# LCFF Budget Overview for Parents

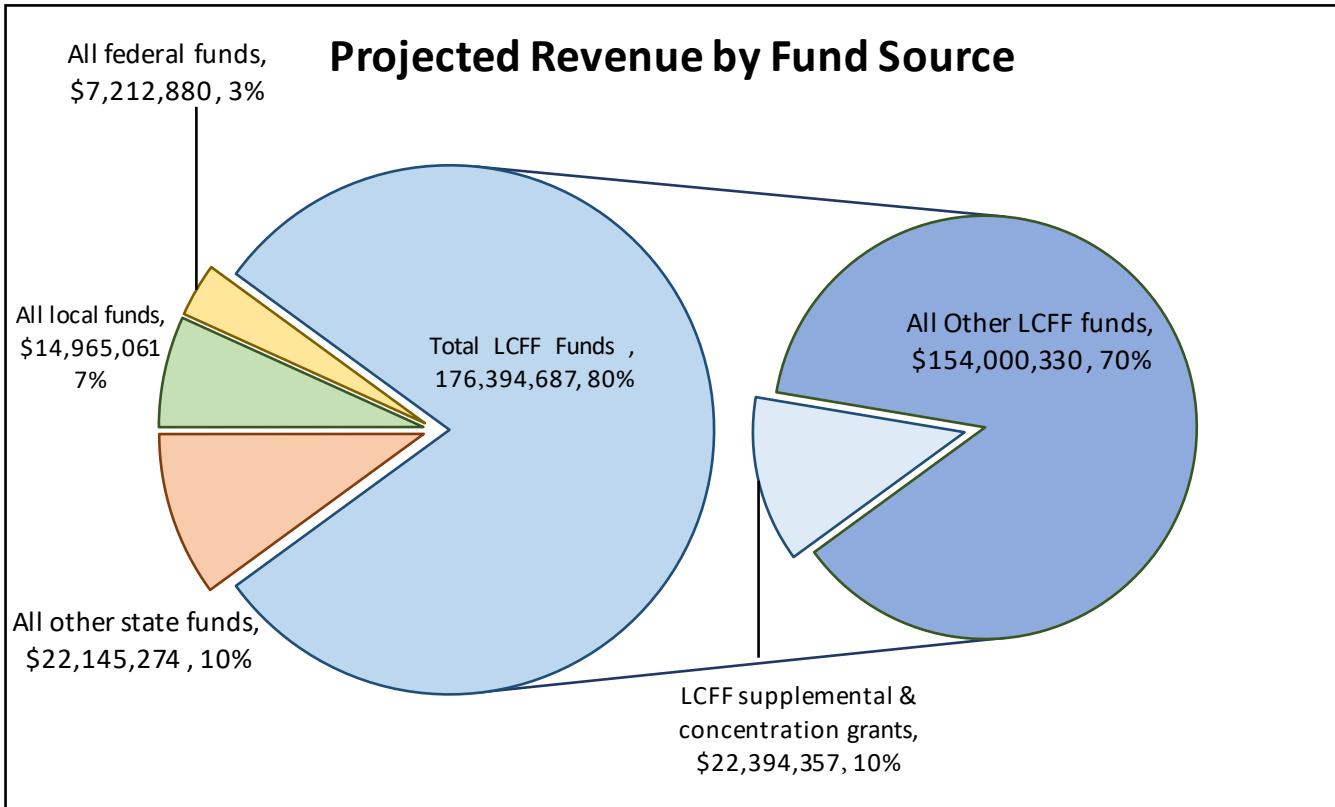Local Educational Agency (LEA) Name: Santa Barbara Unified School District

CDS Code: 42 76786 0000000

School Year: 2024-25

LEA contact information: Steve Venz (805) 963-4338, svenz@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 2024-25 School Year



**Projected Revenue by Fund Source**

All federal funds, $7,212,880, 3%

All local funds, $14,965,061 7%

All other state funds, $22,145,274 , 10%

Total  LCFF  Funds , 176,394,687, 80%

All Other LCFF funds, $154,000,330, 70%

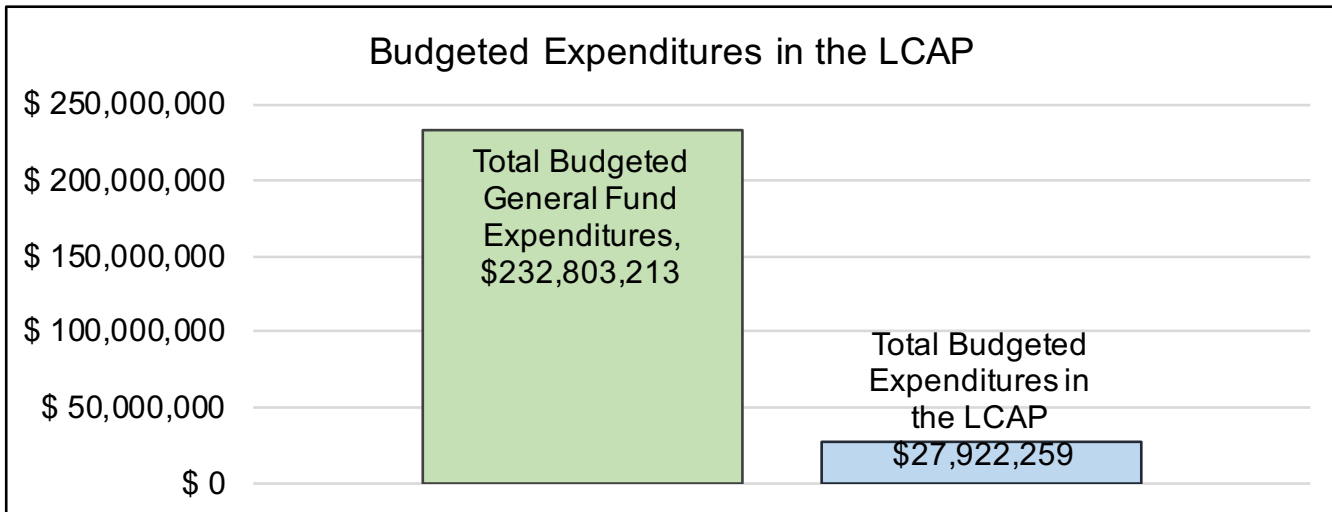LCFF supplemental & concentration grants, $22,394,357, 10%

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 $220,717,902.00, of which $176,394,687.00 is Local Control Funding Formula (LCFF), $22,145,274.00 is other state funds, $14,965,061.00 is local funds, and $7,212,880.00 is federal funds. Of the $176,394,687.00 in LCFF Funds, $22,394,357.00 is generated based on the enrollment of high needs student (foster youth, English learner, and low-income students).

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.

# LCFF Budget Overview for Parents

## Budgeted Expenditures in the LCAP

$ 250,000,000

$ 200,000,000

$ 150,000,000

$ 100,000,000

$ 50,000,000

$ 0

Total Budgeted General Fund Expenditures, $232,803,213

Total Budgeted Expenditures in the LCAP $27,922,259

This chart provides a quick summary of how much Santa Barbara Unified School District plans to spend for 2024-25. 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 $232,803,213.00 for the 2024-25 school year. Of that amount, $27,922,259.00 is tied to actions/services in the LCAP and $204,880,954.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
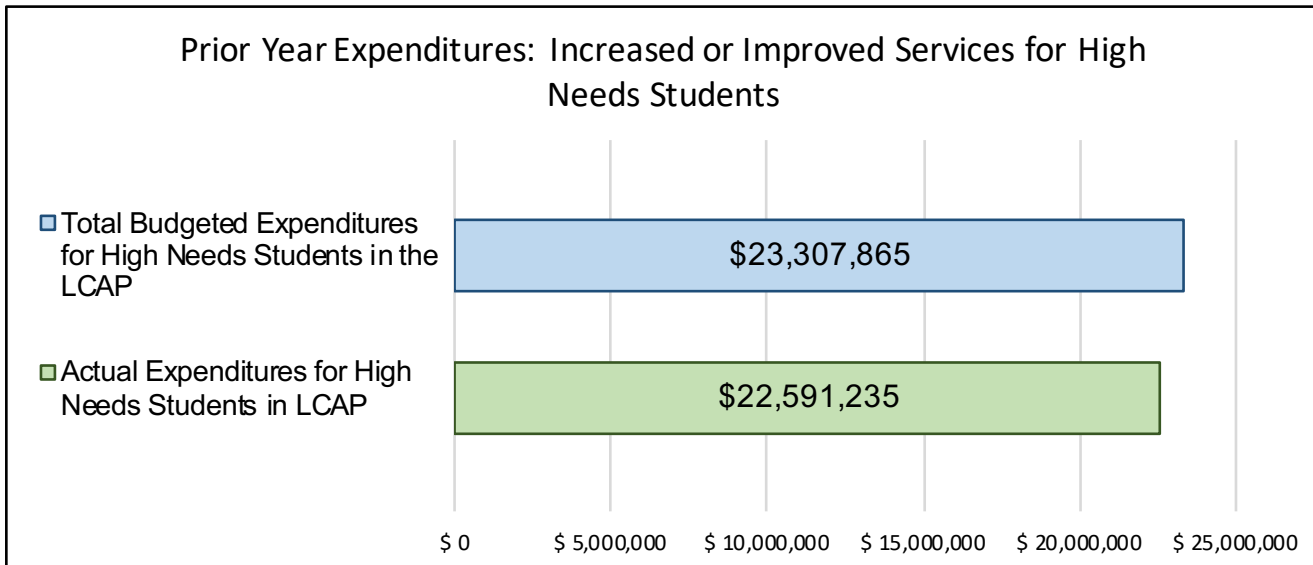
Core instructional curriculum and materials, salaries and benefits, administrative salaries and benefits, utility costs, maintenance and operation costs, base academic programs (including contracted services) and supplies.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Santa Barbara Unified School District is projecting it will receive $22,394,357.00 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 $24,657,196.00 towards meeting this requirement, as describe in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

| Category | Amount |
|---|---|
| ☐ Total Budgeted Expenditures for High Needs Students in the LCAP | $23,307,865 |
| ☐ Actual Expenditures for High Needs Students in LCAP | $22,591,235 |

Chart axis: $ 0   $ 5,000,000   $ 10,000,000   $ 15,000,000   $ 20,000,000   $ 25,000,000

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 2023-24, Santa Barbara Unified School District's LCAP budgeted $23,307,865.00 for planned actions to increase or improve services for high needs students. Santa Barbara Unified School District actually spent $22,591,235.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $716,630.00 had the following impact on Santa Barbara Unified School District's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 were less than budgeted because we did not fill several key positions for part or all of the school year, including Secondary EML Instructional Support Specialist, Administrative Assistant, Curriculum Specialists, PEAC Tutors and Mentors, and Student Engagement TOSA. Due to limited applicants, some positions remained vacant for 2-6 months, but their duties were redistributed among existing staff to maintain planned actions. For positions unfilled for the entire year, responsibilities were strategically reassigned to school and district office staff, minimizing the impact on students.

