilingual IEP Coordinators at all High Schools. These positions are aimed at facilitating more effective communication and coordination. Further, we have committed to expanding curriculum that caters to students with extensive support needs for College Career Readiness, ensuring these students are given the opportunity to achieve their full potential. We will increase professional learning for Paras, Tutors, and SpEd Staff through an emphasis on ongoing training and learning. To promote successful transitions and job placements, the District will expand community partnerships. Implementing a college introduction program represents a concerted effort to expose students and their families to the collegiate environment through college tours, whether virtual or in-person. Additionally, we will implement college nights, providing students with the chance to gain a deeper understanding of their post-secondary options. This holistic approach, influenced by valuable input from educational partners, encapsulates our commitment to improving educational outcomes for all students.

Goals and Actions

Goal 1

Goal #	Description
Goal 1	Prepare students for college and career by providing a meaningful, engaging, responsive, and individualized education.

An explanation of why the LEA has developed this goal.

In Goal One, Santa Barbara Unified School District addresses:

LCFF Priority 2: Implementation of State Standards; LCFF Priority 4: Student Achievement; LCFF Priority 7: Course Access; LCFF Priority 8: Student Outcomes.

Santa Barbara Unified School District developed this goal to address the academic needs of our students who are not graduating from high school and those students who are graduating but not college and career ready. This goal addresses the problem by focusing on all grades, including PreK, with specific actions addressing targeted grade levels.

After reviewing data from 18-19 to the current 20-21 school year, SBUSD identified trends among groups of students who do not meet grade-level academic standards and fall behind year after year. If not provided the necessary intervention and support, these students will not be prepared or even have access to college and career or may not graduate from high school. Using the various tools, evidence-based practices, and resources available to SBUSD staff, SBUSD will focus on developing specific action steps aligned to indicators and metrics to ensure the students experience academic growth. In addition, SBUSD will be implementing Multi-Tiered System of Supports (MTSS) at the school and district level, providing structures and systems at all levels to align efforts for success.

The various trends demonstrate Goal One’s purpose:

- 2019 CAASPP English Language Arts (ELA) data demonstrates the need to provide additional support and interventions for the following subgroup of students who are not meeting grade-level standards: Low Income, Emergent Multilingual, SWD, African American/Black, and Latinx students. Additional STAR 19-20 and 20-21 demonstrate the trend continuing and the gap increasing.
- 2019 CAASPP Mathematics data demonstrates the need to provide additional support and interventions for the following subgroup of students who are not meeting grade-level standards: Low Income, Emergent Multilingual, SWD, African American/Black, and Latinx students. Additional STAR 19-20 and 20-21 demonstrate the trend continuing and the gap increasing.
- Based on the 2019 CA Dashboard data, College and Career Readiness for Emergent Multilingual Learners decreased from the previous year’s Yellow performance level to a Red performance level at 9.8%. They also had a decline in the Graduation rate from Green to Red,

with 73.6% of students graduating. SWD’s had Red performance levels in both College and Career Readiness (8.8%) and Graduation rate (70.3%).

- Based on class enrollment data during the 20-21 school year, students identified as Latinx, SED, or SWD continue to be disproportionately underrepresented in dual enrollment classes.
- The 19-20 Graduation Rates demonstrate lower rates of graduation by student groups compared to the overall student rate (91.9%). The groups include Emergent Multilingual Learners: 78.1%, Homeless Youth: 84.8%, Low Income: 87.6%, Students with Disabilities: 69.6%, African American/Black: 90.9%, and Hispanic/Latinx: 89.5%.
- The 19-20 HS Students Meeting UC/CSU Requirements rates demonstrate student groups having a lower rate than the overall student rate (54.8%). The groups include Emergent Multilingual Learners: 16.1%, Homeless Youth: 34.5%, Students with Disabilities: 9.8%, Low Income (SED): 39.5%, African American/Black: 45%, and Hispanic/Latinx: 42.5%.
- SBUSD adapted the Dyslexia intervention to be 1:1 virtually but did not expand to other sites.
- Demonstrated by eObservational data, GLAD strategies are not being fully or consistently implemented in all classrooms, impacting the learning of Emergent Multilingual Learner students.
- Due to the frequent changes in public health guidelines, the redesigning of schedules and the switch from distance to in-person instruction, SBUSD was unable to implement systemwide cycles of inquiry.

SB Unified’s continuous efforts to increase the delivery of meaningful and engaging instruction, in addition to providing individualized and responsive supports, will accelerate underrepresented student groups’ success so that they achieve at rates equitable to their peers in preparation for both college and career.

Measuring and Reporting Results for Goal 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

<p>2020-2022 STAR Reading* 3-8, 11th Grades Meeting or Exceeding Standards</p> <p><i>*Data is aligned to CAASPP/Smarter Balanced summative assessment</i></p> <p>STAR Reading Assessment replaced 20-21 CAASPP based on CDE guidelines</p> <p>2021-2024 CAASPP English Language Arts (ELA), 3-8, 11th Grades Meeting or Exceeding Standards</p>	<p>STAR Reading Spring 2021</p> <p><u>All Elementary (3-6 gr): 44%</u> EML: 8% Homeless/Foster Youth:36% SWD: 11% SED: 34% African A./Black: 40% Asian: 75% Hispanic/Latino: 34% White: 75%</p> <p><u>All JHS (7-8 gr): 57%</u> EML: 5% Homeless/Foster Youth:39% SWD: 14% SED: 38% African A./Black: 60% Asian: 76% Hispanic/Latino: 40% White: 80%</p> <p><u>All HS (11gr): 59%</u> EML: 4% Homeless/Foster Youth:44% SWD: 6% SED: 42% African A./Black: 71% Asian: 87% Hispanic/Latino: 40% White: 81%</p>	<p>STAR Reading Spring 2022</p> <p><u>All Elementary (3-6 gr): 45%</u> EML: 12% Homeless/Foster Youth:41% SWD: 14% SED: 35% African A./Black: 43% Asian: 72% Hispanic/Latino: 35% White: 76%</p> <p><u>All JHS (7-8 gr): 48%</u> EML: 3% Homeless/Foster Youth:29% SWD: 13% SED: 31% African A./Black: 30% Asian: 77% Hispanic/Latino: 31% White: 74%</p> <p><u>All HS (11 gr *): 49%</u> EML: 0% Homeless/Foster Youth:20% SWD: 21% SED: 30% African A./Black: 50% Asian: 74% Hispanic/Latino: 28% White: 72%</p> <p>*71% of all 11th Grade Students Tested</p>	<p>STAR Reading Spring 2023 N/A</p> <p>CAASPP 2022 English Language Arts</p> <p><u>All Students: 48%</u> EML: 9% (in US >12mos) Foster Youth: * Homeless Youth: 34% SWD: 13% SED: 35% African A./Black: 29% Asian: 78% Hispanic/Latino: 34% White: 71%</p> <p><u>All Elementary (3-6gr): 42%</u> EML: 12% Foster Youth: Data not Shown Homeless Youth: 36% SWD: 14% SED: 35% African A./Black: Data not shown Asian: Data Not Shown Hispanic/Latino: 34% White: 71%</p> <p><u>All JHS (7-8 gr): 49%</u> EML: 5% Foster Youth: Data Not Shown Homeless: 33% SWD: 12% SED: 33% African A./Black: Data Not Shown Asian: 82% Hispanic/Latino: 34% White: 71%</p>	<p>All Students: 67% EML: 22% Homeless Youth: 53% Foster Youth: 15% Total Growth SWD: 14% SED: 51% African A./Black: 76% Asian: 78% Hispanic/Latino: 51% White: 81%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<u>All HS (11 gr):</u> 51% EML: 2% Foster Youth: Data Not Shown Homeless Youth: 34% SWD: 13% SED: 36% African A./Black: Data Not Shown Asian: 74% Hispanic/Latino: 36% White: 70%		

<p>2020-2022 STAR Mathematics* 3-8, 11th Grades Meeting or Exceeding Standards</p> <p>*Data is aligned to CAASPP/Smarter Balanced summative assessments, indicators, and metrics</p> <p>2021-2024 CAASPP Mathematics 3-8, 11th Grades Meeting or Exceeding Standards</p>	<p>STAR Mathematics Spring 2021</p> <p><u>All Elementary (3-6 gr): 23%</u> EML: 4% Homeless/Foster Youth:18% SWD: 6% SED: 14% African A./Black: 30% Asian: 63% Hispanic/Latino: 14% White: 52%</p> <p><u>All JHS (7-8 gr): 37%</u> EML: 1% Homeless/Foster Youth:19% SWD: 5% SED: 21% African A./Black: 43% Asian: 80% Hispanic/Latino: 22% White: 56%</p> <p><u>All HS (11 gr): 57%</u> EML: 12% Homeless/Foster Youth:39% SWD: 10% SED: 42% African A./Black: 50% Asian: 86% Hispanic/Latino: 41% White: 73%</p>	<p>STAR Mathematics Spring 2022</p> <p><u>All Elementary (3-6 gr): 32%</u> EML: 10% Homeless/Foster Youth:23% SWD: 8% SED: 23% African A./Black: 43% Asian: 79% Hispanic/Latino: 22% White: 61%</p> <p><u>All JHS (7-8 gr): 35%</u> EML: 1% Homeless/Foster Youth:13% SWD: 6% SED: 17% African A./Black: 18% Asian: 78% Hispanic/Latino: 18% White: 56%</p> <p><u>All HS (11 gr *): 48%</u> EML: 0% Homeless/Foster Youth:21% SWD: 5% SED: 29% African A./Black: 20% Asian: 64% Hispanic/Latino: 28% White: 71%</p> <p>*65% of all 11th Grade Students Tested</p>	<p>STAR Mathematics Spring 2023 N/A</p> <p>CAASPP 2022 Mathematics</p> <p><u>All Students: 36%</u> EML: 8% Foster Youth: Data not Shown Homeless Youth: 25% SWD: 10% SED: 23% African A./Black: 19% Asian: 74% Hispanic/Latino: 22% White: 60%</p> <p><u>All Elementary (3-6 gr): 34%</u> EML: 12% Foster Youth: Data Not Shown Homeless Youth: 25% SWD: 10% SED: 23% African A./Black: Data Not Shown Asian: Data Not Shown Hispanic/Latino: 24% White: 63%</p> <p><u>All JHS (7-8 gr): 38%</u> EML: 3% Foster Youth: Data Not Shown Homeless Youth: 24% SWD: 6% SED: 22% African A./Black: Data Not Shown Asian: 81% Hispanic/Latino: 22% White: 62%</p>		<p>All Students: 47% EML: 15% Homeless Youth: 33% Foster Youth: 12% Total Growth SWD: 13% SED: 33% African A./Black: 55% Asian: 79% Hispanic/Latino: 33% White: 62%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<u>All HS (11 gr.): 33%</u> EML: 0% Foster Youth: Data Not Shown Homeless Youth: 19% SWD: 2.2% SED: 17% African A./Black: Data Not Shown Asian: 62% Hispanic/Latino: 17% White: 53%		
Graduation Rate	2020 <u>All Students: 91.8%</u> EML: 78.1% Foster Youth: Data not Shown Homeless Youth: 84.8% SWD: 69.6% SED: 87.6% African A./Black: 90.9% Asian: 91.2% Hispanic/Latino: 89.5% White: 94.9%	2021 <u>All Students: 91.0%</u> EML: 81.6% Foster Youth: Data not Shown Homeless Youth: 87.1% SWD: 74% SED: 87.5% African A./Black: 81.8% Asian: 97.5% Hispanic/Latino: 88% White: 94.7%	2022 <u>All Students: 95.2%</u> EML: 86.2% Foster Youth: Data not Shown Homeless Youth: 94.1% SWD: 82.4% SED: 93.7% African A./Black: 100% Asian: 96.0% Hispanic/Latino: 93.8% White: 96.6%		All Students: 98% EML: 82% Foster Youth: 3% Total Growth Homeless Youth: 94% SWD: 90% SED: 95% African A./Black: 100% Asian: 100% Hispanic/Latino: 99% White: 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Rate	<p>2020</p> <p><u>All Students: 44.2%</u> EML: 16.1% Foster Youth: Data not Shown Homeless: 34.5% SWD: 9.8% SED: 39.5% African A./Black: 25.0% Asian: 80.8% Hispanic/Latino: 42.5% White: 70.2%</p>	<p>2021</p> <p><u>All Students: 59.5%</u> EML: 15.5% Foster Youth: Data not Shown Homeless: 37.0% SWD: 15.0% SED: 43.9% African A./Black: 44% Asian: 82.9% Hispanic/Latino: 44.9% White: 73.2%</p>	<p>2022</p> <p><u>All Students: 61.6%</u> EML: 19.8% Foster Youth: Data not Shown Homeless: 45.9% SWD: 18.2% SED: 47.6% African A./Black: 75.0% Asian: 81.3% Hispanic/Latino: 47.5% White: 77.9%</p>		<p>All Students: 64% EML: 8% Foster Youth: 6% Total Growth Homeless Youth: 54% SWD: 10% SED: 50% African A./Black: 50% Asian: 87% Hispanic/Latino: 53% White: 78%</p>

<p>College and Career Readiness Rate (CCR)</p> <p>(As the CCR metrics rely on the administration of the CAASPP and we do not have CAASPP data from 2019-2020, 2020-2021 or 2021-2022. Some of the other measurements that feed into the CCR numbers are reported.)</p>	<p>2019 CCR Rate All Students: 54.4% EML: 9.8% Foster Youth: Data not Shown Homeless Youth: 36.7% SWD: 8.8% SED: 38.7% African A./Black: 42.9% Asian: 76.6% Hispanic/Latino: 37.9% White: 74.4%</p>	<p>2021 CA Dashboard CCR Rate Unavailable</p> <p>2021 Students who completed at least one Career Technical Education (CTE) Pathway All Students: 27.4% EML: 4.1% Foster Youth: Not reported Homeless Youth: 14.6% SWD: 12.8% SED: 19.1% African A./Black: 22.7% Asian: 51.9% Hispanic/Latino: 19.7% White: 33.7%</p> <p>Students completing one or more semesters of college credit courses: All Students: 44.1% EML: 4.8% Foster Youth: NR Homeless Youth: 24.1% SWD: 10% SED: 29.6% African A./Black: 31.8% Asian: 70.9% Hispanic/Latino: 29.1% White: 60.2%</p> <p>Students earning the State Seal of Biliteracy All Students: 14.8% EML: 4.8%</p>	<p>2022 CA Dashboard CCR Rate Unavailable</p> <p>2022 Students who completed at least one Career Technical Education (CTE) Pathway All Students: 26.1% EML: 5.0% Foster Youth: Not reported Homeless Youth: 17.0% SWD: 4.8% SED: 18.5% African A./Black: 35.3% Asian: 44.0% Hispanic/Latino: 18.5% White: 34.5%</p> <p>Students completing one or more semesters of college credit courses: All Students: 47.2% EML: 10.6% Foster Youth: NR Homeless Youth: 31.6% SWD: 12.6% SED: 33.5% African A./Black: 41.2% Asian: 76.0% Hispanic/Latino: 32.4% White: 65.4%</p> <p>Students earning the State Seal of Biliteracy All Students: 12.1%</p>		<p>All Students: 64.4% EML: 22% Foster Youth: 12% Homeless Youth: 49% SWD: 18% SED: 51% African A./Black: 55% Asian: 87% Hispanic/Latino: 52% White: 80%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth: NR Homeless Youth: 18% SWD: 2.4% SED: 13.6% African A./Black: 11.8% Asian: 8.0% Hispanic/Latino: 15.7% White: 8.3%	EML: 3.8% Foster Youth: NR Homeless Youth: 18.0% SWD: 2.4% SED: 13.6% African A./Black: 11.8% Asian: 8.0% Hispanic/Latino: 15.5% White: 8.3%		
Reclassification Rate	2020 28.2%	2021 27.5%	2022 27.10%		23%
LTEL Rate	2020 6.1%	2021 11.9%	2022 11.6%		3%
California State Standards Implementation	2020 Standard Met	2021 Standard Met	2022 Standard Met		Standard Met

Actions for Goal 1

Action #	Title	Description	Total Funds	Contributing
Goal 1 Action 1	Increase Student Completion of UC/CSU (C) Mathematics Admission Requirement	Math support sections (classes) will be provided at secondary schools for unduplicated students who are below grade-level standards in their enrolled math course. This responsive, targeted, and accelerated math intervention will assist students to get back on track, increasing unduplicated students' completion of the UC/CSU (C) Mathematics admission requirement. Expenditures include Math Teachers providing an additional period of math support section at the secondary schools, totaling 6.05 FTEs	\$671,338	Y

Action #	Title	Description	Total Funds	Contributing
<p>Goal 1 Action 2</p>	<p>Increase Rates of UC/CSU A-G Completion and College Career Readiness</p>	<p>CCR Coordinator, with support from the CTE Program Assistant, will identify and implement effective instructional strategies to increase UC/CSU A-G Completion and College Career Readiness rates for unduplicated students including the expansion and enhancement of Career Technical Education (CTE) Programs. Actions include:</p> <ul style="list-style-type: none"> ● Increase funding for students to access work-based-learning experiences and industry-aligned equipment and curriculum through annual grant writing, ● Strengthen relationships with industry partners and post-secondary institutions to improve student's post-secondary transition outcomes, ● Improve and increase internal systems to collect, monitor, and respond to student and program data on the College and Career Readiness Indicators ● Provide professional learning for district staff (ex. course of study planning, CTE pathway requirements based on high quality rubric from CDE, learning about labor market trends, developing college and career awareness in the classroom setting), and ● Increase student and family education about accessing college and career (including information on A-G and CTE programs, post-secondary applications, financial aid) in partnership with the district's Family Engagement Unit, Language Access Unit, and the PEAC Program. <p>Expenditures include CTE staffing, college/career field trips, proctors for AP/IB exams, testing site coordination, and the CTE Pathways High School Showcase.</p>	<p>\$470,707</p>	<p>Y</p>
<p>Goal 1 Action 3</p>	<p>Provide Targeted Emergent Multilingual Learner Interventions in Secondary and Elementary Schools for Newcomers to Long Term EMLs.</p>	<p>Provide Tier II/III Academic and SEL interventions to EML Newcomers to Long Term EMLs in elementary and secondary schools. This action aims to enhance support for Emergent Multilingual (EML) students in preparing for the English Language Proficiency Assessments for California (ELPAC) towards improved reclassification. In turn, this will serve to uplift their academic performance and readiness for college and career. This action will Expenditures include the Elementary EML Instructional Support Specialist, Secondary EML Instructional Support Specialist, Elementary Bilingual Paraeducators, Support Staff, Instructional Materials and Services.</p>	<p>\$1,103,278</p>	<p>Y</p>

Action #	Title	Description	Total Funds	Contributing
Goal 1 Action 4	Strengthen Comprehensive Multilingual Education through implementation of Multilingual Excellence Transforming Achievement (META)	Strengthen the district-wide PreK-12 multilingual pathways including Dual Language Immersion education and the CA State Seal of Biliteracy. Expenditures include instructional materials and supplies, EML META EML Instructional Support Specialist, Support Staff, and an EML Lead at every Junior High, SBHS, DPHS and two at SMHS.	\$702,657	Y
Goal 1 Action 5	Build Educator Capacity to Deliver Differentiated Curriculum, Instruction, and Assessments in English Language Arts, Mathematics, Science, and Social Studies	Support educators with implementing strong and effective core and Tier I instruction through professional learning. This includes modeling instruction that focuses on curricular scope and sequence of instruction and strategies. In addition, they will learn how to use formative assessments to drive instruction addressing the needs of unduplicated students. Expenditures include seven Instructional Support Specialists (ISS) including the following: Elementary ELA (ISS), Secondary ELA (ISS), Elementary Math (ISS), Secondary Math (ISS), Elementary Science (ISS), Secondary Science (ISS), and Secondary Social Studies (ISS).	\$995,337	Y
Goal 1 Action 6	Implement Elementary Grade-Level Professional Learning Communities to Increase Tier I Supports	Assist elementary teachers, per grade-level team, to come together consistently throughout year to use student data to design, analyze, improve, and increase Tier I instructional support and targeted English Language Development for unduplicated students. Music, Visual Arts, and PE Teachers will provide standards-based instructional blocks during the school day to grade-level students while grade-level teachers meet as a Professional Learning Community. Expenditures include staffing of credentialed Music, Visual Arts, and PE Teachers at each school.	\$2,620,074	Y
Goal 1 Action 7	Expand Direct Student Support and Teacher Professional Learning to Improve Language & Literacy	Provide direct Tier II and III instructional support to elementary unduplicated students to increase language and literacy achievement for TK - 6 th grade. Expenditures include eight Literacy Coaches positions to provide professional learning to teachers, support Tier I instruction and direct Tier II and III intervention to elementary unduplicated students.	\$961,293	Y
Goal 1 Action 8	Enhance Student Academic Achievement by Providing Targeted Tier III Intervention	Increase targeted intervention by providing unduplicated students Tier III academic support for literacy using data decisions with evidence-based solutions aligned to MTSS. Expenditures include Nine Curriculum Specialists and an Intervention Center Assistant at each Junior High School and three High Schools (7 total).	\$962,223	Y

Action #	Title	Description	Total Funds	Contributing
Goal 1 Action 9	Increase Kindergarten Readiness by Building PreK Teacher and Parent Capacity	Improve Early Childhood Education and increase Kindergarten readiness by providing professional learning to staff that include PK-TK-K articulation and early interventions for students. Expenditures include contracted services.	\$20,000	Y
Goal 1 Action 10	Expand after-school intervention and tutoring to provide learning recovery in English Language Arts and Mathematics	Increase targeted English Language Arts and math tutoring and after-school interventions to unduplicated students providing individualized, accelerated learning recovery to improve College and Career Readiness. Expenditures include contracts, hourly rate, and instructional materials.	\$204,000	Y
Goal 1 Action 11	Provide Student Access to College Preparation Exams	Sustain and support unduplicated students' access to college by eliminating cost barriers to PSAT/Pre-ACT preparation exams, providing opportunity to qualify as National Merit Scholar, and be awarded merit scholarships. Expenditures include student exams and proctors to administer the exam.	\$53,000	Y
Goal 1 Action 12	Enhance Student Access to <i>Advancement Via Individual Determination</i> (AVID) Program to Support College and Career Readiness	Provide AVID Elective sections, including an additional section of AVID Excel to serve Unduplicated Students. Continue to provide ongoing professional development for staff to maintain certification and ensure high-fidelity implementation of the national program model. Provide college field trip opportunities to ensure unduplicated students successfully complete A-G courses and are eligible to apply to college/university.	\$1,465,532	Y
Goal 1 Action 13	Increase Student Access to <i>Program for Effective Access to College</i> (PEAC) to Support College and Career Readiness	Provide wrap-around services to first-generation college-bound students from low-income families, to include after-school and online tutoring, college mentoring, family education programming, and school counseling. The PEAC College Readiness and Access Program provides a network of support to academic and socio-emotional resources to ensure that unduplicated students successfully complete A-G courses and are eligible to enter a college/university.	\$1,112,668	Y
Goal 1 Action 14	Implement Tier I, II, & Tier III Academic Interventions to Accelerate Learning Recovery	Improve student outcomes by providing targeted Tier I, Tier II and Tier III intervention for unduplicated students who are identified by formative assessments. Expenditures include <i>MTSS Specialists</i> (Multi-Tiered Systems of Support (MTSS) Teacher on Special Assignment) and Class-Size Reduction Teachers.	\$8,769,590	Y

Goal 1 Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1, Action 1: The difference between planned actions and actual implementation of targeted intervention math support models occurred in Santa Barbara Junior High and all high schools. In the case of Santa Barbara Junior High, they shifted and established a targeted intervention math support model with the introduction of a zero period course, which would allow students to enroll and discontinue based on their identified essential math needs. The intention behind this model was to provide focused support to students requiring extra help in mathematics. Regarding the high schools, they adjusted their model to offer Math I / Math Support classes in the block schedule. These classes would involve cohorts of students dedicating 90 minutes a day for 180 days to mathematics instruction, with the same teacher throughout the academic year. The aim of this approach was to provide consistent and comprehensive support to students in their math education.

Goal 1, Action 2: As an addition to the planned items in this action, we hired proctors who would assist sites during Advanced Placement and International Baccalaureate testing. We also augmented the services provided to students by facilitating the post-COVID return of the district's annual CTE Pathways High School Showcase event. This was done to ensure that prospective high school students and their families have equal access to comprehensive information about the diverse academies and career/technical programs offered in our high schools.

Goal 1, Action 3: The only substantive difference was the unfilled position of Secondary EML Instructional Support Specialist due to lack of candidates to hire. While our Secondary EML Instructional Support Specialist position was vacant in 2022-23, the District was able to leverage support from our County Office of Education to support our EML lead positions in building capacity for assessing EMLs and providing Tier II interventions in small group instruction.

Goal 1, Action 4: The only substantive difference was the unfilled position of META Instructional Support Specialist due to lack of applicants.

Goal 1, Action 5: Increased professional learning by Instructional Support Specialists included more instructional materials and supplies for teachers, hourly rate pay for teacher participation and increased substitute teachers to release teachers for professional learning.

Goal 1, Action 6: The substantive difference was an increase of Music, Visual Arts, and PE Teachers by two FTEs.

Goal 1, Action 7: Funds were expended to ensure all elementary schools had a Language and Literacy Coach to support universal instruction and support teachers and students.

Goal 1, Action 8: The substantive difference was the unfilled positions for the Curriculum Specialists at select elementary schools due to limited applicants.

Goal 1, Action 9: We continued to receive the First 5 Grant that greatly sustained our initiative in promoting kindergarten readiness and providing assistance to early childhood educators. The allocated LCAP funds were utilized in conjunction with the First 5 Grant to cover

expenses related to professional development, specifically focusing on improving the articulation between pre-kindergarten, transitional kindergarten, and kindergarten. The collaboration between site preschool administrators, principals, and staff concentrated on enhancing professional learning opportunities centered around social-emotional learning (SEL) and early literacy requirements, all with the aim of paving the way for the implementation of Universal Preschool.

Goal 1, Action 10: No substantive differences between in planned action and implementation

Goal 1, Action 11: No substantive differences between in planned action and implementation.

Goal 1, Action 12: No substantive differences between in planned action and implementation.

Goal 1, Action 13: No substantive differences between in planned action and implementation

Goal 1, Action 14: Funds were expended to ensure Curriculum specialists would screen students, provide systematic intervention, monitor progress, and collaborate with classroom teachers and MTSS specialists.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 1: No estimated material differences.

Goal 1, Action 2: Additional funding was allocated to hire proctors during Advanced Placement and International Baccalaureate testing and for the district's annual CTE Pathways High School Showcase. The funding for the Showcase encompassed expenses such as facility rental, transportation, contracted services, and other associated costs.

Goal 1, Action 3: The Secondary EML Instructional Support Specialist position was vacant in 2022-23.

Goal 1, Action 4: Expenditures include the purchase of new instructional materials and supplies for both elementary and secondary, along with staffing of SBJHS DLI Coordinator (.2 FTE) and Curriculum Development support (.4 FTE). Our META ISS position was vacant for 2022-23 and has been filled for the 2023-24 school year.

Goal 1, Action 5: The increased professional learning for teachers included increase expenditures for instructional materials, supplies, conferences, teacher hourly rate and substitute teachers.