# Santa Barbara Unified School District
# 2023–24 Local Control and Accountability Plan Annual Update

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| **Santa Barbara Unified School District** | **Steve Venz, Chief Operations Officer** | **svenz@sbunified.org (805) 963-4338 x6201** |

## *2023-24 Goals and Actions*

### *Goal 1*

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

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **2020-2022 STAR Reading\* 3-8, 11th Grades Meeting or Exceeding Standards** *Data is aligned to CAASPP/Smarter Balanced summative assessment* *STAR Reading Assessment replaced 20-21 CAASPP based on CDE guidelines* | **STAR Reading Spring 2021** <br> <u>All Elementary (3-6 gr):44%</u> <br> EML: 8% <br> Homeless/Foster Youth:36% <br> SWD: 11% <br> SED: 34% <br> African A./Black: 40% <br> Asian: 75% <br> Hispanic/Latino: 34% <br> White: 75% <br><br> <u>All JHS (7-8 gr): 57%</u> <br> EML: 5% <br> Homeless/Foster Youth:39% <br> SWD: 14% <br> SED: 38% <br> African A./Black: 60% <br> Asian: 76% <br> Hispanic/Latino: 40% <br> White: 80% | **STAR Reading Spring 2022** <br> <u>All Elementary (3-6 gr): 45%</u> <br> EML: 12% <br> Homeless/Foster Youth:41% <br> SWD: 14% <br> SED: 35% <br> African A./Black: 43% <br> Asian: 72% <br> Hispanic/Latino: 35% <br> White: 76% <br><br> <u>All JHS (7-8 gr): 48%</u> <br> EML: 3% <br> Homeless/Foster Youth:29% <br> SWD: 13% <br> SED: 31% <br> African A./Black: 30% <br> Asian: 77% <br> Hispanic/Latino: 31% <br> White: 74% | **STAR Reading Spring 2023 N/A** <br><br> **CAASPP 2022 English Language Arts** <br><br> <u>All Students: 48%</u> <br> EML: 9% (in US >12mos) <br> Foster Youth: * <br> Homeless Youth: 34% <br> SWD: 13% <br> SED: 35% <br> African A./Black: 29% <br> Asian: 78% <br> Hispanic/Latino: 34% <br> White: 71% | **STAR Reading Spring 2024 N/A** <br><br> **CAASPP 2023 English Language Arts** <br><br> <u>**All Students: 50%**</u> <br> **EML: 12% (in US >12mos)** <br> **Foster Youth: \*** <br> **Homeless Youth: 32%** <br> **SWD: 14%** <br> **SED: 37%** <br> **African A./Black: 32%** <br> **Asian: 81%** <br> **Hispanic/Latino: 36%** <br> **White: 75%** | All Students: 67% <br> EML: 22% <br> Homeless Youth: 53% <br> Foster Youth: 15% <br> Total Growth <br> SWD: 14% <br> SED: 51% <br> African A./Black: 76% <br> Asian: 78% <br> Hispanic/Latino: 51% <br> White: 81% |

| STAR Reading Spring 2021(cont.) | STAR Reading Spring 2022 (cont.) | STAR Reading Spring 2023 N/A | STAR Reading Spring 2024 N/A | |
|---|---|---|---|---|
| All HS (11gr): 59%<br>EML: 4%<br>Homeless/Foster Youth:44%<br>SWD: 6%<br>SED: 42%<br>African A./Black: 71%<br>Asian: 87%<br>Hispanic/Latino: 40%<br>White: 81% | All HS (11 gr *): 49%<br>EML: 0%<br>Homeless/Foster Youth:20%<br>SWD: 21%<br>SED: 30%<br>African A./Black: 50%<br>Asian: 74%<br>Hispanic/Latino: 28%<br>White: 72%<br><br>*71% of all 11th Grade Students Tested | **CAASPP 2022 English Language Arts (cont.)**<br><br>All Elementary (3-6gr): 42%<br>EML: 12%<br>Foster Youth: Data not Shown<br>Homeless Youth: 36%<br>SWD: 14%<br>SED: 35%<br>African A./Black: Data not shown<br>Asian: Data Not Shown<br>Hispanic/Latino: 34%<br>White: 71%<br><br>All JHS (7-8 gr): 49%<br>EML: 5%<br>Foster Youth: Data Not Shown<br>Homeless: 33%<br>SWD: 12%<br>SED: 33%<br>African A./Black: Data Not Shown<br>Asian: 82%<br>Hispanic/Latino: 34%<br>White: 71%<br><br>All HS (11 gr ): 51%<br>EML: 2%<br>Foster Youth: Data Not Shown<br>Homeless Youth: 34%<br>SWD: 13%<br>SED: 36%<br>African A./Black: Data Not Shown<br>Asian: 74%<br>Hispanic/Latino: 36%<br>White: 70% | **CAASPP 2023 English Language Arts (cont.)**<br><br>**All Elementary (3-6gr): 46%**<br>**EML: 15%**<br>**Foster Youth: Data not Shown**<br>**Homeless Youth: 36%**<br>**SWD: 19%**<br>**SED: 38%**<br>**African A./Black: Data not shown**<br>**Asian: Data Not Shown**<br>**Hispanic/Latino: 36%**<br>**White: 79%**<br><br>**All JHS (7-8 gr): 50%**<br>**EML: 7%**<br>**Foster Youth: Data Not Shown**<br>**Homeless: 31%**<br>**SWD: 10%**<br>**SED: 34%**<br>**African A./Black: Data Not Shown**<br>**Asian: 82%**<br>**Hispanic/Latino: 34%**<br>**White: 74%**<br><br>**All HS (11 gr ): 55%**<br>**EML: 3%**<br>**Foster Youth: Data Not Shown**<br>**Homeless Youth: 27%**<br>**SWD: 15%**<br>**SED: 41%**<br>**African A./Black: Data Not Shown**<br>**Asian: 85%**<br>**Hispanic/Latino: 42%**<br>**White: 72%** | |

| 2020-2022 STAR Mathematics* 3-8, 11th Grades Meeting or Exceeding Standards<br><br>*Data is aligned to CAASPP/Smarter Balanced summative assessments, indicators, and metrics<br><br>2021-2024 CAASPP Mathematics 3-8, 11th Grades Meeting or Exceeding Standards | STAR Mathematics Spring 2021 | STAR Mathematics Spring 2022 | STAR Mathematics Spring 2023 N/A<br><br>CAASPP 2022 Mathematics | STAR Mathematics Spring 2024 N/A<br><br>CAASPP 2023 Mathematics | All Students: 47%<br>EML: 15%<br>Homeless Youth: 33%<br>Foster Youth: 12%<br>Total Growth<br>SWD: 13%<br>SED: 33%<br>African A./Black: 55%<br>Asian: 79%<br>Hispanic/Latino: 33%<br>White: 62% |
|---|---|---|---|---|---|
| | <u>All Elementary (3-6 gr):</u> 23%<br>EML: 4%<br>Homeless/Foster Youth:18%<br>SWD: 6%<br>SED: 14%<br>African A./Black: 30%<br>Asian: 63%<br>Hispanic/Latino: 14%<br>White: 52%<br><br><u>All JHS (7-8 gr): 37%</u><br>EML: 1%<br>Homeless/Foster Youth:19%<br>SWD: 5%<br>SED: 21%<br>African A./Black: 43%<br>Asian: 80%<br>Hispanic/Latino: 22%<br>White: 56%<br><br><u>All HS (11 gr): 57%</u><br>EML: 12%<br>Homeless/Foster Youth:39%<br>SWD: 10%<br>SED: 42%<br>African A./Black: 50%<br>Asian: 86%<br>Hispanic/Latino: 41%<br>White: 73% | <u>All Elementary (3-6 gr):</u> 32%<br>EML: 10%<br>Homeless/Foster Youth:23%<br>SWD: 8%<br>SED: 23%<br>African A./Black: 43%<br>Asian: 79%<br>Hispanic/Latino: 22%<br>White: 61%<br><br><u>All JHS (7-8 gr): 35%</u><br>EML: 1%<br>Homeless/Foster Youth:13%<br>SWD: 6%<br>SED: 17%<br>African A./Black: 18%<br>Asian: 78%<br>Hispanic/Latino: 18%<br>White: 56%<br><br><u>All HS (11 gr *): 48%</u><br>EML: 0%<br>Homeless/Foster Youth:21%<br>SWD: 5%<br>SED: 29%<br>African A./Black: 20%<br>Asian: 64%<br>Hispanic/Latino: 28%<br>White: 71%<br><br>*65% of all 11th Grade Students Tested | <u>All Students: 36%</u><br>EML: 8%<br>Foster Youth: Data not Shown<br>Homeless Youth: 25%<br>SWD: 10%<br>SED: 23%<br>African A./Black: 19%<br>Asian: 74%<br>Hispanic/Latino: 22%<br>White: 60%<br><br><u>All Elementary (3-6 gr):</u> 34%<br>EML: 12%<br>Foster Youth: Data Not Shown<br>Homeless Youth: 25%<br>SWD: 10%<br>SED: 23%<br>African A./Black: Data Not Shown<br>Asian: Data Not Shown<br>Hispanic/Latino: 24%<br>White: 63%<br><br><u>All JHS (7-8 gr): 38%</u><br>EML: 3%<br>Foster Youth: Data Not Shown<br>Homeless Youth: 24%<br>SWD: 6%<br>SED: 22%<br>African A./Black: Data Not Shown<br>Asian: 81%<br>Hispanic/Latino: 22%<br>White: 62%<br><br><u>All HS (11 gr ): 33%</u><br>EML: 0%<br>Foster Youth: Data Not Shown | **<u>All Students: 38%</u>**<br>**EML: 11.24%**<br>**Foster Youth: Data not Shown**<br>**Homeless Youth: 25%**<br>**SWD: 10%**<br>**SED: 25%**<br>**African A./Black: 21%**<br>**Asian: 74%**<br>**Hispanic/Latino: 25%**<br>**White: 61%**<br><br>**<u>All Elementary (3-6 gr): 39%</u>**<br>**EML: 15%**<br>**Foster Youth: Data Not Shown**<br>**Homeless Youth: 32%**<br>**SWD: 15%**<br>**SED: 31%**<br>**African A./Black: Data Not Shown**<br>**Asian: Data Not Shown**<br>**Hispanic/Latino: 30%**<br>**White: 66%**<br><br>**<u>All JHS (7-8 gr): 41%</u>**<br>**EML: 4%**<br>**Foster Youth: Data Not Shown**<br>**Homeless Youth: 22%**<br>**SWD: 9%**<br>**SED: 24%**<br>**African A./Black: Data Not Shown**<br>**Asian: 80%**<br>**Hispanic/Latino: 24%**<br>**White: 66%**<br><br>**<u>All HS (11 gr ): 32%</u>**<br>**EML: 0%**<br>**Foster Youth: Data Not Shown** | |

| | | | Homeless Youth: 19%<br>SWD: 2.2%<br>SED: 17%<br>African A./Black: Data Not Shown<br>Asian: 62%<br>Hispanic/Latino: 17%<br>White: 53% | **Homeless Youth: 14%**<br>**SWD: 4%**<br>**SED: 16%**<br>**African A./Black: Data Not Shown**<br>**Asian: 73%**<br>**Hispanic/Latino: 16%**<br>**White: 51%** | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Graduation Rate** | **2020**<br><u>All Students: 91.8%</u><br>EML: 78.1%<br>Foster Youth: Data not Shown<br>Homeless Youth: 84.8%<br>SWD: 69.6%<br>SED: 87.6%<br>African A./Black: 90.9%<br>Asian: 91.2%<br>Hispanic/Latino: 89.5%<br>White: 94.9% | **2021**<br><u>All Students: 91.0%</u><br>EML: 81.6%<br>Foster Youth: Data not Shown<br>Homeless Youth: 87.1%<br>SWD: 74%<br>SED: 87.5%<br>African A./Black: 81.8%<br>Asian: 97.5%<br>Hispanic/Latino: 88%<br>White: 94.7% | **2022**<br><u>All Students: 95.2%</u><br>EML: 86.2%<br>Foster Youth: Data not Shown<br>Homeless Youth: 94.1%<br>SWD: 82.4%<br>SED: 93.7%<br>African A./Black: 100%<br>Asian: 96.0%<br>Hispanic/Latino: 93.8%<br>White: 96.6% | **2023**<br><u>All Students: 91.9%</u><br>**EML: 72.1%**<br>**Foster Youth: Data not Shown**<br>**Homeless Youth: 85.5%**<br>**SWD: 72.5%**<br>**SED: 88.8%**<br>**African A./Black: 100.0%**<br>**Asian: 100.0%**<br>**Hispanic/Latino: 88.9%**<br>**White: 95.2%** | <u>All Students: 98%</u><br>EML: 82%<br>Foster Youth: 3% Total Growth<br>Homeless Youth: 94%<br>SWD: 90%<br>SED: 95%<br>African A./Black: 100%<br>Asian: 100%<br>Hispanic/Latino: 99%<br>White: 98% |
| **A-G Rate** | **2020**<br><u>All Students: 44.2%</u><br>EML: 16.1%<br>Foster Youth: Data not Shown<br>Homeless: 34.5%<br>SWD: 9.8%<br>SED: 39.5%<br>African A./Black: 25.0%<br>Asian: 80.8%<br>Hispanic/Latino: 42.5%<br>White: 70.2% | **2021**<br><u>All Students: 59.5%</u><br>EML: 15.5% Foster Youth: Data not Shown<br>Homeless: 37.0%<br>SWD: 15.0%<br>SED: 43.9%<br>African A./Black: 44%<br>Asian: 82.9%<br>Hispanic/Latino: 44.9%<br>White: 73.2% | **2022**<br><u>All Students: 61.6%</u><br>EML: 19.8%<br>Foster Youth: Data not Shown<br>Homeless:45.9%<br>SWD: 18.2%<br>SED: 47.6%<br>African A./Black: 75.0%<br>Asian: 81.3%<br>Hispanic/Latino: 47.5%<br>White: 77.9% | **2023**<br><u>All Students: 63.0%</u><br>**EML: 18.3%**<br>**Foster Youth: Data not Shown**<br>**Homeless: 44.8%**<br>**SWD: 23.3%**<br>**SED: 50.2%**<br>**African A./Black: 75.0%**<br>**Asian: 82.4%**<br>**Hispanic/Latino: 49.0%**<br>**White: 78.0%** | <u>All Students: 64%</u><br>EML: 8%<br>Foster Youth: 6% Total Growth<br>Homeless Youth: 54%<br>SWD: 10%<br>SED: 50%<br>African A./Black: 50%<br>Asian: 87%<br>Hispanic/Latino: 53%<br>White: 78% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **College and Career Readiness Rate (CCR)**<br><br>(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**<br>**CCR Rate**<br><br>All Students: 54.4%<br>EML: 9.8%<br>Foster Youth: DNS<br>Homeless Youth: 36.7%<br>SWD: 8.8%<br>SED: 38.7%<br>African A./Black: 42.9%<br>Asian: 76.6%<br>Hispanic/Latino: 37.9%<br>White: 74.4% | **2021**<br>**CA Dashboard**<br>**CCR Rate**<br>**Unavailable**<br><br>**2021**<br>Students who completed at least one Career Technical Education (CTE) Pathway<br><br>All Students: 27.4%<br>EML: 4.1%<br>Foster Youth: Not reported<br>Homeless Youth: 14.6%<br>SWD: 12.8%<br>SED: 19.1%<br>African A./Black: 22.7%<br>Asian: 51.9%<br>Hispanic/Latino: 19.7%<br>White: 33.7%<br><br>Students completing one or more semesters of college credit courses:<br>All Students: 44.1%<br>EML: 4.8%<br>Foster Youth: NR<br>Homeless Youth: 24.1%<br>SWD: 10%<br>SED: 29.6%<br>African A./Black: 31.8%<br>Asian: 70.9%<br>Hispanic/Latino: 29.1%<br>White: 60.2%<br><br>Students earning the State Seal of Biliteracy<br>All Students: 14.8%<br>EML: 4.8%<br>Foster Youth: NR<br>Homeless Youth: 18% | **2022**<br>**CA Dashboard**<br>**CCR Rate**<br>**Unavailable**<br><br>**2022**<br>Students who completed at least one Career Technical Education (CTE) Pathway<br><br>All Students: 26.1%<br>EML: 5.0%<br>Foster Youth: Not reported<br>Homeless Youth: 17.0%<br>SWD: 4.8%<br>SED: 18.5%<br>African A./Black: 35.3%<br>Asian: 44.0%<br>Hispanic/Latino: 18.5%<br>White: 34.5%<br><br>Students completing one or more semesters of college credit courses:<br>All Students: 47.2%<br>EML: 10.6%<br>Foster Youth: NR<br>Homeless Youth: 31.6%<br>SWD: 12.6%<br>SED: 33.5%<br>African A./Black: 41.2%<br>Asian: 76.0%<br>Hispanic/Latino: 32.4%<br>White: 65.4%<br><br>Students earning the State Seal of Biliteracy<br>All Students: 12.1%<br>EML: 3.8%<br>Foster Youth: NR<br>Homeless Youth: 18.0% | **2023**<br>**CCR Rate**<br><br>**All Students: 57.2%**<br>**EML: 7.8%**<br>**Foster Youth: Data not Shown**<br>**Homeless Youth: 35.2%**<br>**SWD: 16.7%**<br>**SED: 41.4%**<br>**African A./Black: 50%**<br>**Asian: 80.4%**<br>**Hispanic/Latino: 39.4%**<br>**White: 79.5%** | All Students: 64.4%<br>EML: 22%<br>Foster Youth: 12%<br>Homeless Youth: 49%<br>SWD: 18% SED: 51%<br>African A./Black: 55%<br>Asian: 87%<br>Hispanic/Latino: 52%<br>White: 80% |

| | | SWD: 2.4%<br>SED: 13.6%<br>African A./Black: 11.8%<br>Asian: 8.0%<br>Hispanic/Latino: 15.7%<br>White: 8.3% | SWD: 2.4%<br>SED: 13.6% African A./Black: 11.8%<br>Asian: 8.0%<br>Hispanic/Latino: 15.5%<br>White: 8.3% | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Reclassification Rate Counts** | **2019-20**<br>22.21% | **2020-21**<br>9.95% | **2021-22**<br>10.30% | **2022-23**<br>25.5% | **23%** |
| **California State Standards Implementation** | **2020**<br>Standard Met | **2021**<br>Standard Met | **2022**<br>Standard Met | **2023**<br>**Standard Met** | **Standard Met** |

## *Goal 1 Analysis for 2023-2024*

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 is that math support models occurred in all high schools. Junior high sites implemented Math Support in a variety of ways including using additional FullTime-Equivalent (FTE) allocations to further reduce class sizes and push-in support within current math classes. This shift is in response to the analysis of our Math data on the Dashboard, indicating overall declining levels of performance (Orange) at La Cumbre and Santa Barbara Junior High, and significantly increased levels of performance (Yellow) at San Marcos Senior High. However, Santa Barbara Senior High demonstrates a decrease in Mathematics with students decreasing in Meets/Exceeds Standards from 23.71% (2022) to 22.05% (2023). In addition, EML and Special Education students are continually performing at the lowest status (Red) at Dos Pueblos High, La Cumbre Junior, and Santa Barbara Junior. The intention behind smaller class sizes and push-in support models at the Junior High was to provide focused support for our students requiring extra help in mathematics through distributed practice as an effective method for supporting students' acquisition and retention of a variety of numeracy skills and competencies. La Colina and Goleta Valley Junior Highs created Tier II intervention opportunities embedded in Math classes within the school day, in addition to the continuation of after school support through a 0 period at Santa Barbara Junior High. High schools created Math I and Math II Support sections, which were year-long courses as compared to semester-long courses that are offered as part of the block schedule. Content in these year-long Math Support sections alternated between grade level content and support for remediation in skills.

Goal 1, Action 2: The substantive difference in this planned action was increasing support to the SBCC Dual Enrollment programs at SBUSD as we strived to connect students with increased college and career opportunities in high school, specifically targeting our students with disabilities, who are performing low on the Dashboard at 16.7% college and career prepared.

Goal 1, Action 3: While our Secondary EML Instructional Support Specialist position remained vacant in 2023-24 due to a lack of candidates, the District was able to leverage support from our County Office of Education to support our Secondary Instructional Support staff in developing a shared

understanding and implementation of I-ELD with the guiding vision and mission of the English Learner Roadmap through aligned actions and activities. In addition, a newly implemented and supplemental curriculum, Benchmark Hello© was provided to Newcomers and a new adopted curriculum for EMLs, including LTELs was implemented. These substantive differences in planned actions were in response to the analysis of English Learner Progress Indicator (ELPI) data, showing very-low to low performance levels in five of our elementary schools and two high schools.

Goal 1, Action 4: The substantive difference was filling the vacant META Instructional Support Specialist position. In addition, revisions/amendments to the META Plan were made in partnership with the County Office of Education to improve and expand policies and practices as it related to our TK-12 Dual Language Immersion Pathway. Given SBUSD's mid-to-low performance levels as a district (Orange), continued professional learning to both teachers and support staff in high leverage strategies in Designated and Integrated ELD instruction was enhanced, along with additional guidance for administrators and support staff in continuous progress-monitoring success of linguistic and literacy skills.

Goal 1, Action 5: The substantive difference was an increase and turnover in Instructional Support Specialists (ISS) positions. The hiring of new Elementary Science ISS and replacing our Secondary Social Studies ISS occurred after the school year began. As a result, pacing and common assessment development was more limited. In the analysis of English Language Arts Indicator data on the Dashboard, SBUSD performed low as a district, however saw an increase by 11.1 Points in distance to standard; with our lowest performing school being Santa Barbara Junior (Red). With the addition of ISSs, there was an increase in professional learning, which as a consequence included more instructional materials and supplies for teachers and hourly rate pay for teacher participation and increased substitute teachers to release teachers for professional learning.

Goal 1, Action 6: No substantive differences between planned action and implementation.

Goal 1, Action 7: While a Language and Literacy Coach position remained vacant at McKinley in 2023-24 due to a lack of candidates, funds were allocated to ensure all elementary schools had a Language and Literacy Coach to support Tier I universal core instruction and support teachers and students. Nearly half of our elementary schools increased their performance levels by 3.0 points and higher towards distance to standard in English Language Arts. There is a continued need to provide targeted and intensified support to our EMLs and students with disabilities at our lowest performing schools (Red).

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. LCAP funds were not 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. Targeted grant funds were used in the place of LCAP for the mentioned activities and purpose.

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

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

Goal 1, Action 12: The substantive difference between planned action and implementation was the implementation of an AVID Advisory curriculum at two junior high sites. The AVID Advisory equalizes the instructional strategies used on the campus by producing college-ready students and supporting AVID schoolwide. Just as with the AVID Elective, the supplemental curriculum for the Advisory is based in AVID's College and Career Readiness Framework in pursuit of rigorous academic preparedness, student agency, and opportunity knowledge. In addition, AVID has grown its outreach to community partners such as Cottage Hospital who have provided classroom career presentations to AVID students.

Goal 1, Action 13: The substantive difference was the full implementation of seven PEAC after school tutoring centers in the secondary setting with the addition of La Colina Junior High School. In addition, partnerships with local universities and the scholarship foundation produced PEAC college readiness

webinars for families and their students that focused on college access, a-g readiness, financial aid, and scholarships. PEAC has also strengthened its partnership with local higher education institutions (Westmont, SBCC, UCSB, CSUCI) to bring more college centered programming to PEAC Students.

Goal 1, Action 14: No substantive differences between planned action and implementation.

**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: The Math Support position was vacant in 2023-24.

Goal 1, Action 2: No estimated material differences.

Goal 1, Action 3: The Secondary EML Instructional Support Specialist position remained vacant in 2023-24.

Goal 1, Action 4: A decrease in funding service contracts was due to reduced need for external support due to staff effectively providing services.

Goal 1, Action 5: Additional funding was allocated for a Elementary Science Instructional Support Specialist and the replacement of a vacant Secondary Social Studies Instructional Support Specialist.

Goal 1, Action 6: No estimated material differences.

Goal 1, Action 7: No estimated material differences.

Goal 1, Action 8: The select positions remained vacant in 2023-24.

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: No estimated material differences.

Goal 1, Action 14: No estimated material differences.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Goal 1, Action 1:This specific action has been somewhat effective. The analysis of our Math data on the Dashboard, indicating overall declining levels of performance at La Cumbre and Santa Barbara Junior High (Orange), and significantly increased levels of performance at San Marcos Senior High Santa Barbara Senior High schools (Yellow). Our EML and Special Education students are continually performing at the lowest status at Dos Pueblos High, La Cumbre Junior, and Santa Barbara Junior (Red). Because implementation varied at our Junior Highs, there is a need to provide coherence within the intentional implementation of these courses across sites.

Goal 1, Action 2: The Career Technical Coordinator and associated programming have been effective in supporting ten Career Technical Industry Sectors, covering 21 CTE Pathways across our 3 comprehensive high schools, 3 exploratory CTE classes across our junior high schools, and 45 CTE credentialed teachers in increasing the number of Career Technical Education Program Pathway Completers over the course of the three year LCAP cycle. Increasing support to the SBCC Dual Enrollment programs at SBUSD as we strived to connect students with increased college and career opportunities in high school, specifically targeting our students with disabilities, who are performing low on the Dashboard at 16.7% college and career prepared.specifically targeting our students with disabilities, who are performing low on the Dashboard at 16.7% college and career prepared.

Goal 1, Action 3: Emergent Multilingual Instructional Support Specialists have been effective in supporting the implementation of Language Development curricula as demonstrated by the improvement in classroom environments and improved English development. The analysis of English Learner Progress Indicator (ELPI) data shows very-low to low (Red) performance levels in five of our elementary schools and two high schools. Additional training and guidance is needed to leverage the effectiveness of the curricula and the ISSs is instrumental to this effort in our lower performing schools and districtwide.

Goal 1, Action 4: Emergent Multilingual Learner (EML) supports have been effective in improving the process of monitoring EML's journey towards reclassification. Given our overall mid-to-low performance levels (Orange) as a district, there is a need to continue to provide professional learning to both teachers and support staff in high leverage strategies in Designated and Integrated ELD instruction, along with additional guidance for administrators and support staff in continuous progress-monitoring success of linguistic and literacy skills.