Goal 1, Action 6: Funding was increased to provide an additional two FTEs.

Goal 1, Action 7: This provides the Language and Literacy Coaches for all nine elementary schools. The Language and Literacy Coaches support students and teachers in improving literacy across tk-6 grade. No estimated material differences.

Goal 1, Action 8: No estimated material differences.

Goal 1, Action 9: No estimated material differences.

Goal 1, Action 10: No estimated material differences.

Goal 1, Action 11: No estimated material differences.

Goal 1, Action 12: No estimated material differences.

Goal 1, Action 13: A shift with leadership overseeing PEAC occurred during the school year from the Executive Director of Community Partnerships, due to the position becoming vacant and unfilled, to PEAC Program Supervisor, which reduced the staffing expenditure.

Goal 1, Action 14: By implementing class-size reduction teachers to support the need of unduplicated students who were effected by the pandemic, the budget to Action 14 increased.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1, Action 1: Although the current test data (STAR) does not show an improvement in math achievement, alternative data regarding grades, summer school, graduation rates, and College-Career readiness indicate that the decline in math achievement is undetermined at this time.

Goal 1, Action 2: The District's College and Career Readiness (CCR) Coordinator assisted the School Counseling Team through fostering professional growth, gathering and analyzing data, and facilitating goal-oriented strategic planning. These action steps positively influenced College and Career Readiness (CCR) data. Moreover, the Coordinator position effectively backed Career Technical Education (CTE) programs, fostering the inception of new CTE pathways and bolstering the expansion of existing ones in sync with the key components of high-quality CTE.

The CCR Coordinator additionally procured over \$1 million in grant funding to bolster CTE programs and crafted a data reporting mechanism and an equity index to assign and track the grant resources. The Counselor on Special Assignment (COSA) also improved their collaboration with AVID National to facilitate local professional development for AVID educators, aiming to offer more direct, site-specific educational efforts, workshops, and services to students and families around A-G, CTE, post-secondary applications, and financial aid.

The College and Career Counselors devoted special attention to assisting students with the enrollment and registration process for Santa Barbara City College Dual Enrollment. Overall, College and Career Readiness indicators demonstrate an upward trend, including graduation rates, A-G rates, and CCR rates, with a notable increase among our unduplicated student populations.

Goal 1, Action 3: SB Unified has made significant strides in providing targeted Title II/III Newcomers to Long Term EMLs in elementary and secondary schools in support of pathways to college and career readiness with the addition of a Bilingual Paraeducators, Elementary EML Instructional Support Specialist and EML Site Leads at the Junior High and High Schools. This is evidenced in SB Unified's overall ELPAC proficiency levels rising from 11.7% to 19.01% from 2021 to 2022; 3.44% higher than the statewide average. While our Secondary EML Instructional Support Specialist position was vacant in 2022-23, the District was able to leverage support from our County Office of Education to support our EML lead positions in building capacity for assessing EMLs and providing Tier II interventions in small group instruction. As a

result of our successes, the District is supporting an FTE increase at San Marcos High school from a .33 to .66 position, which houses our highest number of EMLs.

Goal 1, Action 4: The growth of the district-wide TK-12 multilingual pathway in the last three years has seen a pivot towards a focus on ways to develop cross-language metalinguistic awareness in our instruction. Our focus moving forward will be on practices in service of emerging bilingual learners in ways that incorporate and respect the integrity of both Spanish and English methodologies tailored to the specific contexts in which our students are becoming biliterate. To achieve this goal, we have budgeted professional learning among our DLI teaching Cadre to continuously examine our practices based on sound biliterate pedagogy.

Goal 1, Action 5: The professional learning facilitated by Instructional Support Specialists have been instrumental in fostering a collaborative environment, allowing teachers to observe each other, analyze the learning, and consider their implications on teaching practice. The initiative to build an asset-oriented math assessment system is establishing foundations and coherence with the use of data to support student needs. In science, the focus has been to strengthen collective teacher efficacy, building teacher leadership, and implementing Next Generation Science Standards (NGSS) assessment-driven professional learning (PL). We have also successfully onboarded and implemented Differentiated English Language Development (DELD) curricula, aiding in the delivery of more tailored and effective learning experiences for students. By targeting math pedagogy, student thinking, and promoting mathematical language fluency, our educators are better equipped to foster a positive learning environment.

Goal 1, Action 6: Throughout the academic year, elementary teachers consistently convened as a Professional Learning Community (PLC) at each grade level. Their main purpose was to utilize student data to enhance, evaluate, and bolster Tier I, II instructional support for students. Simultaneously, educators in Music, Visual Arts, and Physical Education offered comprehensive educational instruction to students of the same grade level during designated school hours. This allowed the classroom grade-level teachers to engage in PLC meetings.

Goal 1, Action 7: The action to provide direct Student Support and Teacher Professional Learning to Improve Language & Literacy has been mostly effectively implemented as evidenced by the increase of full time Language and Literacy Coaches in 8 of our 9 elementary schools.

Goal 1, Action 8: The action to enhance student language and literacy academic achievement by Providing Targeted Tier III Intervention through curriculum specialist was partially completed but due to staffing shortages some positions remained open. Additionally 3 Curriculum Specialists were funded through the district's CCEIS plan.

Goal 1, Action 9: The ELL Grant from First 5 along with funds allocated towards professional learning from the LCAP enabled teachers to receive research-based training and curriculum for Early Childhood.

Goal 1, Action 10: The action to expand tutoring to provide learning recovery in English Language Arts and Mathematics was mostly effective given tutors were provided to 7 out of our 9 elementary schools only due to staffing/hiring shortages

Goal 1, Action 11: All 10th grade students were able to participate in the Pre-ACT (PLAN) and all 11th grade students were able to participate in PSAT testing. While the ACT and SAT are no longer required for admission to a University of California or California State University, these tests provide students with the opportunity to qualify for National Merit Scholarship and other private or out of state colleges and universities.

Goal 1, Action 12: The expanding the AVID program at both San Marcos High School and Dos Pueblos High School played a significant role in advancing the goal of college and career readiness among students in the SB Unified School District. By transitioning the AVID program from a semester-long course to a full academic year, students had more opportunities to absorb and apply the material, contributing to their overall readiness for post-secondary education and careers. Additionally, the increase in field trips to various colleges and universities offered students real-world exposure to higher education settings, further fostering a culture of college and career preparedness.

Goal 1, Action 13: The action item involving the expansion of two key components of PEAC's program has shown effectiveness in progressing toward the goal of enhancing students' readiness for college and career, particularly for our unduplicated students in secondary schools. PEAC made this possible by launching new tutoring centers at Goleta Valley Junior High School (JHS) and Santa Barbara JHS, and by keeping the La Cumbre JHS tutoring center operational. Moreover, the inclusivity of these tutoring centers was expanded to accommodate all students who needed support, rather than limiting access to only PEAC Scholars. This strategic move increased the number of students receiving support at Tier I and II levels in these tutoring centers. This step was implemented in identified Junior High Schools, and also in the following High Schools: Dos Pueblos, Santa Barbara, and San Marcos. Consequently, a larger group of students has access to academic support which is vital in preparing them for higher education and their future careers.

Goal 1, Action 14: The action entailed bolstering Tier I, II and III supports, encompassing MTSS Specialists at school sites and included Class-size Reduction Teachers to deliver direct instruction across all grades, from Transitional Kindergarten to 12th grade. This strategic approach aimed to enhance students' readiness for college and career paths. The role of the MTSS Specialists and Class-size Reduction Teachers delivered individualized attention, analysis of student data, and tailored interventions to students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1, Action 1: To improve students' math performance, Math Support sections continued to be adjusted to offer extra time for Tier II and III intervention and mastering grade-level concepts to enhance their learning and achieve competency at their grade level.

Goal 1, Action 2: In 2023-2024, the role of the CTE Program Assistant will be extended by two hours daily, facilitating their ability to manage contracts, purchases, inventory, and budget for the CTE pathways. They'll also handle data related to College and Career Readiness measures to support staff at school sites to make effective instructional decisions. We'll allocate funding for the renewal for the platform Xello, a tool that assists students from grade 7 to 12 in developing plans for their post-secondary education and career. These plans aim to help students understand the relevance of their learning at SB Unified to their future studies and careers.

Additional budgeting will be provided for proctors to support students with their AP and IB exams, replicating last year's success. Additional funds will be used to employ an SB Unified employee at hourly rate to coordinate with the College Board to host the SAT exams within our district. An addition to the budget will include the district's annual CTE Pathways High School Showcase and support initiatives related to college and career readiness at various sites.

Regarding Goal 1, Action 2 metrics, they will remain unchanged. Our ongoing efforts aim to increase graduation and A-G rates and specifically close the gaps between different student groups. At SB Unified, we maintain our focus on providing more activities, like field trips,

and supports, like Xello and College and Career Counselors, to students to boost our CTE completion rates, State Seal of Biliteracy Rates, and the number of students taking dual or concurrent enrollment to earn college credit.

Goal 1, Action 3: As a result of our successes, the District is funding an FTE increase at San Marcos High School, which houses our highest number of EMLs, from an FTE of .33 to .66 position.

Goal 1, Action 4: We have budgeted professional learning among our DLI teaching Cadre to continuously examine our practices based on sound biliterate pedagogy. In addition to adding grade-levels to our cohort of learners, we are adding expenditures for professional learning for Biliteracy. Concurrently, the funds allocated for previously developed cohorts will shift and remain with previously allocated funds.

Goal 1, Action 5: Next school year, the District will explore the use of a rotating schedule for district subject matter professional learning, thus addressing the challenge of coordinating schedules between elementary and secondary teachers. This approach ensures different levels have their professional development sessions at varying times, thereby ensuring a balanced distribution of time and resources. Additionally, the District will continue to incorporate an asynchronous and synchronous professional learning hybrid model, allowing educators to engage in their professional learning at their own pace using online learning management systems, strengthening their learning by attending in-person sessions. To align TK-12 professional learning, the District will institute a thematic, grade-specific approach focusing on core topics across all grade levels, with Instructional Support Specialists playing an integral role in this alignment process.

Goal 1, Action 6: In partnership with Santa Barbara Teacher Association, the current structure of Professional Learning Communities (PLCs) was reassessed and designed for next year to enhance their utility to align with student learning needs and grade-level team goals. This will involve amplifying the role of Instructional Support Specialists and school MTSS staff within these communities, serving as facilitators and resource providers. These PLCs will be of high value to support unduplicated students as all elementary schools rollout the District's new ELA curriculum.

Goal 1, Action 7: Ensuring all positions are filled prior to the school year beginning and that we have a bilingual Language and Literacy Coach for our DLI program as well as increasing after school intervention opportunities earlier in the school year.

Goal 1, Action 8: Ensure schools with the highest percentage of unduplicated students are prioritized in receiving additional curriculum specialist support and alignment with MTSS Specialists.

Goal 1, Action 9: Ensure increased articulation opportunities begin early in the school year as well as prevention/intervention opportunities for students throughout the school year.

Goal 1, Action 10: Ensure after school intervention opportunities begin earlier in the school year and that tutoring services are maximized through full staffing.

Goal 1, Action 11: There are no planned changes to this action for the 2022-2023 school year.

Goal 1, Action 12: To support the goal of providing access to college readiness opportunities for first generation college bound students, as well as to decrease the financial burden on students, an additional \$26,000 will be allocated to college field trips for students in the AVID programs.

Goal 1, Action 13: To support the goal of increasing access to academic resources and college readiness to unduplicated students, an additional tutoring center will be launched/opened.

Goal 1, Action 14: Increasing Tier I, II, and III supports to include tutoring and after school intervention as well as continuing to assign a MTSS Specialist at each site. Class-size Reduction Teachers will provide direct instruction to TK-12th grade students. Ensure this dedicated position collaborates with departments and grade level teams to intervene on behalf of our students who need Tier I, II, and Tier III instruction.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
Goal 2	Create and sustain safe and affirming learning environments, ensuring our students and families feel valued, respected, and connected to our schools.

An explanation of why the LEA has developed this goal.

With Goal Two, Santa Barbara Unified School District addresses: LCFF Priority 3: Parental Involvement; LCFF Priority 5: Student Engagement; LCFF Priority 6: School Climate

Santa Barbara Unified School District developed Goal Two to address the health and wellness needs of the students, including providing mental health services and providing positive behavioral, inclusive strategies, interventions, and services, eliminating traditional models of student discipline. The following demonstrates why Santa Barbara Unified is resolute in addressing this goal.

From the SBUSD LCAP survey provided to stakeholders, Prompt 2.3 “*Provide comprehensive mental health services for students.*” received the most responses designated as “Urgent Priority” compared to all survey questions. During stakeholder meetings, providing mental health services to services was consistently recommended.

All Surveys

1 Low Priority	115	2%
2 Medium Priority	676	14%
3 High Priority	1895	38%
4 Urgent Priority	2101	42%
Don't Know/Uncertain	213	4%

The SBUSD LCAP survey Prompt 2.4 “*Implement clear and consistent policies and strategies for responding to student behavior that feature restorative justice and directly address issues of bias, racism, profiling, trauma, and equity.*” received a High Priority rating as the highest rating and an Urgent Priority rating as the second highest rating.

All Surveys

1 Low Priority	210	4%
2 Medium Priority	1022	20%
3 High Priority	2107	42%
4 Urgent Priority	1302	26%
Don't Know/Uncertain	359	7%

The SBUSD LCAP survey Prompt 2.2 “*Adopt PreK-12 lessons, instruction, and behavioral practices that ensure students develop a healthy view of themselves.*” Received a High Priority rating as the highest rating and an Urgent Priority rating as the second highest rating.

All Surveys

1 Low Priority	271	5%
2 Medium Priority	884	18%
3 High Priority	2014	40%
4 Urgent Priority	1467	29%
Don't Know/Uncertain	364	7%

SBUSD Suspension Rates for 2019 and 2020 are higher than the Statewide level and SB County level.

- **2019 Suspension Rate for All Students is 4.5%**; Statewide 3.6%; SB County 3.7%
- **2020 Suspension Rate for All Students is 3.5%**; Statewide 2.6%; SB County 2.6%

Goal Two addresses the need to provide resources and opportunities of engagement to support parents and guardians with their child’s educational needs. Families continue to need support with understanding elementary and secondary educational pathways that will guarantee their child’s success to be ready for college and career upon high school graduation.

Recommendations provided by Santa Barbara Unified’s DELAC include:

- developing a holistic community of support and involvement,
- creating more accessibility, and
- increasing personalized support for EML students in Special Education.

Students learn most effectively when their parents, teachers, and community members work together to encourage and support them. Robust, vibrant partnerships between Santa Barbara Unified families and schools allow students to reach their fullest potential.

Measuring and Reporting Results for Goal 2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Suspension Rate	2019 All Students: 4.5% EML: 6.4% Foster Youth: 2.9% Homeless Youth: 6.4% SWD: 9.3% SED: 6.3% African A./Black: 5.3% Asian: 1.2% Hispanic/Latino: 5.6% White: 2.6%	2021 All Students: 0.2% EML: 0.2% Foster Youth: 0% Homeless Youth: 0.2% SWD: 0.6% SED: 0.2% African A./Black: 0% Asian: 0% Hispanic/Latino: 0.2% White: 0.1%	2022 All Students: 2.3% EML: 3.1% Foster Youth: 3.1% Homeless Youth: 3.1% SWD: 4.9% SED: 3.1% African A./Black: 1.1% Asian: 0.9% Hispanic/Latino: 3.1% White: 0.8%		All Students: 2.0 % EML: 3% Foster Youth: 2% Homeless Youth: 3% SWD: 4% SED: 3% African A./Black: 2% Asian: 0.5% Hispanic/Latino: 2% White: 1%
Chronic Absenteeism	2019 All Students: 9.6% EML: 10.3% Foster Youth: 30.8% Homeless: 11.6% SWD: 16.8% SED: 11.7% African A./Black: 9.5% Asian: 5.8% Hispanic/Latino: 10.3% White: 8.3% *Last complete school year of data before COVID-19.	2021 All Students: 6.1% EML: 10.3% Foster Youth: 15.4% Homeless: 8.5% SWD: 16.8% SED: 9.1% African A./Black: 6.6% Asian: 2.5% Hispanic/Latino: 8.1% White: 2.8%	2022 All Students: 24.9% EML: 30.8% Foster Youth: 5.9% Homeless: 32.7% SWD: 36.4% SED: 29.9% African A./Black: 18.8% Asian: 8.0% Hispanic/Latino: 29.2% White: 16.5%		All Students: 6.3% EML: 6.8% Foster Youth: 20.3% Homeless Youth: 7.7% SWD: 11.1% SED: 7.7% African A./Black: 6.3% Asian: 3.8% Hispanic/Latino: 6.8% White: 5.4%
HS Expulsion Rate	2020 All Students: 27 EML: 5 of 27 Foster Youth: 0 of 27 Homeless Youth: 2 of 27 SWD: 4 of 27 SED: 20 of 27	2021 All Students: 0 EML: 0 Foster Youth: 0 Homeless Youth: 0 SWD: 0 SED: 0	2022 All Students: 23 EML: 8 of 23 Foster Youth: 0 of 23 Homeless: 3 of 23 SWD: 8 of 23 SED: 23 of 23		All Students: 14 EML: 2 Foster Youth: 0 Homeless Youth: 0 SWD: 0 SED: 23 African A./Black: 0

	African A./Black: 0 of 27 Asian: 1 of 27 Hispanic/Latino: 21 of 27 White: 5 of 27	African A./Black: 0 Asian: 0 Hispanic/Latino: 0 White: 0	African A./Black: 0 of 23 Asian: 0 of 23 Hispanic/Latino: 23 of 23 White: 0 of 23		Asian: 0 Hispanic/Latino: 10 White: 3
Middle School Dropout Rate	2020 All Students: 0	2021 All students: 0	2022 All students: 0		All Students: 0
High School Dropout Rate	2020 All Students: 49 EML: 12 Foster Youth: 0 Homeless: 22 SWD: 14 SED: 44	2021 All Students: 61 EML: 18 Foster Youth: 0 Homeless: 11 SWD: 19 SED: 48	2022 All Students: 37 EML: 7 Foster Youth: NR Homeless: 7 SWD: 4 SED: 31		All Students: 24 EML: 6 Foster Youth: 0 Homeless Youth: 11 SWD: 7 SED: 22
CA Healthy Kids Survey Results	2020-21 School Year <i>Caring Adult Relationship</i> (percentage responding that they agree/strongly agree) Grade 6: 79% Grade 7: 70% Grade 9: 60% Grade 11: 67%	2021-22 School Year <i>Caring Adult Relationships</i> (percentage responding that they agree/strongly agree) Grade 6: 79% Grade 7: 64% Grade 9: 61% Grade 11: 65%	2022-23 School Year <i>Caring Adult Relationships</i> (percentage responding that they agree/strongly agree) Grade 6: 67% Grade 7: 64% Grade 9: 60% Grade 11: 66%		<i>Caring Adult Relationships</i> (percentage responding that they agree/strongly agree) Grade 6: 90% Grade 7: 80% Grade 9: 80% Grade 11: 80%
CA School Parent Survey Results	2020-21 School Year <i>Student Learning Environment</i> (Average reporting strongly agree) District 33% <ul style="list-style-type: none"> Elementary 41% JHS 30% HS 28% <i>Communication with parents about school</i> (average reporting “strongly agree” or “very well”) District 36%	2021-2022 School Year <i>Student Learning Environment*</i> (Average reporting strongly agree) District 33% <ul style="list-style-type: none"> Elementary 43% JHS 24% HS 29% *Only Strongly Agree data was provided to SB Unified for this Survey <i>Communication with parents about school *</i>	2022-23 School Year <i>Student Learning Environment*</i> (Average reporting strongly agree) District 32% <ul style="list-style-type: none"> Elementary 48% JHS 23% HS 24% *Only Strongly Agree data was provided to SB Unified for this Survey <i>Communication with parents about school *</i>		<i>Student Learning Environment</i> (Average reporting strongly agree) District 60% <ul style="list-style-type: none"> Elementary 60% JHS 50% HS 50% <i>Communication with parents about school</i> (average reporting “strongly agree” or “very well”)

	<ul style="list-style-type: none"> Elementary 44% JHS 34% HS 31% <p><i>Promotion of parental involvement</i> (percentage reporting strongly agree) District 33%</p> <ul style="list-style-type: none"> Elementary 42% JHS 31% HS 27% 	<p>(average reporting “strongly agree” or “very well”) District 37%</p> <ul style="list-style-type: none"> Elementary 47% JHS 30% HS 32% <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p> <p><i>Promotion of parental involvement *</i> (percentage reporting strongly agree) District 31%</p> <ul style="list-style-type: none"> Elementary 42% JHS 23% HS 26% <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p>	<p>(average reporting “strongly agree” or “very well”) District 41%</p> <ul style="list-style-type: none"> Elementary 56% JHS 33% HS 34% <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p> <p><i>Promotion of parental involvement *</i> (percentage reporting strongly agree) District 32%</p> <ul style="list-style-type: none"> Elementary 50% JHS 23% HS 24% <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p>	<p>District 60%</p> <ul style="list-style-type: none"> Elementary 65% JHS 55% HS 55% <p><i>Promotion of parental involvement</i> (percentage reporting strongly agree) District 60%</p> <ul style="list-style-type: none"> Elementary 60% JHS 55% HS 55%
CA School Staff Survey Results	<p>2020-21 School Year <i>Social Emotional Supports</i> (average percent of respondents reporting strongly agree) District 28%</p> <ul style="list-style-type: none"> Elementary 45% JHS 24% HS 17% 	<p>2021-22 School Year <i>Social Emotional Supports*</i> (average percent of respondents reporting strongly agree) District 29%</p> <ul style="list-style-type: none"> Elementary 46% JHS 22% HS 20% <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p>	<p>2022-23 School Year <i>Social Emotional Supports*</i> (average percent of respondents reporting strongly agree) District 25%</p> <ul style="list-style-type: none"> Elementary 42% JHS 16% HS 20% <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p>	<p><i>Social Emotional Supports</i> (average percent of respondents reporting strongly agree) District 50%</p> <ul style="list-style-type: none"> Elementary 65% JHS 45% HS 40%

Actions for Goal 2

Action #	Title	Description	Total Funds	Contributing
Goal 2 Action 1	Expand Universal Prevention and Intervention Support to Students	Professional learning will be provided to further student-centered engagement practices in our schools for PreK-12 students. This work was specifically focused on supporting students who are most likely to disengage from school. The focus on creating ecosystems of caring in schools/classrooms through the building of relationships remains an area of emphasis. Expenditures include Student Engagement Teacher on Special Assignment, online curriculum modules (Kognito), and non-instructional hourly rate and substitute costs.	\$213,617	Y
Goal 2 Action 2	Increase Targeted Prevention and Intervention Support to Students	Provide opportunities for unduplicated students, especially those who are most impacted by violence and trauma, to develop their voice, agency, and leadership in ways that respect and affirm their multiple identities. Provide direct support to students and their families through mentorship, small groups, and links to community agencies and services. Expenditures include Lead Youth Outreach Worker, Youth Outreach Workers (5 total), Campus Safety Aides 8 Hrs per JHS, and contracted services.	\$722,530	Y
Goal 2 Action 3	Provide Student Behavioral and Social Emotional Support	Provide additional outreach efforts to support unduplicated students and families who are experiencing difficulties to increase student wellness and full engagement in school. The programs utilized by Deans of Student Engagement directly address issues of bias, racism, profiling, trauma, and equity. Additional resources and professional learning will be provided to improve services to students. Expenditures include HS Deans of Student Engagement (4 total).	\$461,284	Y

Action #	Title	Description	Total Funds	Contributing
Goal 2 Action 4	Deliver Comprehensive Mental Health Services for Students	Improve the mental and social-emotional health of TK-12 unduplicated students by providing professional mental health services by both District staff and outsider providers. These research-based mental health services will be provided in schools for students, staff, and parents. Expenditures include YR Social Worker, Mental Health Clinicians/Clinical School Social Workers (4 FTEs), contracted services including FSA.	\$2,265,690	Y
Goal 2 Action 5	Enhance School Counselors' Services to Students	Provide school counselors professional learning that focuses on responding to unduplicated student's socio-emotional, academic, and college/career needs using asset-based and culturally responsive supports that align with the American School Counselor Association model and the district's Multi-Tiered System of Support framework. Expenditures include contracted services, non-instructional hourly rate and substitute costs.	\$42,000	Y
Goal 2 Action 6	Foster Student Learning and Wellness by Strengthening Family Engagement	District Family Engagement Unit and Site Family Engagement Liaisons will implement comprehensive parent education that builds parents' understanding and involvement in matters that directly support unduplicated student achievement and wellness. Expenditures include District Family Engagement Liaison, District Special Education Family Engagement Liaison, Family Engagement Liaison Positions at each School (19 total), DEMLAC Advisory Leadership Training, Family Engagement Workshops, and administrative support.	\$1,770,911	Y
Goal 2 Action 7	Improve Collaborative Support for Students through Language Access	Provide high-quality language access through translation and interpretation services from the Language Access Unit (LAU) for unduplicated students, families, and schools. Expenditures include District Interpreter Translators (4 total), support staff and contracted services for translation and interpretation.	\$1,086,429	Y

Goal 2 Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2, Action 1: The TOSA for Student Engagement developed and executed programming and professional learning to support the district's highest priority students. Restorative Actions Counselors did not exist in the schools in 2021-2022 however Secondary Deans and Elementary Assistant Principals support students by responding to dysregulated behavior through alternatives to suspension.

Goal 2, Action 2: The action was implemented as planned to hire the Lead Youth Outreach Worker and the Youth Outreach Workers. The difference was the inclusion of additional support services from Base Education and National Compadres Network.

Goal 2, Action 3: No substantive differences

Goal 2, Action 4: The difference with the implementation of this 2022-23 action occurred with the hiring of three SB Unified Clinical Social Worker staff during the school year to support students with Mental Health needs.

Goal 2, Action 5: No substantive differences

Goal 2, Action 6: No substantive differences

Goal 2, Action 7: The substantive difference with the actual implementation of this action includes increased language interpretation and translations at school sites.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2, Action 1: No estimated material differences.

Goal 2, Action 2: The increased cost of \$15,000 was due to increase of salaries and benefits for the Lead Youth Outreach Worker and the Clinical Youth Outreach Worker.

Goal 2, Action 3: The difference in actual expenditures vs. adopted budget is due to the transition of the Dean of Student Engagement at Santa Barbara JHS to a new position, reducing the overall expenditure by \$1,000.

Goal 2, Action 4: The material difference with this action is the increased Actual Expenditure due to the creating and filling three district Clinical Social Worker positions.

Goal 2, Action 5: No estimated material differences.

Goal 2, Action 6: During the school year, the district's Family Engagement Unit Lead Liason position became unfilled during the school year, reducing the total amount of actual expenditures for this action.

Goal 2, Action 7: The need for language interpretation and translations increased at school sites, which increased the Actual Expenditures for Action 7. Additional services were contracted to meet the need of students and families.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2, Action 1: The Student Engagement TOSA continued to create programming and train teachers and administrators on ecosystems of caring in classrooms and to engage students projects to support social and emotional wellbeing in schools.