Goal 1, Action 5:  In the analysis of English Language Arts Indicator data on the Dashboard, SBUSD performed low overall as a district however saw an increase by 11.1 Points in distance to standard; with our lowest performing (Red) school being Santa Barbara Junior. Instructional Support Specialists have been effective in developing our Tier 1 Roadmap that outlines the ABCs of Tier 1 Instruction (Academics, Belonging and Collaboration). This has helped us create a focus for academics around learning targets and success criteria, providing TK-12 coherence around a specific set of instructional practices. In addition, ISSs continued to work on formative assessment development and implementation for District PLCs. They have also supported the development of a districtwide assessment continuum and delivery of professional learning as part of district wide Professional Learning days and PLCs.

Goal 1, Action 6: Over half of our elementary schools have maintained or increased their performance levels in Mathematics with the implementation of Elementary Visual Arts, PE, and Music teachers. This group of teachers continues to support classroom grade level teachers to engage in PLC meetings with a focus on utilizing student data to enhance, evaluate, and support Tier I, II instructional support for students.

Goal 1, Action 7: While there is a continued need to provide targeted and intensified support for English Language Arts to our EMLs and students with disabilities at our low performing schools (Red), nearly half of our elementary schools increased their performance levels by 3.0 points and higher towards distance to standard. It should be noted that eight of the nine coach positions were filled, with the Language & Literacy Coach position for the DLI school remaining vacant. The implementation of Language and Literacy Coaches has been effective in providing direct student and teacher support in language and literacy for Tier 2. Tier 1 Instruction continues to be a significant area of need to support students and teachers.

Goal 1, Action 8: It has been somewhat effective in increasing targeted intervention for unduplicated students in Tier III academic supports for literacy with evidence-based solutions aligned to MTSS. There is additional work ahead in building a system of practices and supports that focuses more explicitly on equitable access and universal design for learning (UDL) and fully integrates social, emotional, behavioral, and academic learning. In the analysis of English Language Arts and Math Indicator data, our Black/African American students are lowest performing (Red) student groups overall. This is due to low testing completion rates and has prompted SBUSD to revamp its testing protocols and practices for 2023-24.

Goal 1, Action 9: This action for improving Early Childhood Education and increasing Kindergarten readiness by providing professional learning to staff was actualized in other grant funding and will be discontinued in the future LCAP cycle.

Goal 1, Action 10: This action for increasing targeted English Language Arts and math tutoring and after-school interventions to unduplicated students was not effective. A restructuring of this action and its associated funding are to provide opportunities for additional Tier 2 support within the school day.

Goal 1, Action 11: This action for sustaining and supporting unduplicated students' access to college by eliminating cost barriers to PSAT/Pre-ACT preparation exams was effective in making progress toward the goal and will be sustained beyond the 3-year LCAP cycle.

Goal 1, Action 12: AVID programming has been effective in students consistently outperforming their peers graduating from high school, completing four-year college requirements and applying to a four-year college. Student outcome data consistently indicate that the AVID program makes an impact on the students ability and desire to enter college after high school and work towards the completion of their bachelor's degree at minimum.

Goal 1, Action 13: From 2019 to 2023, SBUSD has seen an increase of 10% in graduates meeting University of CA.CA State University UC/CSU entrance requirements in a-g. Providing wrap-around services to first-generation college-bound students from low-income families continues to be effective. After-school and online tutoring, college mentoring, family education programming, and school counseling, 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.

Goal 1, Action 14: Overall, SBUSD is seeing incremental improvements in English Language Arts (+3.21%) and Mathematics (+2.27%) on CAASPP assessments from 2023, as compared to 2024. By continually improving student outcomes by providing targeted Tier I, Tier II and Tier III intervention for unduplicated students who are identified by formative assessments is effective. MTSS Specialists (Multi-Tiered Systems of Support (MTSS) Teacher on Special Assignment) and Class-Size Reduction Teachers ensure that district resources and efforts are focused on supporting all students in addressing students' academic, behavior, and social emotional well-being.

**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 and out-of-school support opportunities continue to be adjusted to offer extra time for Tier II and III intervention and mastering grade-level math numeracy and concepts to enhance their learning and achieve competency at their grade level.

Goal 1, Action 2: To increase support to the SBCC Dual Enrollment programs at SBUSD. As a school district we currently offer 262 SBCC sections at the high school sites.These are sections that are taught by SBUSD teachers that teach Dual Enrollment with SBCC. This program needs additional support as we strived to connect students with college and career opportunities in high school. This results in 7413 courses taken by students at SBUSD through our College Career Access Pathways partnership with SBCC.

Goal 1, Action 3: To develop an assessment continuum plan for the English Language Development curricula in both elementary and secondary schools. Along with building a system for progress monitoring of EML's linguistic and academic achievement using curriculum tools and STAR Renaissance to measure literacy. In addition, provide training to both all-elementary and secondary targeted subject teachers in Designated and Integrated ELD foundational knowledge, the ELD Standards and Integrated ELD across content areas to zero in on high leverage literacy practices. Create a systemic Progress-monitoring process for all English Learners and the four years of Reclassified students progress monitoring using Ellevation that complements the MTSS process.

Goal 1, Action 4: Revise the META Plan to ensure there is an implementation plan for improvement of the EL Master Plan, K-12 Dual Language Immersion Pathway and World Languages, including the attainment of the State Seal of Biliteracy. Include the articulation of the instructional framework for both Sheltered English Immersion and Dual Language Immersion as well as specialized support for Newcomers and Long Term-English Learners. Build on the Culturally and Linguistically Responsive Review Committee efforts to review newly adopted curricula.

Goal 1, Action 5: Due to budget reduction across the District, we are reducing the secondary Science and Social Studies Instructional Support Specialists (ISS) and elementary Science Instructional Support Specialist positions. Our Math, ELA and EML ISSs will develop a system to support Tier 1 instruction and assessments through district and site PLC and professional learning.

Goal 1, Action 6: Enhance our focus on Tier I Instruction, curriculum and local assessment results, student work analysis, and data analysis within the site & district PLCs to improve student outcomes.

Goal 1, Action 7: Continue to provide professional learning and direct coaching for teachers within the classroom and in PLCs to support alignment across the district within grade levels and schools to improve student outcomes in literacy in all core universal instruction.

Goal 1, Action 8: Continue to increase targeted intervention by providing unduplicated students Tier II and Tier III interventions with support staff in response to our English Language Arts and Math Indicator data. Our Black/African American students are lowest performing (Red) student groups overall. This is due to low testing completion rates and has prompted SBUSD to revamp its testing protocols and practices for 2023-24.

Goal 1, Action 9: Changes made to the planned goal and actions include an increase in opportunities provide prevention/intervention opportunities for students embedded within the school day and 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:This Action will be sustained and actualized with other funding sources and not be included in the 2024-25 LCAP.

Goal 1, Action 12: To support the goal of providing access to college readiness opportunities for first generation college bound students, as 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.

**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** |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Suspension Rate** | **2019**<br>All Students: 4.5%<br>EML: 6.4%<br>Foster Youth: 2.9%<br>Homeless Youth: 6.4%<br>SWD: 9.3% SED: 6.3%<br>African A./Black: 5.3%<br>Asian: 1.2%<br>Hispanic/Latino: 5.6%<br>White: 2.6% | **2021**<br>All Students: 0.2%<br>EML: 0.2%<br>Foster Youth: 0%<br>Homeless Youth: 0.2%<br>SWD: 0.6%<br>SED: 0.2%<br>African A./Black: 0%<br>Asian: 0%<br>Hispanic/Latino: 0.2%<br>White: 0.1% | **2022**<br>All Students: 2.3%<br>EML: 3.1%<br>Foster Youth: 3.1%<br>Homeless Youth: 3.1%<br>SWD: 4.9% SED: 3.1%<br>African A./Black: 1.1%<br>Asian: 0.9%<br>Hispanic/Latino: 3.1%<br>White: 0.8% | **2023**<br>**All Students: 2.9%**<br>**EML: 3.5%**<br>**Foster Youth: 0.0%**<br>**Homeless Youth: 4.0%**<br>**SWD: 6.0%**<br>**SED: 4.0%**<br>**African A./Black: 3.4%**<br>**Asian: 1.3%**<br>**Hispanic/Latino: 3.8%**<br>**White: 1.4%** | All Students: 2.0%<br>EML: 3%<br>Foster Youth: 2%<br>Homeless Youth: 3%<br>SWD: 4%<br>SED: 3%<br>African A./Black: 2%<br>Asian: 0.5%<br>Hispanic/Latino: 2%<br>White: 1% |
| **Chronic Absenteeism** | **2019**<br>All Students: 9.6%<br>EML: 10.3%<br>Foster Youth: 30.8%<br>Homeless: 11.6%<br>SWD: 16.8%<br>SED: 11.7%<br>African A./Black: 9.5%<br>Asian: 5.8%<br>Hispanic/Latino: 10.3%<br>White: 8.3%<br><br>*Last complete school year of data before COVID-19. | **2021**<br>All Students: 6.1%<br>EML: 10.3%<br>Foster Youth: 15.4%<br>Homeless: 8.5%<br>SWD: 16.8%<br>SED: 9.1%<br>African A./Black: 6.6%<br>Asian: 2.5%<br>Hispanic/Latino: 8.1%<br>White: 2.8% | **2022**<br>All Students: 24.9%<br>EML: 30.8%<br>Foster Youth: 5.9%<br>Homeless: 32.7%<br>SWD: 36.4%<br>SED: 29.9%<br>African A./Black:18.8%<br>Asian: 8.0%<br>Hispanic/Latino: 29.2%<br>White: 16.5% | **2023**<br>**All Students: 23.8%**<br>**EML: 27.7%**<br>**Foster Youth: 41.7%**<br>**Homeless: 28.9%**<br>**SWD: 38.4%**<br>**SED: 28.9%**<br>**African A./Black: 30.6%**<br>**Asian: 9.0%**<br>**Hispanic/Latino: 27.7%**<br>**White: 17.9%** | All Students: 6.3%<br>EML: 6.8%<br>Foster Youth: 20.3%<br>Homeless Youth: 7.7%<br>SWD: 11.1%<br>SED: 7.7%<br>African A./Black: 6.3%<br>Asian: 3.8%<br>Hispanic/Latino: 6.8%<br>White: 5.4% |
| **HS Expulsion Rate** | **2020**<br>All Students: 27<br>EML: 5 of 27<br>Foster Youth: 0 of 27<br>Homeless Youth: 2 of 27<br>SWD: 4 of 27<br>SED: 20 of 27<br>African A./Black: 0 of 27<br>Asian: 1 of 27<br>Hispanic/Latino: 21 of 27<br>White: 5 of 27 | **2021**<br>All Students: 0<br>EML: 0<br>Foster Youth: 0<br>Homeless Youth: 0<br>SWD: 0<br>SED: 0<br>African A./Black: 0<br>Asian: 0<br>Hispanic/Latino: 0<br>White: 0 | **2022**<br>All Students: 23<br>EML: 8 of 23<br>Foster Youth: 0 of 23<br>Homeless: 3 of 23<br>SWD: 8 of 23<br>SED: 23 of 23<br>African A./Black: 0 of 23<br>Asian: 0 of 23<br>Hispanic/Latino: 23 of 23<br>White: 0 of 23 | **2023**<br>**All Students: 17**<br>**EML: 4 of 17**<br>**Foster Youth: 0 of 17**<br>**Homeless: 3 of 17**<br>**SWD: 5 of 17**<br>**SED: 17 of 17**<br>**African A./Black: 0 of 23**<br>**Asian: 0 of 23**<br>**Hispanic/Latino: 16 of 17**<br>**White: 1 of 17** | All Students: 14<br>EML: 2<br>Foster Youth: 0<br>Homeless Youth: 0<br>SWD: 0<br>SED: 23<br>African A./Black: 0<br>Asian: 0<br>Hispanic/Latino: 10<br>White: 3 |
| **Middle School Drop Out Rates** | **2020**<br>All Students: 0 | **2021**<br>All Students: 0 | **2022**<br>All Students: 0 | **2023**<br>**All Students: 0** | All Students: 0 |
| **High School** | **2020** | **2021** | **2022** | **2023** | |