Goal 2, Action 2: The Lead Outreach Worker and Youth Outreach Workers offered support to students most affected by violence and trauma, particularly the District's unduplicated pupils. They facilitated personal growth and leadership development while respecting each student's unique identities. This support was delivered through individual counseling, group therapy sessions, home visits, community referrals, and staff consultations.

Goal 2, Action 3: High School Deans of Student Engagement focused on assisting our top-priority students and their families. Using a Multi-Tiered System of Support (MTSS), they identified these students early based on relevant data and offered tailored, continuous support for their social, emotional, behavioral, and mental health needs. The deans also cooperated with select community partners to provide skill development and Restorative Justice practices as suspension alternatives, promoting an equitable approach to student behavior.

Goal 2, Action 4: For the 2022-23 academic year, the district has increased its mental health staffing to better support student counseling and intervention needs. In addition, mental health services were provided by CALM to elementary schools with a restructured model of support. Collaborative efforts with the Family Service Agency of Santa Barbara were provided to secondary schools, offering interventions and resources to students and families.

Goal 2, Action 5: School Counselors undertook professional training to implement a systematic and equitable counseling program for all students. This involved conducting a counseling program assessment, compiling a school data summary, and formulating an annual plan for student outcomes that aligns with school and district goals. As a district team, they are dedicated to improving student A-G rates by using student formative data to guide their work.

Goal 2, Action 6: Through Family Engagement Liaisons at each school, the District has successfully engaged and partnered with families to support student wellness and academic progress through meaningful opportunities including, but not limited to: consistent district-wide and site-specific family learning, school and district governance, consistent participation in mandated parent advisory committees, targeted support for families of students with disabilities, and linkage to resources (food, mental/behavioral health services, housing, etc.).

Goal 2, Action 7: Schools engaged with the Language Access Unit (LAU) to receive increased interpretation/translation services provide by LAU district employees and increased contracted support with service providers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2, Action 1 through 7: Data from the California Healthy Kids Survey shows that junior high school students reported decreased connections to caring adults on campus. Additionally, junior high school staff reported decreased social emotional supports for students on the CHKS staff report. Both data points contrast with elementary and high school data which saw increases in student connections to adults and increased social emotional supports. As a result, it is recommended that the Teacher on Special Assignment for Student Engagement provide focused attention on supporting junior high school teachers and deans of student engagement.

Goal 2, Action 2: Campus Safety Aides will be provided to each Junior High School to build relationships with students to provide direct support and guidance.

Goal 2, Action 3: To continue to support the social, emotional, and academic needs of students, the Deans of Student Engagement will benefit from additional professional learning in the areas of social emotional learning, trauma-informed practices, and supportive mental health and wellness.

Goal 2, Action 4: The district's staffing of mental health specialists has been expanded to accommodate the needs for student counseling and intervention. The contract with Family Service Agency of Santa Barbara, offering interventions and resources to students and families has nearly doubled in response to the feedback from metrics and Educational Partner input across the board. Additional contracts with service providers and resources will expand efforts to address the needs of students. Mental Health screeners will be incorporated into schools to proactively support students who enter elementary, Junior High and High Schools.

Goal 2, Action 5: Research shows that whether students graduate from high school is largely determined during their freshman year. Ninth grade is a pivotal year that provides a unique intervention point to prevent school dropout and the interventions utilized by the school counseling team under the MTSS umbrella is impacting positively on student outcomes. Our historical district data shows that a significant number of our 9th graders are credit deficient after their first year of high school however, our focus on ninth grade is showing promising results. Consequently, it is recommended that the 9th grade credit attainment metric is added in 2022-23. It is also recommended that School Counselors continue professional development to continue to align the school counseling program with the ASCA model.

Goal 2, Action 6: Due to the importance of intentional family support at schools, and the community recommendations- the school district will add four more Family Engagement and Partnership Liaison positions at the elementary school level to ensure that each school has support from a full-time staff to partner with community agencies and provide and connect families and students with resources.

Goal 2, Action 7: As more meetings are held in person and the need for interpretation and translation continues to increase with parent and community involvement occurring more frequently, a needs assessment will be conducted to determine if the Language Access Unit will need to expand to meet the needs for these services moving forward.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
Goal 3	Build capacity in the schools and district to improve student equity, engagement, and outcomes.

An explanation of why the LEA has developed this goal.

With Goal Three, Santa Barbara Unified School District addresses: LCFF Priority 1: Basic services; LCFF Priority 6: School Climate; LCFF Priority 7: Course Access

Santa Barbara Unified School District developed Goal Three to improve equity, inclusion, and access for students and staff in all schools. SBUSD is building upon the professional learning that has taken place over the past three years to shift adult mindsets to recognize the inequities and implicit biases incorporated into the system. Leveraging realization and understanding, the District will address and improve policies and practices in the classroom, throughout the school, and across the District to serve those students most impacted.

The College and Career Readiness data demonstrate disproportionality when comparing the SBUSD 2019-20 Student Demographics with the student groups participating with Dual Enrollment, Advanced Learning, AP/IB, and CTE classes. Smaller groups such as White and Asian students have a more significant participation rate than larger groups such as Hispanic/Latinx and Low Income students. In addition, student achievement data, reviewed earlier in the LCAP, demonstrates a gap between students of color and their white counterparts across virtually every metric.

Suspension Rates from Elementary, Junior High, and High Schools show a similar pattern with African American/Black, Hispanic Latinx, EML, Low Income, SWD, Foster Youth, and Homeless students suspended two to three times higher than Asian or White students.

Research reveals that ethnic studies courses and culturally relevant teaching can provide effective support to underrepresented students and deliver the following outcomes: increased student engagement and positive self-image, greater cultural and historical understanding between student groups, reduced truancy and dropout rates, increased GPA and college-going rates. Additionally, both white students and students of color have benefited academically and socially from ethnic studies. SB Unified staff have regularly engaged in learning opportunities that promote analysis of personal bias and teaching practices. This critical lens allows educators to be more conscious and responsive with their teaching. SBUSD continues to be committed to designing and implementing curriculum changes and pedagogical shifts to support more culturally proficient instruction in all grades and subject areas. More than two-thirds of SB Unified students are students of color, making this issue an essential one for our district.

Measuring and Reporting Results for Goal 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Daily Attendance Rate	2021 All Students: 97.56% EML: 96.12% Foster Youth: 92.27% Homeless Youth: 97.04% SWD: 95.31% SED: 96.71% African Am./Black: 97.54% Asian: 98.81% Hispanic/Latino: 96.99% White: 98.39%	2021 All Students: 97.56% EML: 96.12% Foster Youth: 92.27% Homeless Youth: 97.04% SWD: 95.31% SED: 96.71% African Am./Black: 97.54% Asian: 98.81% Hispanic/Latino: 96.99% White: 98.39%	2022 All Students: 92.2% EML: 91.04% Foster Youth: 90.02% Homeless Youth: 91.64% SWD: 90.01% SED: 91.27% African Am./Black: 95.6% Asian: 92.36% Hispanic/Latino: 92.43% White: 92.12%		All Students: 98.56% EML: 98.12% Foster Youth: 95.27% Homeless Youth: 98.04% SWD: 98.31% SED: 98.71% African Am./Black: 98.54% Asian: 98.81% Hispanic/Latino: 98.99% White: 98.39%
Advanced Learning Enrollment Rate 9-12th Grades	2021 All Students: 71% EML: 26% Homeless and Foster Youth: 58% SWD: 24% SED: 57% African A./Black: 64% Asian: 87% Hispanic/Latino: 58% White: 88%	2021 All Students: 71% EML: 26% Homeless and Foster Youth: 58% SWD: 24% SED: 57% African A./Black: 64% Asian: 87% Hispanic/Latino: 58% White: 88%	2022 All Students: 74% EML: 28% Homeless and Foster Youth: 61% SWD: 37% SED: 63% African A./Black: 63% Asian: 88% Hispanic/Latino: 63% White: 89%		All Students: 78% EML: 30% Homeless and Foster Youth: 70% SWD: 30% SED: 60% African A./Black: 70% Asian: 90% Hispanic/Latino: 65% White: 90%
AP/IB Enrollment Rate 9-12th Grades	2021 All Students: 40% EML: 3% Homeless and Foster Youth: 25% SWD: 5% SED: 25% African A./Black: 36% Asian: 68% Hispanic/Latino: 26% White: 59%	2021 All Students: 40% EML: 3% Homeless and Foster Youth: 25% SWD: 5% SED: 25% African A./Black: 36% Asian: 68% Hispanic/Latino: 26% White: 59%	2022 All Students: 39% EML: 5% Homeless and Foster Youth: 22% SWD: 6% SED: 25% African A./Black: 32% Asian: 64% Hispanic/Latino: 25% White: 57%		All Students: 56% EML: 10% Foster Youth: 10% Homeless Youth: 26% SWD: 15% SED: 45% African A./Black: 60% Asian: 69% Hispanic/Latino: 56% White: 62%
Dual Enrollment in Advanced Courses Rate 9-12th Grades	2021 All Students: 40% EML: 18% Homeless and Foster Youth: 30% SWD: 17% SED: 29%	2021 All Students: 40% EML: 18% Homeless and Foster Youth: 30% SWD: 17% SED: 29%	2022 All Students: 42% EML: 15% Homeless and Foster Youth: 31% SWD: 19% SED: 33%		All Students: 58% EML: 36% Foster Youth: 18% Homeless Youth: 30% SWD: 28% SED: 48%

	African A./Black: 41% Asian: 52% Hispanic/Latino: 30% White: 53%	African A./Black: 41% Asian: 52% Hispanic/Latino: 30% White: 53%	African A./Black: 38% Asian: 55% Hispanic/Latino: 32% White: 56%		African A./Black: 55% Asian: 55% Hispanic/Latino: 50% White: 56%
CA Healthy Kids Survey	<p>2020-21 School Year <i>School Connectedness</i> (percentage responding that they agree/strongly agree) Grade 6: 79% Grade 7: 63% Grade 9: 62% Grade 11: 64%</p> <p><i>Meaningful Participation Scale</i> (average percentage of respondents reporting agree/strongly agree) Grade 6: 59% Grade 7: 34% Grade 9: 37% Grade 11: 41%</p>	<p>2021-22 School Year <i>School Connectedness</i> (percentage responding that they agree/strongly agree) Grade 6: 72% Grade 7: 62% Grade 9: 62% Grade 11: 59%</p> <p><i>Meaningful Participation Scale *</i> (average percentage of respondents reporting agree/strongly agree) Grade 6: 40% Grade 7: 27% Grade 9: 26% Grade 11: 26% *Only Strongly Agree data was provided to SB Unified for this Survey</p>	<p>2022-23 School Year <i>School Connectedness</i> (percentage responding that they agree/strongly agree) Grade 6: 71% Grade 7: 62% Grade 9: 61% Grade 11: 60%</p> <p><i>Meaningful Participation Scale *</i> (average percentage of respondents reporting agree/strongly agree) Grade 6: 42% Grade 7: 29% Grade 9: 26% Grade 11: 28% *Only Strongly Agree data was provided to SB Unified for this Survey</p>		<p>School Connectedness (percentage responding that they agree/strongly agree) Grade 6: 92% Grade 7: 83% Grade 9: 83% Grade 11: 84%</p> <p><i>Meaningful Participation Scale</i> (average percentage of respondents reporting agree/strongly agree) Grade 6: 80% Grade 7: 58% Grade 9: 58% Grade 11: 62%</p>
CA Parent Survey Results	<p>2020-21 School Year <i>School promotes respect of cultural beliefs and practices</i> (average reporting strongly agree) District 36%</p> <ul style="list-style-type: none"> Elementary 42% JHS 33% HS 32% 	<p>2021-22 School Year <i>School promotes respect of cultural beliefs and practices</i> *(average reporting strongly agree) District 34%</p> <ul style="list-style-type: none"> Elementary 43% JHS 26% HS 32% <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p>	<p>2022-23 School Year <i>School promotes respect of cultural beliefs and practices</i> *(average reporting strongly agree) District 34%</p> <ul style="list-style-type: none"> Elementary 49% JHS 25% HS 28% <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p>		<p><i>School promotes respect of cultural beliefs and practices</i> (average reporting strongly agree) District 64%</p> <ul style="list-style-type: none"> Elementary 70% JHS 62% HS 60%
CA School Staff Survey Results	<p>2020-21 School Year <i>Instructional Equity</i> (average percent of respondents reporting strongly agree) District 38%</p> <ul style="list-style-type: none"> Elementary 46% JHS 38% HS 31% 	<p>2021-22 School Year <i>Instructional Equity *</i> (average percent of respondents reporting strongly agree) District 38%</p> <ul style="list-style-type: none"> Elementary 53% JHS 29% HS 29% 	<p>2022-23 School Year <i>Instructional Equity *</i> (average percent of respondents reporting strongly agree) District 34%</p> <ul style="list-style-type: none"> Elementary 48% JHS 23% HS 31% 		<p><i>Instructional Equity</i> (average percent of respondents reporting strongly agree) District 66%</p> <ul style="list-style-type: none"> Elementary 74% JHS 66% HS 59%

		*Only Strongly Agree data was provided to SB Unified for this Survey	*Only Strongly Agree data was provided to SB Unified for this Survey		
Williams Act Facilities Compliance	2018-19 School Year 100% Compliant	2021-2022 School Year 100% Compliant	2022-2023 School Year 100% Compliant		100% Compliant
Teacher Credentialing	2018-19 School Year Credentialed Rate: 99% Outside Subject Rate: 3.7% Miss-assignment Rate: 3.7%	2021-22 School Year Credentialed Rate: 100% Outside Subject Rate: 2.2 % Miss-assignment Rate: 2.2 %	2022-23 School Year Credentialed Rate: 100% Outside of Subject Rate: 2.1 % Miss-assignment Rate: 2.1%		Credentialed Rate: 100% Outside of Subject Rate: 0% Miss-assignment Rate: 0%
Williams Materials	2018-19 School Year 100% Compliant	2021-2022 School Year 100% Compliant	2022-2023 School Year 100% Compliant		100% Compliant