| Dropout Rate | All Students: 49 | All Students: 61 | All Students: 37 | **All Students: 62** | All Students: 24 |
|---|---|---|---|---|---|
| | EML: 12 | EML: 18 | EML: 7 | **EML: 17** | EML: 6 |
| | Foster Youth: 0 | Foster Youth: 0 | Foster Youth: NR | **Foster Youth: NR** | Foster Youth: 0 |
| | Homeless: 22 | Homeless: 11 | Homeless: 7 | **Homeless: 24** | Homeless Youth: 11 |
| | SWD: 14 | SWD: 19 | SWD: 4 | **SWD: 14** | SWD: 7 |
| | SED: 44 | SED: 48 | SED: 31 | **SED:  50** | SED: 22 |
| **CA Healthy Kids Survey Results**<br><br>There was a shift from using the California Healthy Kids Survey to the Panorama. This survey platform/tool aligns to CDE guidance for LCAP and CA MTSS. | **2020-2021 School Year**<br>Caring Adult Relationship (percentage responding that they agree/strongly agree)<br>Grade 6: 79%<br>Grade 7: 70%<br>Grade 9: 60%<br>Grade 11: 67% | **2021-2022 School Year**<br>Caring Adult Relationships (percentage responding that they agree/strongly agree)<br>Grade 6: 79%<br>Grade 7: 64%<br>Grade 9: 61%<br>Grade 11: 65% | **2022-2023 School Year**<br>Caring Adult Relationships (percentage responding that they agree/strongly agree)<br>Grade 6: 67%<br>Grade 7: 64%<br>Grade 9: 60%<br>Grade 11: 66% | **2023-2024 School Year (shift to Panorama)**<br>*Caring Adult Relationships* **(percentage responding favorably)**<br>**Grade 6: 86%**<br>**Grade 7: 84%**<br>**Grade 9: 84%**<br>**Grade 11: 87%** | Caring Adult Relationships (percentage responding that they agree/strongly agree)<br>Grade 6: 90%<br>Grade 7: 80%<br>Grade 9: 80%<br>Grade 11: 80% |
| **CA School Parent Survey Results**<br><br>There was a shift from using the California Healthy Kids Survey to the Panorama. This survey platform/tool aligns to CDE guidance for LCAP and CA MTSS. | **2020-2021 School Year**<br>Student Learning Environment (Average reporting strongly agree)<br><br>● District 33%<br>● Elementary 41%<br>● JHS 30%<br>● HS 28%<br><br>Communication with parents about school (average reporting "strongly agree" or "very well")<br>District 36%<br>● Elementary 44%<br>● JHS 34%<br>● HS 31%<br><br>Promotion of parental involvement (percentage reporting strongly agree)<br><br>● District 33%<br>● Elementary 42%<br>● JHS 31%<br>● HS 27% | **2021-2022 School Year**<br>School Year Student Learning Environment* (Average reporting strongly agree)<br>● District 33%<br>● Elementary 43%<br>● JHS 24%<br>● HS 29%<br><br>*Only Strongly Agree data was provided to SB Unified for this Survey Communication with parents about school * (average reporting "strongly agree" or "very well")<br>● District 37%<br>● Elementary 47%<br>● JHS 30%<br>● HS 32%<br><br>*Only Strongly Agree data was provided to SB Unified for this Survey Promotion of parental involvement * (percentage | **2022-2023 School Year**<br>Student Learning Environment* (Average reporting strongly agree)<br><br>● District 32%<br>● Elementary 48%<br>● JHS 23%<br>● HS 24%<br><br>*Only Strongly Agree data was provided to SB Unified for this Survey Communication with parents about school * (average reporting "strongly agree" or "very well")<br>● District 41%<br>● Elementary 56%<br>● JHS 33%<br>● HS 34%<br><br>*Only Strongly Agree data was provided to SB Unified for this Survey Promotion of parental involvement * (percentage | **2023-2024 School Year**<br>*School Climate* *<br><br>**(Average reporting positively about social and learning climate of school)**<br>**District 65%**<br>**Elementary 75.9%**<br>**JHS 65%**<br>**HS 61.5%**<br>**\*Only Strongly Agree data was provided to SB Unified for this Survey**<br><br>*Family Engagement* * **(responded favorably)**<br>**District 24%**<br>**Elementary 34.5%**<br>**JHS 18.5%**<br>**HS 20.5%**<br>*Barriers to Engagement* * **(percentage responding favorably)**<br>**District 83%**<br>**Elementary  86%** | Student Learning Environment (Average reporting strongly agree)<br><br>● District 60%<br>● Elementary 60%<br>● JHS 50%<br>● HS 50%<br><br>*Communication with parents about school (average reporting "strongly agree" or "very well")<br><br><br>● District 60%<br>● Elementary 65%<br>● JHS 55%<br>● HS 55%<br><br>Promotion of parental involvement (percentage reporting strongly agree) |

| | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | |
|---|---|---|---|---|---|
| | reporting strongly agree) <br><br>● District 31% <br>● Elementary 42% <br>● JHS 23% <br>● HS 26% <br><br>*Only Strongly Agree data was provided to SB Unified for this Survey | reporting strongly agree) <br><br>● District 32% <br>● Elementary 50% <br>● JHS 23% <br>● HS 24% <br><br>*Only Strongly Agree data was provided to SB Unified for this Survey | **JHS 82.5%** <br>**HS 80.5%** | ● District 60% <br>● Elementary 60% <br>● JHS 55% <br>● HS 55% |
| **CA School Staff Survey Results** <br><br>There was a shift from using the California Healthy Kids Survey to the Panorama. This survey platform/tool aligns to CDE guidance for LCAP and CA MTSS. | **2020-2021 School Year** <br>Social Emotional Supports (average percent of respondents reporting strongly agree) <br><br>● District 28% <br>● Elementary 45% <br>● JHS 24% <br>● HS 17% | **2021-2022 School Year** <br>Social Emotional Supports* (average percent of respondents reporting strongly agree) <br><br>● District 29% <br>● Elementary 46% <br>● JHS 22% <br>● HS 20% <br><br>*Only Strongly Agree data was provided to SB Unified for this Survey | **2022-2023 School Year** <br>Social Emotional Supports* (average percent of respondents reporting strongly agree) <br><br>● District 25% <br>● Elementary 42% <br>● JHS 16% <br>● HS 20% <br><br>*Only Strongly Agree data was provided to SB Unified for this Survey | **2023-2024 School Year** <br>**School Climate* (percent responding favorably)** <br><br>**District 60%** <br>**Elementary n/a** <br>**JHS n/a** <br>**HS n/a** <br><br>**\*Data does not disaggrega**te **by grade for teachers** | Social Emotional Supports (average percent of respondents reporting strongly agree) <br><br>● District 50% <br>● Elementary 65% <br>● JHS 45% <br>● HS 40% |

## Goal 2 Analysis for 2023-2024

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 substantive difference with the planned implementation of this action includes the Teacher On Special Assignment (TOSA) position vacated during the 2023-24 school year.

Goal 2, Action 2: The substantive difference in planned actions was the implementation of Ripple Effects©, a targeted Tier II behavioral and social-emotional learning curricula at all elementary, junior and high schools.

Goal 2, Action 3: The substantive difference in planned actions was the Implementation of Second Step and BASE Education, core universal core Tier I social-emotional learning curricula at elementary and junior high schools.

Goal 2, Action 4: No substantive differences between planned action and implementation.

Goal 2, Action 5: No substantive differences between planned action and implementation.

Goal 2, Action 6: The substantive difference in planned actions was funding and hiring an additional Family Engagement Liaison for targeted support for

families of students with disabilities.

Goal 2, Action 7: The substantive difference with the planned implementation of this action includes increased language interpretation and translations in service to school sites. Due to a vacancy in a Language Access Unit (LAU) position, there was an increase in contracted services and use of advanced technology software for translation services.

**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: The Teacher On Special Assignment (TOSA) position vacated during the 2023-24 school year.

Goal 2, Action 2: Increased cost of contracted services to address the unduplicated student need increased total expenditure.

Goal 2, Action 3: Increased cost to address Dean positions that need to be filled during leave of staff.

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

Goal 2, Action 5: No estimated material differences.

Goal 2, Action 6: No estimated material differences.

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 and advanced software was utilized to meet the needs of students and families.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Goal 2, Action 1: Panorama data from the 2023-24 school year indicates that district-wide, staff responded favorably by 60% for the support of a positive social climate for students in schools; a 35% increase from the 2022-23 school year. Professional learning in Kognito/At-Risk© module learning was effective in teaching staff how to identify the warning signs of students who are in mental and emotional distress, how to approach them without further distress, and how to refer them to long term services/supports. Staff have completed 434 modules, in addition to other related modules in trauma-informed practices and emotional and mental wellness.

Goal 2, Action 2: Panorama data from 2023-24 indicates that students responded favorably by 85% to having caring adult relationships at school; an average increase by 21% from the 2022-23 school year. Youth Outreach Workers (YOWs) were somewhat effective in connecting with students by providing mentoring, one-on-one check-ins and field trips to expose them to new opportunities. In addition, Campus Safety Aides provided to each Junior High School effectively build relationships with students to provide direct support and guidance.

Goal 2, Action 3: 2022-23 Chronic absenteeism percentage rates decreased slightly in grades K-8 (-1%) from the previous year; with Foster Youth and Black/African American experiencing absenteeism at very high levels (Red). Suspension Rate Indicators in 2022-23 for grades K-12 are at

medium levels districtwide (2.6 - 4.5%); a slight increase as compared to the 2021-22 school year (-.3%). High School Deans of Student Engagement were somewhat effective in targeting supports and interventions using a MultiTiered 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: District wide, parents responded favorably by 65% that SBUSD schools provide a positive school climate; a 33% increase from the previous school year. The District was effective in hiring six Full-Time-Equivalent (FTE) Mental Health Clinicians to work in the Elementary Schools as a replacement for the contract services previously held by CALM. These said clinicians were able to increase the percentage of students referred for counseling that subsequently accessed a clinician to over 90% which was a significant increase from previous years. The District was effective in contracting with Family Service Agency (FSA) for counseling services in the junior high and high schools. FSA clinicians have effectively provided counseling to students at all junior high and high school programs and have significantly reduced any wait lists for counseling from previous years.

Goal 2, Action 5: The percentage of students in the combined graduation rate who met the University of California (UC) or California State University (CSU) a-g criteria increased by 4.2% between 2021 and 2023. School Counselors were effective in implementing 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: Graduation Rate Indicator rate data indicates that students with disabilities have declined significantly (+5.5 percentage points/Red) consistently for the last two school years. This action was effective in building the membership of the Special Education Advisory Council (SEAC) and family learning opportunities for parents/guardians of students with disabilities.  Additionally, planning for increased transition support for families entering the district.

Goal 2, Action 7: This action was somewhat effective in providing Language Access Unit (LAU) to receive increased interpretation/translation services provided by LAU district employees and increased contracted support with service providers. There was an increase in contracted services as a result of a vacant position in the LAU unit, along with utilizing advanced software for translating services.

**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: Data indicates continuing Professional learning and use of Tiered social emotional learning and wellness curricula in teaching staff how to identify the warning signs of students who are in mental and emotional distress, how to approach them without further distress, and how to refer them to long term services/supports.

Goal 2, Action 2: Youth Outreach Workers (YOW) were trained on evidence-based practices and curriculum for facilitating small groups. We implemented a student survey to monitor how student experiences were better-off and/or impacted by the support of the YOWs.

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

Goal 2, Action 4: Consider whether the RISE program ought to be expanded to further build the District's capacity to provide counseling services versus referring students to a contracted partner such as FSA.

Goal 2, Action 5: The counseling teams will continue to refine practices utilizing the ASCA model under the MTSS umbrella to positively impact student outcomes using district data to proactively prevent students from being credit deficient in ninth grade.

Goal 2, Action 6: Full time equivalent Family Engagement Liaisons are now at every elementary, junior high and high school site in response to positive community and parent input. By intentionally supporting school site families with resources and supports, a reduction of force in the District Family Engagement Unit will result.
Goal 2, Action 7: As there is an increased need for more school site interpretation and translation services, the district will assess best practice for how to best utilize staff with interpretation stipends throughout the district.