Actions for Goal 3

Action #	Title	Description	Total Funds	Contributing
Goal 3 Action 1	Create and cultivate culturally sustaining school communities	Provide professional learning to educators, assisting with identifying and eliminating issues of racism and bias to create a more inclusive, safe, and healthy learning environment for TK-12 grade unduplicated students. Increase direct services to unduplicated students to improve culturally sustaining and inclusive school communities for students and families. Expenditures include Director of Community Partnerships, Contracted Services, Substitute Costs, Travel & Conference, Non-Instructional Hourly Rate.	\$425,081	Y
Goal 3 Action 2	Achieve Equitable Student Outcomes and Cultural Proficiency Through Ethnic Studies Courses	Provide direct support to teams of teachers to expand Ethnic Studies course offerings and, through robust professional development, enhance the capacity of instructors to deliver Ethnic Studies courses in high school. Ethnic Studies courses foster equity and cultural proficiency, build bridges of understanding, support the forward progress of our multicultural schools, and create a safe and more inclusive environment for unduplicated students. Expenditures include Ethnic Studies Instructional Support Specialist, professional learning, resources, Hourly Rate, IMA and Supplies.	\$180,524	Y

Action #	Title	Description	Total Funds	Contributing
Goal 3 Action 3	Nurture and Improve the Holistic Wellbeing, Sense of Belonging, and Academic Outcomes of Students	Improve the holistic wellbeing of unduplicated students and students of color by nurturing a sense of belonging at Elementary, Junior High, and High Schools through the development of student voice and leadership by providing increased support of projects, workshops, learning experiences, community engagement and partnerships. Expenditures include contracted services, non-instructional hourly rate and substitute costs.	\$50,000	Y

Goal 3 Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3, Action 1: SB Unified completed a thorough and transparent Request For Proposal (RFP) process and contracted with Insight Group to conduct an equity audit and anti-Blackness and racism climate assessment inclusive of evidence-based recommendations for implementation. The District is mapping an implementation plan on short and long term priorities and goals in response to the recommendations brought forward from Insight. Expenditures to include Contracted Services, Substitute Costs, Travel and Conference Costs, Non-Instructional Hourly Rate.

Goal 3, Action 2: No substantive differences.

Goal 3, Action 3: No substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3, Action1: No estimated material differences.

Goal 3, Action 2: No estimated material differences.

Goal 3, Action 3: No estimated material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3, Action 1: After an extensive and transparent Request for Proposal (RFP) Process, SB Unified contracted with Insight Education Group to conduct a comprehensive equity audit and anti-Blackness and racism climate assessment. In collaboration with staff, the Insight team met with educational partners from the district and larger community in order to gain as many perspectives as possible and to confirm trends

identified through examination of multiple data sets. The assessment included an analysis of district student achievement data, graduation and discipline data, district staffing, professional development, educational partner perceptual data, and qualitative data from focus groups. Participants in the assessment included: 585 District and School Staff, 888 Families and Caregivers, 4,694 Students

Goal 3, Action 2: The actions taken in Ethnic Studies have proven to be highly effective. The class of 2024 will be marking a significant milestone as the first group to fulfill an Ethnic Studies requirement for graduation. In the past two years, we have successfully developed six new courses and engaged approximately 2500+ high school students. At a minimum, each traditional high school now offers three of these courses. The district has undertaken significant professional development efforts, working with an external agency as well as our in-house Instructional Specialist. Our focus has been on both theoretical knowledge and content-specific training for our staff, and the Instructional Support Services (ISS) role has played a critical part in these efforts. The ISS not only collaborates and trains high school administrators and counselors but also aids in staffing and scheduling matters. The ISS has established a network with multiple community organizations, promoting clear communication around our initiatives. These combined efforts are contributing to the goal of enhancing school and district capacities, thereby improving equity, engagement, and overall student outcomes.

Goal 3, Action 3: This action is still in process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3, Action 1: Upon receiving the Insight report from Santa Barbara Unified’s Anti-Blackness and Racial Climate Assessment and Audit, the findings and recommendations are being shared to educational partners. Input from these meetings along with the recommendations will guide the development of a roadmap/action plan to address these findings. Professional learning and direct services that support unduplicated students and educators will be provided to assist with identifying and eliminating issues of anti-blackness, racism and bias and to promote culturally sustaining and healing environments for students and families. Expenditures to include Contracted Services, Substitute Costs, Travel and Conference Costs, Non-Instructional Hourly Rate.

Goal 3, Action 2: No substantive changes to this action item..

Goal 3, Action 3: No substantive changes to this action item.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
Goal 4	Increase the percentage of Students with Disabilities to meet the College and Career Readiness Requirements

An explanation of why the LEA has developed this goal.

SBUSD is adding this additional required goal to address the student subgroup: students with disabilities (SWD), who have been low performing for at least three consecutive years (2017, 2018, 2019) on two or more indicators. In 2017 these indicators were ELA and Math achievement; in 2018 these indicators were ELA and Math achievement and College and Career Readiness; and in 2019 these indicators were Suspension Rate, Graduation Rate, and College and Career Readiness.

College and Career Readiness represents one of the most important designations students can earn. Because there are several ways to be deemed College and Career Ready, this goal recognizes that there are multiple pathways to achieve this status that take into account student differences including:

1. Career Technical Education Pathway completion
2. Performance on Grade 11 Summative Assessments in English Language Arts and Math
3. Advanced Placement Exams
4. International Baccalaureate Exams
5. College Credit Course (formerly called Dual Enrollment)
6. Completion of a-g course requirements
7. State Seal of Biliteracy
8. Military Science/Leadership

In 2019, 8.8% of SBUSD students with disabilities qualified as Prepared based on the College/Career Readiness (CCR) indicator compared to 10.8% of students with disabilities statewide. During that same year, 54.4% of SBUSD students overall qualified as Prepared based on the CCR indicator compared with 44.1% of students statewide.

LCFF Priority 2: Implementation of State Standards; LCFF Priority 4: Student Achievement; LCFF Priority 7: Course Access; LCFF Priority 8: Student Outcomes.

Santa Barbara Unified School District developed this goal to address the academic needs of our students who are not graduating from high school and those students who are graduating but not college and career ready. This goal addresses the problem by focusing on SWD.

After reviewing data from 18-19 to the current 20-21 school year, SBUSD identified trends among groups of students who do not meet grade-level academic standards and fall behind year after year. If not provided the necessary intervention and support, these students will not be prepared or even have access to college and career or may not graduate from high school. Using the various tools, evidence-based practices, and resources available to SBUSD staff, SBUSD will focus on developing specific action steps aligned to indicators and metrics to ensure the students experience academic growth. In addition, SBUSD will be implementing Multi-Tiered Systems of Support (MTSS) at the school and district level, providing structures and systems at all levels to align efforts for success.

The various trends demonstrate Goal Four’s purpose:

- 2019 CAASPP English Language Arts (ELA) data demonstrates the need to provide additional support and interventions for SWD. Additional STAR 19-20 and 20-21 demonstrate the trend continuing and the gap increasing.
- 2019 CAASPP Mathematics data demonstrates the need to provide additional support and interventions for SWD. Additional STAR 19-20 and 20-21 demonstrate the trend continuing and the gap increasing.
- Based on the 2019 CA Dashboard data, College and Career Readiness for SWD’s had Red performance levels in both College and Career Readiness (8.8%) and Graduation rate (70.3%).
- Based on class enrollment data during the 20-21 school year, SWD continues to be disproportionately underrepresented in dual enrollment classes.
- The 19-20 Graduation Rates demonstrate lower rates of graduation for SWD (69.6%) compared to the overall student rate (91.9%).
- The 19-20 HS Students Meeting UC/CSU Requirements rates demonstrate having a lower rate of (9.8%) for SWD than the overall student rate (54.8%).

Note that there are a number of activities in goals 1-3 that also target the achievement of students with disabilities.

Measuring and Reporting Results for Goal 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	2020 <u>All Students: 91.8%</u> EML: 78.1% Foster Youth: Data not Shown	2021 <u>All Students: 91.0%</u> EML: 81.6% Foster Youth: Data not Shown	2022 <u>All Students: 95.2%</u> EML: 86.2% Foster Youth: Data not Shown		All Students: 98% EML: 82% Foster Youth: 3% Total Growth Homeless Youth: 94% SWD: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless Youth: 84.8% SWD: 69.6% SED: 87.6% African A./Black: 90.9% Asian: 91.2% Hispanic/Latino: 89.5% White: 94.9%	Homeless Youth: 87.1% SWD: 74% SED: 87.5% African A./Black: 81.8% Asian: 97.5% Hispanic/Latino: 88% White: 94.7%	Homeless Youth: 94.1% SWD: 82.4% SED: 93.7% African A./Black: 100% Asian: 96.0% Hispanic/Latino: 93.8% White: 96.6%		SED: 95% African A./Black: 100% Asian: 100% Hispanic/Latino: 99% White: 98%
A-G Rate	2020 <u>All Students: 44.2%</u> EML: 16.1% Foster Youth: Data not Shown Homeless: 34.5% SWD: 9.8% SED: 39.5% African A./Black: 25.0% Asian: 80.8% Hispanic/Latino: 42.5% White: 70.2%	2021 <u>All Students: 59.5%</u> EML: 15.5% Foster Youth: Data not Shown Homeless: 37.0% SWD: 15.0% SED: 43.9% African A./Black: 44% Asian: 82.9% Hispanic/Latino: 44.9% White: 73.2%	2022 <u>All Students: 61.6%</u> EML: 19.8% Foster Youth: Data not Shown Homeless: 45.9% SWD: 18.2% SED: 47.6% African A./Black: 75.0% Asian: 81.3% Hispanic/Latino: 47.5% White: 77.9%		All Students: 64% EML: 8% Foster Youth: 6% Total Growth Homeless Youth: 54% SWD: 18% SED: 50% African A./Black: 50% Asian: 87% Hispanic/Latino: 53% White: 78%
College and Career Readiness (CCR) Rate (As the CCR metrics rely on the administration of the CAASPP and we do not have CAASPP data from 2019-2020, 2020-2021 or 2021-2022. Some of the other measurements that feed into the CCR numbers are reported.)	2019 CCR Rate <u>All Students: 54.4%</u> EML: 9.8% Foster Youth: Data not Shown Homeless Youth: 36.7% SWD: 8.8% SED: 38.7% African A./Black: 42.9% Asian: 76.6% Hispanic/Latino: 37.9% White: 74.4%	2021 CA Dashboard CCR Rate Unavailable 2021 Students who completed at least one Career Technical Education (CTE) Pathway <u>All Students: 27.4%</u> EML: 4.1% Foster Youth: Not reported Homeless Youth: 14.6% SWD: 12.8% SED: 19.1%	2022 CA Dashboard CCR Rate Unavailable 2022 Students who completed at least one Career Technical Education (CTE) Pathway <u>All Students: 26.1%</u> EML: 5.0% Foster Youth: Not reported Homeless Youth: 17.0% SWD: 4.8%		All Students: 64.4% EML: 22% Foster Youth: 12% Total Growth Homeless Youth: 49% SWD: 12% SED: 51% African A./Black: 55% Asian: 87% Hispanic/Latino: 52% White: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>African A./Black: 22.7% Asian: 51.9% Hispanic/Latino: 19.7% White: 33.7%</p> <p>Students completing one or more semesters of college credit courses: <u>All Students: 44.1%</u> EML: 4.8% Foster Youth: NR Homeless Youth: 24.1% SWD: 10% SED: 29.6% African A./Black: 31.8% Asian: 70.9% Hispanic/Latino: 29.1% White: 60.2%</p> <p>Students earning the State Seal of Biliteracy <u>All Students: 14.8%</u> EML: 4.8% Foster Youth: NR Homeless Youth: 18% SWD: 2.4% SED: 13.6% African A./Black: 11.8% Asian: 8.0% Hispanic/Latino: 15.7% White: 8.3%</p>	<p>SED: 18.5% African A./Black: 35.3% Asian: 44.0% Hispanic/Latino: 18.5% White: 34.5%</p> <p>Students completing one or more semesters of college credit courses: <u>All Students: 47.2%</u> EML: 10.6% Foster Youth: NR Homeless Youth: 31.6% SWD: 12.6% SED: 33.5% African A./Black: 41.2% Asian: 76.0% Hispanic/Latino: 32.4% White: 65.4%</p> <p>Students earning the State Seal of Biliteracy <u>All Students: 12.1%</u> EML: 3.8% Foster Youth: NR Homeless Youth: 18.0% SWD: 2.4% SED: 13.6% African A./Black: 11.8% Asian: 8.0% Hispanic/Latino: 15.5% White: 8.3%</p>		

Actions for Goal 4

Action #	Title	Description	Total Funds	Contributing
Goal 4 Action 1	Foster College/Career Counseling Support and Family Services	<p>Provide Special Education students with the necessary support to achieve college/career readiness, which includes the status of <i>Prepared</i>, by expanding the curriculum provided to them to include those with extensive support needs. Expand community partnerships to support transitions and job placements. Increase opportunities to do college tours, both virtual and in-person for students and families. Support families with interpretation and translation provided by a specified District SpEd Interpreter Translator and assistance from Bilingual SpEd Office Managers. Increase regular professional learning for paras, tutors, and SpEd staff.</p> <p>Expenditures include SpEd Interpreter Translator, HS Bilingual SpEd Office Manager (3 total), contracted services, instructional materials, non-instructional hourly rate and substitute costs.</p>	\$394,740	Y

Goal 4 Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The Counselor position remained unfilled, so the allocated funds were used instead to provide professional learning for high school counselors. This training was designed to equip them with the necessary strategies to assist special education students in their college and career planning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No estimated material differences

An explanation of how effective the specific actions were in making progress toward the goal.