**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.** |

### Measuring and Reporting Results for Goal 3

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Daily Attendance Rate** | **2021**<br>All Students: 97.56%<br>EML: 96.12%<br>Foster Youth: 92.27%<br>Homeless Youth: 97.04%<br>SWD: 95.31%<br>SED: 96.71%<br>African Am./Black: 97.54%<br>Asian: 98.81%<br>Hispanic/Latino: 96.99%<br>White: 98.39% | **2021**<br>All Students: 97.56%<br>EML: 96.12%<br>Foster Youth: 92.27%<br>Homeless Youth: 97.04%<br>SWD: 95.31%<br>SED: 96.71%<br>African Am./Black: 97.54%<br>Asian: 98.81%<br>Hispanic/Latino: 96.99%<br>White: 98.39% | **2022**<br>All Students: 92.2%<br>EML: 91.04%<br>Foster Youth: 90.02%<br>Homeless Youth: 91.64%<br>SWD: 90.01%<br>SED: 91.27%<br>African Am./Black: 95.6%<br>Asian: 92.36%<br>Hispanic/Latino: 92.43%<br>White: 92.12% | **2023**<br>All Students: 92.42%<br>EML: 90.87%<br>Foster Youth: 90.10%<br>Homeless Youth: 90.67%<br>SWD: 88.53%<br>SED: 91.58%<br>African Am./Black: 91.73%<br>Asian: 95.72%<br>Hispanic/Latino: 91.69%<br>White: 93.34% | All Students: 98.56%<br>EML: 98.12%<br>Foster Youth: 95.27%<br>Homeless Youth: 98.04%<br>SWD: 98.31%<br>SED: 98.71%<br>African Am./Black: 98.54%<br>Asian: 98.81%<br>Hispanic/Latino: 98.99%<br>White: 98.39% |

| | **2021** | **2021** | **2022** | **2023** | |
|---|---|---|---|---|---|
| **Advanced Learning Enrollment Rate 9-12th Grades** | All Students: 71%<br>EML: 26%<br>Homeless/Foster: 58%<br>SWD: 24%<br>SED: 57%<br>African A./Black: 64%<br>Asian: 87%<br>Hispanic/Latino: 58%<br>White: 88% | All Students: 71%<br>EML: 26%<br>Homeless/Foster: 58%<br>SWD: 24%<br>SED: 57%<br>African A./Black: 64%<br>Asian: 87%<br>Hispanic/Latino: 58%<br>White: 88% | All Students: 74%<br>EML: 28%<br>Homeless/Foster: 61%<br>SWD:37%<br>SED: 63%<br>African A./Black: 63%<br>Asian: 88%<br>Hispanic/Latino: 63%<br>White: 89% | All Students: 73%<br>EML: 27%<br>Homeless/Foster: 38%<br>SWD: 37%<br>SED: 62%<br>African A./Black: 74%<br>Asian: 89%<br>Hispanic/Latino: 62%<br>White: 89% | All Students: 78%<br>EML: 30%<br>Homeless/Foster: 70%<br>SWD: 30%<br>SED: 60%<br>African A./Black: 70%<br>Asian: 90%<br>Hispanic/Latino: 65%<br>White: 90% |
| **AP/IB Enrollment Rate 9-12th Grades** | All Students: 40%<br>EML: 3%<br>Homeless/Foster: 25%<br>SWD: 5%<br>SED: 25%<br>African A./Black: 36%<br>Asian: 68% Hispanic/Latino: 26% White: 59% | All Students: 40%<br>EML: 3%<br>Homeless/Foster: 25%<br>SWD: 5%<br>SED: 25%<br>African A./Black: 36% Asian: 68% Hispanic/Latino: 26%<br>White: 59% | All Students: 39%<br>EML: 5%<br>Homeless/Foster: 22%<br>SWD: 6%<br>SED: 25%<br>African A./Black: 32%<br>Asian: 64%<br>Hispanic/Latino: 25%<br>White: 57% | All Students: 43%<br>EML: 9%<br>Homeless/Foster: 16%<br>SWD: 8%<br>SED: 30%<br>African A./Black: 44%<br>Asian: 73%<br>Hispanic/Latino: 30%<br>White: 62% | All Students: 56%<br>EML: 10%<br>Foster Youth: 10%<br>Homeless Youth: 26%<br>SWD: 15% SED: 45%<br>African A./Black: 60%<br>Asian: 69%<br>Hispanic/Latino: 56%<br>White: 62% |
| **Dual Enrollment in Advanced Courses Rate 9-12th Grades** | All Students: 40%<br>EML: 18%<br>Homeless and Foster Youth: 30%<br>SWD: 17%<br>SED: 29%<br>African A./Black: 41%<br>Asian: 52% Hispanic/Latino: 30% White: 53% | All Students: 40%<br>EML: 18%<br>Homeless/Foster:: 30%<br>SWD: 17%<br>SED: 29%<br>African A./Black: 41%<br>Asian: 52%<br>Hispanic/Latino: 30%<br>White: 53% | All Students: 42%<br>EML: 15%<br>Homeless/Foster: 31%<br>SWD: 19%<br>SED: 33%<br>African A./Black: 38%<br>Asian: 55%<br>Hispanic/Latino: 32%<br>White: 56% | All Students: 53%<br>EML: 17%<br>Homeless/Foster: 24%<br>SWD: 30%<br>SED: 44%<br>African A./Black: 53%<br>Asian: 62%<br>Hispanic/Latino: 43%<br>White: 67% | All Students: 58%<br>EML: 36%<br>Foster Youth: 18%<br>Homeless Youth: 30%<br>SWD: 28%<br>SED: 48% |

| CA Healthy Kids Survey | 2020-21 School Year | 2021-22 School Year | 2022-23 School Year | 2023-24 School Year | |
|---|---|---|---|---|---|
| There was a shift from using the California Healthy Kids Survey to the Panorama. This survey platform/tool aligns to CDE guidance for LCAP and CA MTSS. | School Connectedness (percentage responding that they agree/strongly agree)<br><br>Grade 6: 79%<br>Grade 7: 63%<br>Grade 9: 62%<br>Grade 11: 64%<br><br>Meaningful Participation Scale (average percentage of respondents reporting agree/strongly agree)<br>Grade 6: 59%<br>Grade 7: 34%<br>Grade 9: 37%<br>Grade 11: 41% | School Connectedness (percentage responding that they agree/strongly agree)<br><br>Grade 6: 72%<br>Grade 7: 62%<br>Grade 9: 62%<br>Grade 11: 59%<br><br>Meaningful Participation Scale * (average percentage of respondents reporting agree/strongly agree)<br>Grade 6: 40%<br>Grade 7: 27%<br>Grade 9: 26%<br>Grade 11: 26%<br><br>*Only Strongly Agree data was provided to SB Unified for this Survey | School Connectedness (percentage responding that they agree/strongly agree)<br><br>Grade 6: 71%<br>Grade 7: 62%<br>Grade 9: 61%<br>Grade 11: 60%<br><br>Meaningful Participation Scale * (average percentage of respondents reporting agree/strongly agree)<br>Grade 6: 42%<br>Grade 7: 29%<br>Grade 9: 26%<br>Grade 11: 28%<br><br>*Only Strongly Agree data was provided to SB Unified for this Survey | **(Shift to Panorama)**<br>*Sense of Belonging* (percentage that feel valued members of school community)<br>Grade 6: 62%<br>Grade 7: 43%<br>Grade 9:  36%<br>Grade 11: 37%<br><br>*Engagement* (how attentive and invested student are in class)<br>Grade 6:   47%<br>Grade 7:   28%<br>Grade 9:   24%<br>Grade 11:  28% | School Connectedness (percentage responding that they agree/strongly agree)<br><br>Grade 6: 92%<br>Grade 7: 83%<br>Grade 9: 83%<br>Grade 11: 84%<br><br>Meaningful Participation Scale (average percentage of respondents reporting agree/strongly agree)<br>Grade 6: 80%<br>Grade 7: 58%<br>Grade 9: 58%<br>Grade 11: 62% |
| **CA Parent Survey Results**<br><br>There was a shift from using the California Healthy Kids Survey to the Panorama. This survey platform/tool aligns to CDE guidance for LCAP and CA MTSS. | 2020-21 School Year<br>School promotes respect of cultural beliefs and practices (average reporting strongly agree)<br><br>● District 36%<br>● Elementary 42%<br>● JHS 33%<br>● HS 32% | 2021-22 School Year<br>School promotes respect of cultural beliefs and practices *(average reporting strongly agree)<br><br>● District 34%<br>● Elementary 43%<br>● JHS 26%<br>● HS 32%<br><br>*Only Strongly Agree data was provided to SB Unified for this Survey | 2022-23 School Year<br>School promotes respect of cultural beliefs and practices *(average reporting strongly agree)<br><br>● District 34%<br>● Elementary 49%<br>● JHS 25%<br>● HS 28%<br><br>*Only Strongly Agree data was provided to SB Unified for this Survey | 2023-24 School Year<br><br>School climate (perceptions of the overall social and learning climate at school) (percent favorable)<br>District 66%<br>● Elementary - 80.6%<br>● JHS - 55.5%<br>● HS - 61.8% | School promotes respect of cultural beliefs and practices (average reporting strongly agree)<br><br>● District 64%<br>● Elementary 70%<br>● JHS 62%<br>● HS 60% |

| CA School Staff Survey Results

There was a shift from using the California Healthy Kids Survey to the Panorama. This survey platform/tool aligns to CDE guidance for LCAP and CA MTSS. | 2020-21 School Year Instructional Equity (average percent of respondents reporting strongly agree)

- District 38%
- Elementary 46%
- JHS 38%
- HS 31% | 2021-22 School Year Instructional Equity * (average percent of respondents reporting strongly agree)

- District 38%
- Elementary 53%
- JHS 29%
- HS 29 %

*Only Strongly Agree data was provided to SB Unified for this Survey | 2022-23 School Year Instructional Equity * (average percent of respondents reporting strongly agree)

- District 34%
- Elementary 48%
- JHS 23%
- HS 31%

*Only Strongly Agree data was provided to SB Unified for this Survey | 2023-24 School Year Educating All Students (teacher perceptions of their readiness to fully support all learners)

District - 70%
Elementary 76.8%
JHS 69.8%
HS 67.3% | Instructional Equity (average percent of respondents reporting strongly agree)

- District 66%
- Elementary 74%
- JHS 66%
- HS 59% |
|---|---|---|---|---|---|
| **Williams Act Facilities Compliance** | **2018-19 School Year** 100% Compliant | **2021-2022 School Year** 100% Compliant | **2022-2023 School Year** 100% Compliant | **2023-2024 School Year** 100% Compliant | 100% Compliant |
| **Teacher Credentialing** | **2018-2019 School Year** Credentialed Rate: 99% Outside Subject Rate: 3.7% Miss-assignment Rate: 3.7% | **2019-2020 School Year** Credentialed Rate: 100% Outside Subject Rate: 2.2 % Miss-assignment Rate: 2.2 % | **2020-2021 School Year** Credentialed Rate: 100% Outside of Subject Rate: 2.1% Miss-assignment Rate: 2.1% | **2021-2022 School Year** Credentialed Rate: 100% Outside of Subject Rate: 4.0% Miss-assignment Rate: 1.7% | 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 | **2023-2024 School Year** 100% Compliant | 100% Compliant |

## Goal 3 Analysis for 2023-2024

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: The district conducted an equity audit and anti-Blackness and racism climate assessment inclusive of evidence-based recommendations for implementation. Training in recognizing, responding and reporting bias, hate speech and actions was conducted. An oversight committee was formed, to provide a structure and means to facilitate ongoing cycles of communication and professional learning year-round to ensure all aspects of anti-oppression systematized to proactively addressing various forms of discrimination. Expenditures included travel and non-Instructional hourly rates for educators.

Goal 3, Action 2: Substantive differences in this planned action included the development of a robust Ethnic Studies menu of courses, community partnerships and continued growth of Ethnic Studies Department with interest from Math and Science teachers in the development of infusion programs that integrate Ethnic Studies principles within core content classes.

Goal 3, Action 3: Implemented district-wide climate/culture survey for students (grades 3-12), families, and staff, administered twice a year. This replaced the administration of California Healthy Kids Survey, which was administered once a year and to select grades.

**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: Increased cost of contracted services to address the unduplicated student need increased total expenditure.

Goal 3, Action 3: No estimated material differences

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Goal 3, Action 1: Panorama data from 2023-24 indicates that parents responded favorably to their perceptions of the overall social and learning climate at school by 66%; a 34% increase from the previous year. Based on the racial climate audit and effectiveness of this specific action, SBUSD will implement evidence-based anti-bias education to build the capacity of TK-12 educators and staff to interrupt and eliminate bias to improve the well-being of our students. SBUSD draws from BELE's Essential Actions to frame proposed actions in addressing the Anti-bias Education Grant goals by funding and 1) providing instruction to staff and students, 2) providing resources including curriculum to students, 3) providing trainings to families, and 4) improving district policies and protocols to transform student experiences and learning outcomes. BELE utilizes the science of learning, development methodology, and improvement science to address equity-centered problems of practice.