By providing professional training to high school counselors, they are equipped with more knowledge and strategies to effectively support special education students. Yet, this depends on several factors. The quality of the workshops, the ability of counselors to implement the learned practices, and the level of individual attention each student receives. Additional resources and supports, like inclusive classroom

practices, accessible materials, parental involvement, and additional tutoring, also contribute to special education students' readiness for college and career.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflective input from educational partners, the district has outlined several strategies with Action 1 to cater to the needs of special education students.

Curriculum Expansion: To ensure special education students achieve college/career readiness, the curriculum will be expanded, even for students with extensive support needs. This approach aims to improve their 'Prepared' status.

Community Partnerships: We plan to extend community partnerships to facilitate transitions and job placements. This strategy will aid in the practical application of skills and will provide a platform for students to integrate into the workforce.

College Tours: The district will offer more opportunities for students and their families to participate in college tours, both virtually and in-person. Exposure to college environments can provide a clear understanding of post-secondary education opportunities and expectations.

Support for Families: We will provide interpretation and translation services through a specified District SpEd Interpreter Translator. In addition, assistance from Bilingual SpEd Office Managers will be offered to support communication with families who speak languages other than English.

Professional Learning: To further enhance the quality of support, there will be regular professional development sessions for paraprofessionals, tutors, and Special Education staff. This continuous learning will ensure that they are up-to-date with the best practices and strategies in special education.

These comprehensive strategies incorporated into Action 1 are geared towards advancing the progress of special education students towards meeting the College and Career Readiness Requirements.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$23,025,793	\$1,429,020

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.34%	0.0%	\$0	16.34%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

By analyzing data from the CA Dashboard, CDE’s DataQuest, Local Indicators, district assessments, and collaborating with educational partners, the Santa Barbara Unified School District (SBUSD) assessed the needs of foster youth, Emergent Multilingual Learners, and low-income students. The students requiring academic, mental, physical, and social-emotional support were identified as unduplicated students, namely EMLs, Low-Income students, and Foster Youth, based on the provided data and the Description of each Goal and Action.

In the 2023-24 LCAP, SBUSD will utilize actions focused on College and Career Readiness, Behavioral and Social Emotional Learning, Culture and Community, and Professional Learning Communities in schools. These actions aim to enhance the district's efforts in expanding the Multi-Tiered System of Supports. The ultimate goal is to boost language, literacy, and mathematics achievement among the following student groups: EMLs, low-Income students, and foster youth.

Goal 1- Action 1 through Action 14

The following data was used to determine the needs of our unduplicated pupils:

CAASPP 2022

English Language Arts

All Students: 48%

EML: 9% (in US >12mos)

Foster Youth: Data not Shown

SWD: 13%

SED: 35%

CAASPP 2022

Mathematics

All Students: 36%

EML: 8%

Foster Youth: Data not Shown

SWD: 10%

SED: 23%

A-G Rate 2021-22

All Students: 61.6%

EML: 19.8%

Foster Youth: Data not Shown

SWD: 18.2%

SED: 47.6%

2021-22

Students who completed at least one Career Technical Education (CTE) Pathway

All Students: 26.1%

EML: 5.0%%

Foster Youth: Not reported

SWD: 4.8%

SED: 18.5%

Our College and Career Readiness initiative encompass evidence-based strategies aimed at supporting foster youth, English Language Learners (EML), and low-income students. The district utilize the expertise of Instructional Support Specialists, Language and Literacy Coaches, and Curriculum Specialists to help elementary teachers deliver effective, individualized instruction. This is achieved through professional development, instruction modeling, and monitoring student progress with assessments. For secondary school students, the district is enhancing their academic journey by offering extra support in mathematics, as well as providing more opportunities to engage in Career Technical Education programs, AVID elective classes, and the Program for Effective Access to College (PEAC). All these strategies are designed to meet the unique academic needs of our students in both elementary and secondary schools.

In addition, we've developed Professional Learning Communities (PLCs) in elementary schools. These PLCs involve regular grade-level team meetings held during school hours, with the aim of enhancing teaching practices. The development and implementation of these plans are a collaborative effort between teachers and School Leadership Teams (SLTs). To ensure uninterrupted collaboration, Visual and Performing Arts (VAPA) Teachers (in areas like Art and Music) and Physical Education (PE) teachers cover class time, ensuring all students from TK-6 continue with their standard-based learning. Evidence of our success is demonstrated in the annual Smarter Balanced English Language Arts and Mathematics assessments, which will show overall trends of growth in schools where these strategies have been specifically targeted.

Goal 2- Action 1 through Action 7

The following data was used to determine the needs of our unduplicated pupils:

2021-22 Suspension Rate

All Students: 2.3%
EML: 3.1%
Foster Youth: 3.1%
SWD: 4.9%
SED: 3.1%

2021-22 Chronic Absentism

All Students: 24.9%
EML: 30.8%
Foster Youth: 5.9%
SWD: 36.4%
SED: 29.9%

2021-22 Expulsion Rate

All Students: 23
EML: 8/23
Foster Youth: 0
SWD: 8/23
SED: 23/23

2021-22 Dropout Rate

All Students: 37
EML: 7/37
Foster Youth: 0
SWD: 4/37
SED: 31/37

The Behavioral and Social Emotional Learning strategies employ evidence-based approaches to deliver mental and social emotional health services to TK-12 EML, Foster Youth, Special Education, and Low-Income students. These measures involve employing evidence-based practices, such as providing mental health and social-emotional well-being services on school premises. Assistance is given by our dedicated district's YR Social Worker and Clinical School Social Workers, and in cooperation with professional counseling bodies like the Family Service Agency (FSA).

To enhance the prevention and intervention services for students, the Lead Youth Outreach Worker, Youth Outreach Workers, Deans of Student Engagement, Campus Safety Aides, and school counselors cultivate connections with students to offer sustained guidance and support. The district also offers comprehensive education with staff from the Family Engagement Unit for parents, as well as translation and interpretation services to ensure seamless communication. All these measures aim to ensure that elementary and secondary students receive the necessary assistance to address their social, emotional, and behavioral needs. The district strives to nurture their capabilities and foster their resilience.

Goal 3- Action 1 through Action 3

The following data was used to determine the needs of our unduplicated pupils:

2021-22 Advanced Learning Enrollment Rate 9th -12th Grades

All Students: 74%
EML: 28% Foster Youth: 61%
SWD: 37% SED: 63%

2021-22 Dual Enrollment in Advanced Courses Rate

All Students: 42%

EML: 15% Foster Youth: 31%

SWD: 19% SED: 33%

The actions addressing Culture and Community incorporate evidence-based strategies that aim to enhance the learning environment for students of various backgrounds, including EMLs, Low Income students, Special Education students, and Foster Youth. These strategies involve providing professional development for both elementary and secondary teachers to foster a more inclusive, secure, and healthy school atmosphere. The focus of the district is on bolstering the capacity of schools and the district to enhance equity, engagement, and outcomes for these student groups. To combat issues of racism and bias, we are providing comprehensive training for educators. In addition, the district is offering ethnic studies course offerings with the help of the instructional support specialist and teaching staff, providing students a deeper perspective and understanding. The district is fostering student voice and leadership. Through a variety of projects, workshops, and learning experiences, school staff are empowering these student groups to develop leadership skills, encouraging them to contribute their unique perspectives and become active participants in their learning journey.

Goal 4 - Action 1

The following data was used to determine the needs of our unduplicated pupils:

2021-22 Graduation Rate

All Students: 95.5%

EML: 87.5% Foster Youth: NR

SWD: 84.5% SED: 94%

2021-22 A-G Rate

All Students: 57.5%

EML: 15.6% Foster Youth: NR

SWD: 13.5% SED: 43.2%

This action aims to meet the unique needs of our Special Education, EML, Foster Youth and Low Income students by offering targeted support to foster their academic and career readiness. For Special Education students, the district intends to expand the curriculum, specifically catering to those with extensive support needs. This expansion will ensure these students are adequately prepared for their post-

secondary pursuits. Recognizing the importance of community involvement, staff will to establish and grow partnerships with local organizations. These partnerships will facilitate smoother transitions and job placements for our students as they embark on their career paths. The district is also looking to make college more accessible by increasing opportunities for college tours. These tours will be both in-person and virtual, accommodating for different comfort and convenience levels for our students and their families. Communication is key, which is why the district is providing families with interpretation and translation services. These services will be provided by a dedicated District Special Education Interpreter Translator ensuring families fully understand and can actively participate in their child's educational journey. Bilingual Special Education Office Managers will provide support to Spanish-speaking families to help them understand their child's IEPs and to support scheduling of meetings and providing additional resources. An increased investment in our educational support staff, specifically SpEd paras, tutors, and SpEd teachers, is established by providing regular professional learning to them. This will equip them with the necessary skills and knowledge to deliver the best educational experience for students. With oversight by school and district administrators, the implementation of these strategies will be ensured to meet the students' specific needs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following detailed and well-articulated strategies are formulated to combat the systemic issues highlighted by the lower academic performance of our unduplicated pupils, as per the 2021-22 CA Dashboard data. Our main objective is to strengthen and improve the learning experience for foster youth, Emergent Multilingual, and low-income students. Services are being provided to enhance language, literacy, and math skills, thereby raising the academic achievement bar for these students. Professional learning is being provided to teaching and support staff aiming to curb the "Significant Disproportionality" currently affecting Latinx Students in Special Education, specifically addressing the issue of their over-identification. Actions are being taken to prioritize the preparation of these students for UC/CSU A-G to improve their higher education prospects. There is also a sustained focus on implementing equitable responses to student behavior, with an emphasis on leveraging asset-based language and supports, fostering a positive and nurturing learning environment. District staff and leadership believe in the power of community and parental engagement and ardently strive to involve all families and cultivate robust community partnerships. This will augment learning opportunities, both within and outside school campuses. Lastly, the district is investing in nurturing student health and wellness to create a holistic education model that goes beyond academics. To ensure these efforts have the maximum possible impact on the identified students, the leadership teams are applying these strategies across the district and schools, so all students can benefit from the amplified services and programs. Santa Barbara Unified is determined to meet the required increase in or improvement of services for these students as dictated by the needs of our community.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The allocated additional concentration grant add-on funding mentioned earlier will be utilized to expand the staffing capacity, specifically dedicated to delivering direct services to students enrolled in schools with a significant concentration of foster youth, EMLs, and low-income students. The District Family Engagement Unit, along with Site Family Engagement Liaisons, will facilitate a comprehensive parent education

program aimed at enhancing parents' comprehension and active participation in initiatives directly contributing to the academic success and well-being of identified concentration students. This investment includes staffing for the following positions: District Family Engagement Liaison, District Special Education Family Engagement Liaison, and a Family Engagement Liaison Position at each school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Goleta Valley Junior High School 39:1 La Colina Junior High School 61:1 Washington Elementary School 58:1	Adams Elementary 39:1 Alta Vista 0 Cleveland Elementary 23:1 Dos Pueblos Senior High 47:1 Franklin Elementary 38:1 Harding University Partnership 26:1 La Cuesta Continuation High School 22:1 La Cumbre Junior High School 33:1 McKinley Elementary 22:1 Monroe Elementary 24:1 Roosevelt Elementary 35:1 San Marcos High School 40:1 Santa Barbara Community Academy 32:1 Santa Barbara Junior High 30:1 Santa Barbara Senior High School 41:1

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 18,197,131.00	\$ 25,327,396.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Increase Student Completion of UC/CSU (C) Mathematics Admission Requirement	Yes	\$ 658,174	\$ 658,174
1	2	Increase Rates of UC/CSU A-G Completion and College Career Readiness	Yes	\$ 412,567	\$ 584,097
1	3	Provide Targeted Emergent Multilingual Learner Interventions in Secondary and Elementary Schools for Newcomers and Early Emerging EMLs	Yes	\$ 491,600	\$ 373,347
1	4	Strengthen Comprehensive Multilingual Education through implementation of Multilingual Excellence Transforming Achievement (META)	Yes	\$ 386,513	\$ 285,210
1	5	Build Educator Capacity to Deliver Differentiated Curriculum, Instruction, and Assessments in English Language Arts, Mathematics, Science, and Social Studies	Yes	\$ 969,438	\$ 1,275,837
1	6	Implement Elementary Grade-Level Professional Learning Communities to Increase Tier I Supports	Yes	\$ 2,488,606	\$ 2,694,634
1	7	Expand Direct Student Support and Teacher Professional Learning to Improve Language & Literacy	Yes	\$ 833,145	\$ 1,010,172
1	8	Enhance Student Academic Achievement by Providing Targeted Tier III Intervention	Yes	\$ 542,223	\$ 178,991