Goal 3, Action 2: Panorama data from 2023-24 indicates that the perceptions of the overall social and learning climate at school was 61.8% in high school; this is a 33.8% increase from 2021-22. The work of our teachers to develop themselves as Ethnic Studies (ES) practitioners is directly impacting the capacity of sites to address and serve their most vulnerable students and equipping our young people to begin making critical sense of their most pressing issues. Our teachers engage in deep and continuous self-reflection of and about their identities (racial, class, gender, status, ability, et al) and identities formation as it relates to their engagement with both our students and the courses they are developing and teaching. Our teachers have stepped into both formal and informal site leadership and act as models of exemplary teacher practice committed to anti-racism, equity and social justice. Lastly, our ES Department will be engaging in our 3rd Community Celebration, coalescing community partners (both internally and externally), our young people and their families, and our school district (ES teachers, site admin and support staff, district office personnel, district leadership).
Goal 3, Action 3: The Panorama survey response rate for Fall 2023 administration was 74% and for Spring 2024 was 78.2%, we increased responses by 4.2%. The climate/culture survey responses are used to progress monitor impact of our MTSS consistent commitments and staff reflections. At fall administration, student demographics in the survey platform did not disaggregate students who identified as Latino/Hispanic. During spring administration, we worked with the platform programmers to display this information.

**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: Based on the racial climate audit, Panorama data and analysis of the incident tracking data, SBUSD will implement evidence-based anti-bias education to build the capacity of TK-12 educators and staff to interrupt and eliminate bias to improve the well-being of our students. SBUSD draws from BELE's Essential Actions to frame proposed actions in addressing the Anti-bias Education Grant goals by funding and 1) providing instruction to staff and students, 2) providing resources including curriculum to students, 3) providing trainings to families, and 4) improving district policies and protocols to transform student experiences and learning outcomes. BELE utilizes the science of learning, development methodology, and improvement science to address equity-centered problems of practice.

Goal 3, Action 2: While there are no changes with the planned goal, one of the main areas of need moving forward is the individual and collective analysis of the growing Post-survey Data given at the end of each course, as a tool for both evaluation and plan for improvement. The ISS must prioritize the organization of the data and facilitate department members to deeply reflect upon and draw lessons from student feedback as a means for planning and implementation of more effective practice, forward.

Goal 3, Action 3: Santa Barbara Unified will continue to use the Panorama survey platform to gauge climate and sense of belonging of students, parents/caregivers, and staff through semi-annual surveys that will help bring focus to any new gaps/needs and to track effectiveness of efforts around addressing existing gaps/needs.

**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** |

## Measuring and Reporting Results for Goal 4

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|---|---|---|---|---|
| **Graduation Rates** | **2020**<br>All Students: 91.8%<br>EML: 78.1%<br>Foster Youth: DNS<br>Homeless Youth: 84.8%<br>SWD: 69.6%<br>SED: 87.6%<br>African A./Black: 90.9%<br>Asian: 91.2%<br>Hispanic/Latino: 89.5%<br>White: 94.9% | **2021**<br>All Students: 91.0%<br>EML: 81.6%<br>Foster Youth: DNS<br>Homeless Youth: 87.1%<br>SWD: 74%<br>SED: 87.5%<br>African A./Black: 81.8%<br>Asian: 97.5%<br>Hispanic/Latino: 88%<br>White: 94.7% | **2022**<br>All Students: 95.2%<br>EML: 86.2%<br>Foster Youth: DNS<br>Homeless Youth: 94.1%<br>SWD: 82.4%<br>SED: 93.7%<br>African A./Black: 100%<br>Asian: 96.0%<br>Hispanic/Latino: 93.8%<br>White: 96.6% | **2023**<br>All Students: 91.9%<br>EML: 72.1%<br>Foster Youth: DNS<br>Homeless Youth: 85.5%<br>SWD: 72.5%<br>SED: 88.8%<br>African A./Black: 100.0%<br>Asian: 100.0%<br>Hispanic/Latino: 88.9%<br>White: 95.2% | All Students: 98%<br>EML: 82%<br>Foster Youth: 3% Total Growth<br>Homeless Youth: 94%<br>**SWD: 90%**<br>SED: 95%<br>African A./Black: 100%<br>Asian: 100%<br>Hispanic/Latino: 99%<br>White: 98% |
| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
| **A-G Rate** | **2020**<br>All Students: 44.2%<br>EML: 16.1%<br>Foster Youth: DNS<br>Homeless: 34.5%<br>SWD: 9.8% | **2021**<br>All Students: 59.5%<br>EML: 15.5%<br>Foster Youth: DNS<br>Homeless: 37.0%<br>SWD: 15.0% | **2022**<br>All Students: 61.6%<br>EML: 19.8%<br>Foster Youth: DNS<br>Homeless:45.9%<br>SWD: 18.2% | **2023**<br>All Students: 63.0%<br>EML: 18.3%<br>Foster Youth: DNS<br>Homeless: 44.8%<br>SWD: 23.3% | All Students: 64%<br>EML: 8%<br>Foster Youth: 6% Total Growth<br>Homeless Youth: 54% |

| | SED: 39.5%<br>African A./Black: 25.0%<br>Asian: 80.8%<br>Hispanic/Latino: 42.5%<br>White: 70.2% | SED: 43.9%<br>African A./Black: 44%<br>Asian: 82.9%<br>Hispanic/Latino: 44.9%<br>White: 73.2% | SED: 47.6%<br>African A./Black: 75.0%<br>Asian: 81.3%<br>Hispanic/Latino: 47.5%<br>White: 77.9% | SED: 50.2%<br>African A./Black: 75.0%<br>Asian: 82.4%<br>Hispanic/Latino: 49.0%<br>White: 78.0% | SWD: 10%<br>SED: 50%<br>African A./Black: 50%<br>Asian: 87%<br>Hispanic/Latino: 53%<br>White: 78% |
|---|---|---|---|---|---|
| **College and Career Readiness Rate (CCR)** | **2019**<br>**CCR Rate**<br><br>All Students: 54.4%<br>EML: 9.8%<br>Foster Youth: DNS<br>Homeless Youth: 36.7%<br>SWD: 8.8%<br>SED: 38.7%<br>African A./Black: 42.9%<br>Asian: 76.6%<br>Hispanic/Latino: 37.9%<br>White: 74.4% | **2021**<br>**CA Dashboard**<br><br>**CCR Rate**<br>**Unavailable** | **2022**<br>**CA Dashboard**<br><br>**CCR Rate**<br>**Unavailable** | **2023**<br>**CCR Rate**<br><br>All Students: 57.2%<br>EML: 7.8%<br>Foster Youth: DNS<br>Homeless Youth: 35.2%<br>SWD: 16.7%<br>SED: 41.4%<br>African A./Black: 50.0%<br>Asian: 80.4%<br>Hispanic/Latino: 39.4%<br>White: 79.5% | **2023**<br><br>All Students: 64.4%<br>EML: 22%<br>Foster Youth: 12%<br>Homeless Youth: 49%<br>SWD: 18%<br>SED: 51%<br>African A./Black: 55%<br>Asian: 87%<br>Hispanic/Latino: 52%<br>White: 80% |

## Goal 4 Analysis for 2023-2024

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**

Substantive differences in planned actions and actual implementation of actions is a result of not being able to fill a vacant position for the role of SpEd Interpreter Translator. Workflow and management of translation and interpretation services were improved through advanced technology options and through contracted services.There was a need for overtime hours paid to existing staff to support more in-person school site events post-Covid.

**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**

The SpEd Interpreter Translator position was vacant in 2023-24.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

A shift to providing core universal support in fulfillment of the needs of special education students towards meeting the College and Career Readiness Requirements is more effectively served in Action 1. Dedicated staff for special education students and families through the use of translation and interpretation services in the IEP process has proven to be effective and have bridged the communication gap.

**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 the ongoing input from educational partners, the district has outlined several strategies with Action 1 to provide core universal support to fulfill the needs of special education students towards meeting the College and Career Readiness Requirements. To fulfill the ongoing needs for interpretation and translation services, the integration of an action item in the future LCAP will be continued. In addition, to further enhance the quality of support for special education students, there will be an institute implemented to train 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.

**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.**

# Instructions

*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](mailto:LCFF@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## *Goals and Actions*

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Santa Barbara Unified School District
# 2024-2025 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Santa Barbara Unified School District | Steve Venz, Chief Operations Officer | [svenz@sbunified.org](mailto:svenz@sbunified.org) (805) 963-4338 x6201 |

# Plan Summary for 2024-2025
## 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:

<u>9 Elementary Schools (PreK-6)</u>
Adams ES, Cleveland ES, Franklin ES, Harding University Partnership School (UPS), McKinley ES, Monroe ES, Roosevelt ES, Santa Barbara Community Academy (SBCA), and Washington ES

<u>4 Junior High Schools (7-8)</u>
Goleta Valley JHS, La Colina JHS, La Cumbre JHS, Santa Barbara JHS

<u>3 Comprehensive Senior High Schools (9-12)</u>
Dos Pueblos SHS, San Marcos SHS, Santa Barbara SHS

<u>1 Continuation High School (10-12)</u>
La Cuesta Continuation High School

<u>1 Alternative High School (9-12)</u>
Alta Vista Alternative High School

<u>2 Independent Charter Schools (TK-6)</u>
Adelante Charter School and Peabody Charter Academy

Santa Barbara Charter School

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).

Alta Vista, and La Cuesta Continuation and Alta Vista Alternative High Schools are receiving LCFF Equity Multiplier funding.

**Student Demographics for 2023-2024 (not including Charter Schools)**
**Total Number of Students Enrolled: 12,201**
Emergent Multilingual Learners (EMLs) or English Learners (ELs): 1,661 (13.6%)
Long-Term EMLs or Long-Term ELs (LTELs): 318 (2.6%)
Reclassified Fluent English Proficient (RFEP): 3,451 (28.3%)
Foster Youth (FY): 15 (0.1%)
Homeless Youth: 665 (5.5%)
Special Education Students or Students with Disabilities (SWD): 1,711 (14.0%)
Low Income Students or Socioeconomically Disadvantaged (SED): 7,467 (61.2%)
African American/Black: 80 (0.7%)
American Indian/Alaska Native: 27 (0.2%)
Asian: 286 (2.3%)
Filipino:  47 (0.4%)
Hispanic/Latino: 7,422 (60.8%)
White: 3,655 (30.0%)

Total # of Preschool Students:  257

**Staff**

Total # of SB Unified Certificated Staff:  835
Total # of SB Unified Classified Staff: 725
Total # of SB Unified Management: 90

# Reflections: Annual Performance
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In reflecting on annual performance of the California School Dashboard, SBUSD continues to refine and align its practices and systems within its Multi-Tiered System of Support (MTSS) framework. The district emphasizes that data is the key to driving meaningful, actionable change. Data is used to guide equity efforts, focusing on disaggregating and analyzing information to inform Tier I, II, and III proactive student instruction, intervention, and systemic support.

The California School Dashboard provides a detailed view of SBUSD's performance, highlighting areas of strength and opportunities for improvement. The Dashboard's academic indicators reflect student performance by measuring their average Distance From Standard on the California Assessment of Student Performance and Progress (CAASPP) and California Alternative Assessments (CAA). These assessments, taken by students in grades three through eight and eleven, are aligned with the California State Standards in English Language Arts and Mathematics. (The CA Dashboard is updated annually, using data from the previous school year. As such, the Dashboard data analysis and progress comparisons are from the 2021-2022 and 2022-2023 school years.)

**Areas Of Growth**

**District Comparison Between 2021-22 and 2022-23**
Santa Barbara Unified improved from 2021-22 to 2022-23 as measured by Distance From Standard (DSF) for all students:
- English Language Arts = SBUSD: - 6.1 points below DSF; a 11.1 increase from 2021-22
- Mathematics = SBUSD: 37.4 points below DFS; a 16.2 increase form 2021-22

**English Language Arts by Student Groups**
- Students with Disabilities are 108.6 points below DSF, increase by 21.9  (Orange)
- Hispanic/Latino students are 41.2 points below DSF, increase by 7.6 (Yellow)
- Socioeconomically Disadvantaged are 40.7 points below DSF, increase by 7.3 (Yellow)

**Mathematics By Student Groups**
- Students with Disabilities are 139.9 points below DSF, increased by 18.2 (Orange)
- EMLs are 93.5 points below DSF, increased by 7.2 (Yellow)
- Hispanic/Latino are 73.7 points below DSF, increased by 12.3 (Yellow)
- Socioeconomically Disadvantaged are 73.6 points below DSF, increased by 11.6 (Yellow)

**District Comparison with State Average**
Based on the 2022-23, Santa Barbara Unified as measured by Distance From Standard (DSF) outperformed the State Average:
- English Language Arts = SBUSD: 6.1 points below DSF; State: 13.6 points below DSF
- Mathematics = SBUSD: 37.4 points below DFS; State: 49.1 points below DFS

**English Language Arts by Grade Levels**
The percentage of students Meeting or Exceeding Standards on the 2022-23 CAASPP ELA increased by:
3% in Elementary
2% in Junior High
1% in Senior High

- Elementary saw an increase in students meeting/exceeding standards the 2022-23 CAASPP ELA as compared to 2021-22 in all grade levels assessed: Grade 3 by 2%, Grade 4 by 9%, Grade 5 by 1%, and Grade 6 by 4%.
- Secondary saw an increase in students meeting/exceeding standards on the 2022-23 CAASPP ELA as compared to 2021-22, in the following grade levels assessed: Grade 8 (1%), Grade 11 (4%); while grade 7 showed no growth at 53% overall.