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	9	Increase Kindergarten Readiness by Building PreK Teacher and Parent Capacity	Yes	\$ 100,000	\$ 5,000
1	10	Expand after-school intervention and tutoring to provide learning recovery in English Language Arts and Mathematics	Yes	\$ 204,000	\$ 173,059
1	11	Provide Student Access to College Preparation Exams	Yes	\$ 37,000	\$ 53,000
1	12	Enhance Student Access to Advancement Via Individual Determination (AVID) Program to Support College and Career Readiness	Yes	\$ 1,478,829	\$ 1,478,829
1	13	Increase Student Access to Program for Effective Access to College (PEAC) to Support College and Career Readiness	Yes	\$ 903,735	\$ 805,715
1	14	Implement Tier I, II, & Tier III Academic Interventions to Accelerate Learning Recovery	Yes	\$ 2,510,386	\$ 8,510,888
2	1	Expand Universal Prevention and Intervention Support to Students	Yes	\$ 241,300	\$ 207,076
2	2	Increase Targeted Prevention and Intervention Support to Students	Yes	\$ 319,556	\$ 622,938
2	3	Provide Student Behavioral and Social Emotional Support	Yes	\$ 577,968	\$ 393,159
2	4	Deliver Comprehensive Mental Health Services for Students	Yes	\$ 1,989,538	\$ 2,790,467
2	5	Enhance School Counselors' Services to Students	Yes	\$ 42,000	\$ 42,000
2	6	Foster Student Learning and Wellness by Strengthening Family Engagement	Yes	\$ 1,894,379	\$ 1,793,720
2	7	Improve Collaborative Support for Students through Language Access	Yes	\$ 571,316	\$ 1,084,246
3	1	Create and Cultivate Culturally Sustaining School Communities	Yes	\$ 180,000	\$ 119,512
3	2	Achieve Equitable Student Outcomes and Cultural Proficiency Through Ethnic Studies Courses	Yes	\$ 175,000	\$ 177,125

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3	Nurture and Improve the Holistic Wellbeing, Sense of Belonging, and Academic Outcomes of Students	Yes	\$ 89,858	\$ -
4	1	College/Career Counseling	Yes	\$ 100,000	\$ 10,200

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$18,411,165	\$ 16,009,244	\$ 22,551,226	\$ (6,541,982)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Increase Student Completion of UC/CSU (C) Mathematics Admission Requirement	Yes	\$ 658,174	\$658,174	0.00%	0.00%
1	2	Increase Rates of UC/CSU A-G Completion and College Career Readiness	Yes	\$ 263,971	\$465,378	0.00%	0.00%
1	3	Provide Targeted Emergent Multilingual Learner Interventions in Secondary and Elementary Schools for Newcomers and Early Emerging EMLs	Yes	\$ 333,000	\$282,663	0.00%	0.00%
1	4	Strengthen Comprehensive Multilingual Education through implementation of Multilingual Excellence Transforming Achievement (META)	Yes	\$ 386,513	\$285,210	0.00%	0.00%
1	5	Build Educator Capacity to Deliver Differentiated Curriculum, Instruction, and Assessments in English Language Arts, Mathematics, Science, and Social Studies	Yes	\$ 969,438	\$1,275,837	0.00%	0.00%
1	6	Implement Elementary Grade-Level Professional Learning Communities to Increase Tier I Supports	Yes	\$ 2,488,606	\$2,694,634	0.00%	0.00%
1	7	Expand Direct Student Support and Teacher Professional Learning to Improve Language & Literacy	Yes	\$ 833,145	\$1,010,172	0.00%	0.00%
1	8	Enhance Student Academic Achievement by Providing Targeted Tier III Intervention	Yes	\$ 542,223	\$178,991	0.00%	0.00%
1	9	Increase Kindergarten Readiness by Building PreK Teacher and Parent Capacity	Yes	\$ 100,000	\$5,000	0.00%	0.00%
1	10	Expand after-school intervention and tutoring to provide learning recovery in English Language Arts and Mathematics	Yes	\$ 204,000	\$173,059	0.00%	0.00%
1	11	Provide Student Access to College Preparation Exams	Yes	\$ 37,000	\$53,000	0.00%	0.00%
1	12	Enhance Student Access to Advancement Via Individual Determination (AVID) Program to Support College and Career Readiness	Yes	\$ 1,478,829	\$1,478,829	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	13	Increase Student Access to Program for Effective Access to College (PEAC) to Support College and Career Readiness	Yes	\$ 903,735	\$805,715	0.00%	0.00%
1	14	Implement Tier I, II, & Tier III Academic Interventions to Accelerate Learning Recovery	Yes	\$ 2,510,386	\$8,510,888	0.00%	0.00%
2	1	Expand Universal Prevention and Intervention Support to Students	Yes	\$ 241,300	\$207,076	0.00%	0.00%
2	2	Increase Targeted Prevention and Intervention Support to Students	Yes	\$ 319,556	\$309,734	0.00%	0.00%
2	3	Provide Student Behavioral and Social Emotional Support	Yes	\$ 577,968	\$393,159	0.00%	0.00%
2	4	Deliver Comprehensive Mental Health Services for Students	Yes	\$ 722,953	\$1,151,010	0.00%	0.00%
2	5	Enhance School Counselors' Services to Students	Yes	\$ 42,000	\$42,000	0.00%	0.00%
2	6	Foster Student Learning and Wellness by Strengthening Family Engagement	Yes	\$ 1,280,273	\$1,179,614	0.00%	0.00%
2	7	Improve Collaborative Support for Students through Language Access	Yes	\$ 571,316	\$1,084,246	0.00%	0.00%
3	1	Create and Cultivate Culturally Sustaining School Communities	Yes	\$ 180,000	\$119,512	0.00%	0.00%
3	2	Achieve Equitable Student Outcomes and Cultural Proficiency Through Ethnic Studies Courses	Yes	\$ 175,000	\$177,125	0.00%	0.00%
3	3	Nurture and Improve the Holistic Wellbeing, Sense of Belonging, and Academic Outcomes of Students	Yes	\$ 89,858	\$0	0.00%	
4	1	College/Career Counseling	Yes	\$ 100,000	\$ 10,200.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 139,191,659	\$ 18,411,165	0.85%	14.08%	\$ 22,551,226	0.00%	16.20%	\$0.00 - No Carryover	0.00% - No Carryover

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$23,307,865	\$ 420,545	\$ -	\$ 3,996,093	27,724,503	\$ 23,011,585	\$ 4,712,918

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Increase Student Completion of UC/CSU (C) Mathematics Admission Requirement	All	\$ 671,338	\$ -	\$ -	\$ -	\$ 671,338
1	2	Increase Rates of UC/CSU A-G Completion and College Career Readiness	All	\$ 323,824	\$ 146,883	\$ -	\$ -	\$ 470,707
1	3	Provide Targeted Emergent Multilingual Learner Interventions in Secondary and Elementary Schools for Newcomers and Early Emerging EMLs	All	\$ 377,278	\$ -	\$ -	\$ 726,000	\$ 1,103,278
1	4	Strengthen Comprehensive Multilingual Education through implementation of Multilingual Excellence Transforming Achievement (META)	All	\$ 702,657	\$ -	\$ -	\$ -	\$ 702,657
1	5	Build Educator Capacity to Deliver Differentiated Curriculum, Instruction, and Assessments in English Language Arts, Mathematics, Science, and Social Studies	All	\$ 995,337	\$ -	\$ -	\$ -	\$ 995,337
1	6	Implement Elementary Grade-Level Professional Learning Communities to Increase Tier I Supports	All	\$2,620,074	\$ -	\$ -	\$ -	\$ 2,620,074
1	7	Expand Direct Student Support and Teacher Professional Learning to Improve Language & Literacy	All	\$ 961,293	\$ -	\$ -	\$ -	\$ 961,293
1	8	Enhance Student Academic Achievement by Providing Targeted Tier III Intervention	All	\$ 962,223	\$ -	\$ -	\$ -	\$ 962,223
1	9	Increase Kindergarten Readiness by Building PreK Teacher and Parent Capacity	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	Expand after-school intervention and tutoring to provide learning recovery in English Language Arts and Mathematics	All	\$ 4,000	\$ -	\$ -	\$ 200,000	\$ 204,000
1	11	Provide Student Access to College Preparation Exams	All	\$ 53,000	\$ -	\$ -	\$ -	\$ 53,000
1	12	Enhance Student Access to Advancement Via Individual Determination (AVID) Program to Support College and Career Readiness	All	\$1,465,532	\$ -	\$ -	\$ -	\$ 1,465,532
1	13	Increase Student Access to Program for Effective Access to College (PEAC) to Support College and Career Readiness	All	\$1,112,668	\$ -	\$ -	\$ -	\$ 1,112,668
1	14	Implement Tier I, II, & Tier III Academic Interventions to Accelerate Learning Recovery	All	\$8,769,590	\$ -	\$ -	\$ -	\$ 8,769,590
2	1	Expand Universal Prevention and Intervention Support to Students	All	\$ 213,617	\$ -	\$ -	\$ -	\$ 213,617
2	2	Increase Targeted Prevention and Intervention Support to Students	All	\$ 228,865	\$ -	\$ -	\$ 493,665	\$ 722,530
2	3	Provide Student Behavioral and Social Emotional Support	All	\$ 461,284	\$ -	\$ -	\$ -	\$ 461,284
2	4	Deliver Comprehensive Mental Health Services for Students	All	\$ 601,869	\$ -	\$ -	\$ 1,663,821	\$ 2,265,690
2	5	Enhance School Counselors' Services to Students	All	\$ 42,000	\$ -	\$ -	\$ -	\$ 42,000
2	6	Foster Student Learning and Wellness by Strengthening Family Engagement	All	\$1,099,209	\$ -	\$ -	\$ 671,702	\$ 1,770,911
2	7	Improve Collaborative Support for Students through Language Access	All	\$ 812,767	\$ 273,662	\$ -	\$ -	\$ 1,086,429
3	1	Create and Cultivate Culturally Sustaining School Communities	All	\$ 425,081	\$ -	\$ -	\$ -	\$ 425,081
3	2	Achieve Equitable Student Outcomes and Cultural Proficiency Through Ethnic Studies Courses	All	\$ 180,524	\$ -	\$ -	\$ -	\$ 180,524
3	3	Nurture and Improve the Holistic Wellbeing, Sense of Belonging, and Academic Outcomes of Students	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	Foster College/Career Counseling Support and Family Services	Students with disabilities	\$ 153,835	\$ -	\$ -	\$ 240,905	\$ 394,740

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 140,881,861	\$ 23,025,793	16.34%	0.00%	16.34%	\$ 23,307,865	0.00%	16.54%	Total:	\$ 23,307,865
								LEA-wide Total:	\$ 23,307,865
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Increase Student Completion of UC/CSU (C) Mathematics Admission Requirement	Yes	LEA-wide	All	Secondary Schools	\$ 671,338	0.00%
1	2	Increase Rates of UC/CSU A-G Completion and College Career Readiness	Yes	LEA-wide	All	High Schools	\$ 323,824	0.00%
1	3	Provide Targeted Emergent Multilingual Learner Interventions in Secondary and Elementary Schools for Newcomers and Early Emerging EMLs	Yes	LEA-wide	All	All	\$ 377,278	0.00%
1	4	Strengthen Comprehensive Multilingual Education through implementation of Multilingual Excellence Transforming Achievement (META)	Yes	LEA-wide	All	All	\$ 702,657	0.00%
1	5	Build Educator Capacity to Deliver Differentiated Curriculum, Instruction, and Assessments in English Language Arts, Mathematics, Science, and Social Studies	Yes	LEA-wide	All	All	\$ 995,337	0.00%
1	6	Implement Elementary Grade-Level Professional Learning Communities to Increase Tier I Supports	Yes	LEA-wide	All	Elementary Schools	\$ 2,620,074	0.00%
1	7	Expand Direct Student Support and Teacher Professional Learning to Improve Language & Literacy	Yes	LEA-wide	All	Elementary Schools	\$ 961,293	0.00%
1	8	Enhance Student Academic Achievement by Providing Targeted Tier III Intervention	Yes	LEA-wide	All	All	\$ 962,223	0.00%
1	9	Increase Kindergarten Readiness by Building PreK Teacher and Parent Capacity	Yes	LEA-wide	All	Preschools	\$ 20,000	0.00%
1	10	Expand after-school intervention and tutoring to provide learning recovery in English Language Arts and Mathematics	Yes	LEA-wide	All	All	\$ 4,000	0.00%
1	11	Provide Student Access to College Preparation Exams	Yes	LEA-wide	All	High Schools	\$ 53,000	0.00%
1	12	Enhance Student Access to Advancement Via Individual Determination (AVID) Program to Support College and Career Readiness	Yes	LEA-wide	All	Secondary Schools	\$ 1,465,532	0.00%
1	13	Increase Student Access to Program for Effective Access to College (PEAC) to Support College and Career Readiness	Yes	LEA-wide	All	Secondary Schools	\$ 1,112,668	0.00%
1	14	Implement Tier I, II, & Tier III Academic Interventions to Accelerate Learning Recovery	Yes	LEA-wide	All	All	\$ 8,769,590	0.00%
2	1	Expand Universal Prevention and Intervention Support to Students	Yes	LEA-wide	All	All	\$ 213,617	0.00%
2	2	Increase Targeted Prevention and Intervention Support to Students	Yes	LEA-wide	All	All	\$ 228,865	0.00%
2	3	Provide Student Behavioral and Social Emotional Support	Yes	LEA-wide	All	High Schools	\$ 461,284	0.00%
2	4	Deliver Comprehensive Mental Health Services for Students	Yes	LEA-wide	All	All	\$ 601,869	0.00%
2	5	Enhance School Counselors' Services to Students	Yes	LEA-wide	All	Secondary Schools	\$ 42,000	0.00%
2	6	Foster Student Learning and Wellness by Strengthening Family Engagement	Yes	LEA-wide	All	All	\$ 1,099,209	0.00%
2	7	Improve Collaborative Support for Students through Language Access	Yes	LEA-wide	All	All	\$ 812,767	0.00%
3	1	Create and Cultivate Culturally Sustaining School Communities	Yes	LEA-wide	All	All	\$ 425,081	0.00%
3	2	Achieve Equitable Student Outcomes and Cultural Proficiency Through Ethnic Studies Courses	Yes	LEA-wide	All	High Schools	\$ 180,524	0.00%
3	3	Nurture and Improve the Holistic Wellbeing, Sense of Belonging, and Academic Outcomes of Students	Yes	LEA-wide	All	All	\$ 50,000	0.00%
4	1	Foster College/Career Counseling Support and Family Services	Yes	LEA-wide	All	High Schools	\$ 153,835	0.00%