**Mathematics by Grade Levels**
The percentage of students Meeting or Exceeding Standards on the 2022-23 CAASPP Mathematics increased by:
4% in Elementary
5% in Junior High
And decreased by 1% in Senior High
- Elementary saw an increase in students meeting/exceeding standards on the 2022-23 CAASPP Math as compared to 2021-22, in the following grade levels assessed: Grade 3 by 3%, Grade 4 by 11%, Grade 6 by 7%; while Grade 5 decreased by 1% overall.
- Secondary saw an increase in students meeting/exceeding standards on the 2022-23 CAASPP Math as compared to 2021-22, in the following grade levels assessed: Grade 7 (3%), Grade 8 (2%); while Grade 11 showed a decrease of 1% overall.

<u>**Areas of Needed Growth**</u>

**English Language Arts by Student Groups**
English Language Arts
- EMLs are 72.5 points below DSF, decrease by 1.9 (Red),
- African American/Black students are 82.5 points below DSF, decrease by 4.8 (Red)
- Homeless Students are 51.6 points below DSF, decrease by 3.0 (Orange)
- Foster Youth are 68.3 points below DSF (No Performance Color)

**Mathematics By Student Groups**
Mathematics
- African American/Black Students are 124.6 points below DSF, maintained by -0.7 (Red)
- Homeless Students are 76.1 points below DSF, maintained by 2.2 (Orange)
- Foster Youth are 64.3 points below DSF (No Performance Color)

To address academic needs, SBUSD committed to prioritizing core universal instruction (Tier 1) by offering teachers ongoing professional development, coaching, and modeling. These actions address the need to continually strengthen instruction in the classroom to address each student's instructional needs over intervention. The District provides robust core instruction (Tier 1) to facilitate accelerated learning opportunities. Instructional materials and practices are grounded in culturally affirming, whole child, and student-centered mental models. Student data provides compelling evidence that these components are crucial for enhancing and expanding services for EMLs, Foster Youth, low socioeconomic, homeless and low-income students.

Progress as demonstrated on the ELPAC, has been steady overtime with ongoing growth in reclassification rates, demonstrating increasing success in this area, demonstrating 10.30% to 25.5%, exceeding our goal in this area. SBUSD received a performance level on the English Learner Progress Indicator (ELPI) of Medium (orange), with 45.1% of EMLs making progress towards English language proficiency, a decline of -8.7 from the previous year, underperforming the state average of 48.7%. Our EMLs progressed an ELPI Level Based on the Summative ELPAC by 44% (550), showing a decline of 8.3% from the previous year. We have developed a data monitoring tool for tracking EML progress towards reclassification to ensure we are meeting the

needs of this student group, including the investment of designating an EML Lead staff member to ensure we provide timely interventions and reclassify all students when meeting eligibility. In addition, Designated ELD time is protected, and staff will continue to receive training in both Designated and Integrated ELD with a focus on our EML LTEL Students.

Chronic Absenteeism remains an issue for SBUSD. The district's chronic absenteeism rate, as reported on the Dashboard, is lower than the state average (SBUSD: 22.5%; State: 24.3%), the Orange performance level indicates a focused area of improvement. The rates among specific groups are notably higher: African American students at 32.5%, Foster Youth at 29.4%, Two or More Races at 18.4%, White students at 17.3%, EMLs at 24.3%, Hispanic/Latino at 25.1%, Homeless at 23.4%, Socioeconomically Disadvantaged at 26.3%, and Students with Disabilities 33%.

Chronic Absenteeism in grades K-8 is 22.5%, a decline of 2.4% from the previous year. Homeless Student rates have also decreased by 9.3%, EML by 6.5%, Hispanic/Latino by 4%, SED by 3.5%, SWD by 3.3%, demonstrating success in strategies implemented by Principals, Program Managers, Mental Health Clinicians Social, Youth Outreach Workers, Safety Officers, and the Administration and staff. In collaboration with Family Engagement Liaisons, funded by Title I, we continue to focus on the importance of school attendance and use strategies to support school connectedness and address barriers to attendance. This has included development of MTSS intervention teams at each site and Deads of Student Engagement to address chronic absenteeism. Other strategies have included home visits and contacts, student incentives, and parent education. Additionally, the district targeted students who are most affected by chronic absences, including low-income and foster youth.

According to the Dashboard, 2.7% of students are suspended at least one day, a critical measure of school climate, also revealed disparities among different groups. Foster Youth at 3.8%, Hispanic/Latino at 3.6%, Homeless at 3.9%, Socioeconomically Disadvantaged at 3.7%, Students with Disabilities at 5.6%, all who experienced a higher rate of suspension compared to SBUSD's overall rate. To proactively address social-emotional and behavioral needs, SBUSD employs the Panorama Survey Platform which includes a universal screening tool. This system, administered in the fall and winter to students in grades 3-12, helps identify students at promise for social, emotional, and behavioral concerns. SEL curriculum is integrated in K-8 and Tier II-III interventions in grades 9-12.

The 2022-2023 Dashboard Required actions for Santa Barbara Unified demonstrate areas where the district performed at low levels of performance, with orange indicators in each area for English Learner Progress and Chronic Absenteeism. Of the 18 schools in SBUSD,   eleven schools received the lowest performance level on one or more state indicators. Santa Barbara Unified had at least one student group performing at the red indicator level at 15 of 18 schools.

**2023 CA Dashboard: Student Groups with Lowest Performance Level (Red Indicator)**
ELA: Emergent Multilingual Learners, African American/Black Students
Math: African American/Black Students
College/Career (CCI): Emergent Multilingual Learners
Chronic Absenteeism (Chr Ab): Foster Youth, African American/Black Students
Graduation Rate: Students with Disabilities

**2023 CA Dashboard: Schools with Lowest Performance Level (Red Indicator)**

ELA: Santa Barbara JHS

Suspension Rate (Sus Rate): La Cumbre JHS

ELPI: McKinley ES, Monroe ES, Roosevelt ES, SBCA, Washington ES, San Marcos HS, Santa Barbara HS

Chr Ab: Harding UPS, La Cumbre JHS

Graduation Rate: La Cuesta Continuation HS

College and Career Indicator: La Cuesta Continuation HS

**2023 CA Dashboard: Student Groups in Schools with Lowest Performance Level (Red Indicator)**

| Franklin ES | Harding UPS | | McKinley ES | Monroe ES | Roosevelt ES | SBCA | Washington ES |
|---|---|---|---|---|---|---|---|
| ELA: SWD | Chr Ab: His/Lat, White, EML, SWD, SED | | ELA: EML | ELA: SWD | ELPI: EML | ELA: EL | ELA: EML |
| | Sus Rate: SWD | | ELPI: EL | Math: SWD | | ELPI: EML | Math: EML |
| | | | Chr Ab: Homeless | ELPI: EML | | | ELPI: EML |
| | | | | Chr Ab: White | | | |

**Goleta Valley JHS**
Chr Ab: His/Lat, EML, SED
Sus Rate: His/Lat, EML, SED

**La Colina JHS**
Chr Ab: His/Lat, Two/More Races, EML, SED, SWD
Sus Rate: EML, Homeless

**La Cumbre JHS**
ELA: EML
Math: EML, SWD
Chr Ab: His/Lat, White, EML, SED, SWD
Sus Rate: His/Lat, EML, SED, SWD

**Santa Barbara JHS**
ELA: His/Lat, EML, Homeless, SED, SWD
Math: EML, SWD
Chr Ab: White
Sus Rate: SED, SWD

| Dos Pueblos HS | La Cuesta Continuation HS | San Marcos HS | Santa Barbara HS |
|---|---|---|---|
| ELA: SWD | Graduation Rate: Hispanic, SED | ELPI: EML | ELPI: EML |
| Math: EML, SWD | CCI: Hispanic, SED | CCI: EML | CCI: EML |

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The following provides the reasons for SBUSD's eligibility to receive technical assistance consistent with Education Codes and the work underway as part of the technical assistance:

SBUSD is eligible for differentiated assistance based on the performance of our African American/Black students in both academic indicators (ELA and Math) and chronic absenteeism. In English Language Arts, thirty-seven of our African American/Black students performed 82.5 points below standard, a decline of 4.8 points from the previous year. In Mathematics, thirty-eight students performed 124.6 points below standard, maintaining their status by -0.7 Points. Forty African American/Black students are chronically absent, making 32.5% of this student group absent 10%, or more of the instructional days enrolled. District tiered interventions and targeted differentiated supports are to be applied, tracked and monitored. One area of improvement is to ensure that our Black and African American students complete their Math and ELA CAASPP assessments so as not to be penalized for not achieving the 95% completion rate threshold for this targeted group and consequently the average Distance from Standard calculation in the form of a loss.

Differentiated Assistance is to take place throughout the school year in SBUSD. After the publication of the CA School Dashboard in December, representatives from the Santa Barbara County Education Office communicated with representatives in SBUSD, who meet the eligibility criteria for Differentiated Assistance. An initial meeting between a team from SBCEO and a team from SBUSD on April 25, 2024, to review data and discuss strengths and challenges. A plan is established for conducting a data routine and root cause analysis in targeted areas of focus stemming from CA School Dashboard outcomes. After completing this process and determining specific actions, additional support and services will be offered. The district expressed a need for offered services, SBCEO and the district team will collaboratively plan for implementation of identified services. An intentional effort was made to align the Differentiated Assistance process with the timeline for SBUSD's development of our Local Control and Accountability Plan (LCAP) to ensure that areas of identified need are communicated to educational partners and inform actions and services within the LCAP. SBUSD is to coordinate with a liaison from SBCEO to determine how to address needs alongside our site leaders at a future Principal Leadership Team meeting.

Moving forward, SBUSD is implementing actions to address the needs of our African American/Black students in ELA and Mathematics, including:
*Action 1.1 – Build Educator & Administrator Capacity in Tiered-levels of Curriculum, Instruction, and Assessment for Students*
*Action 1.3 - Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA and Mathematics Instruction*
*Action 1.4 - Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists*
*Action 1.5 - Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students*
*Action 1.6 - Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students*
*Action 1.7 - Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools*
*Action 3.5 - Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness*

## 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.

La Cuesta Continuation High School, identified under the CSI Low Graduation Rate criteria, will develop its Comprehensive Support and Improvement (CSI) plan using the School Plan for Student Achievement (SPSA) process. The Santa Barbara Unified School District (SBUSD) provides necessary resources and support for La Cuesta, adhering to the guidelines and compliance requirements of California's Education Code (EC) and the Code of Federal Regulations (CFR).

The State and Federal Programs department has notified La Cuesta of its CSI identification, explaining the eligibility criteria and requirements set by the California Department of Education (CDE). La Cuesta's SPSA outlines the school's goals, actions, and expenditures to improve student outcomes and performance, aligning these efforts with the District's Local Control Accountability Plan (LCAP).

SBUSD supports La Cuesta's Continuous Improvement activities and needs assessments through leadership within Family and Student Services, Educational Services, and Operations and Accountability. The principal, assistant principal, and select leadership team members have and will continue to access support via monthly meetings with District support staff, regular one-on-one meetings with the Executive Director of Secondary Education, and additional one-on-one support sessions as needed.

In 2023-24, SBUSD introduced a new annual SPSA timeline and process, providing the La Cuesta leadership team with direction and guidance for developing their improvement plans, ensuring alignment with district goals. This transition has helped the school re-examine their site-based plan, with the principal collaborating directly with the District Cabinet to draft, review, and revise the SPSA before seeking approval from the School Site Council.

As part of SBUSD's commitment to the Cycle of Continuous Improvement, La Cuesta engages in an annual focused review of their data, needs, goals, and monitoring processes to enhance student outcomes. In 2023-24, this process included peer-level conversations, presentations to Executive leadership in Educational Services, and in addition, presenting to SBUSD Trustees during a Special Board Meeting. This serves as an essential component of SBUSD's Plan-Do-Study-Act cycle, supporting the strategic development of improvement plans for the school and identified student groups

La Cuesta is equipped with various tools and data for the needs assessment process, including the district's internal data analysis MTSS tracker platform. This platform allows the MTSS team to access every student's updated metrics including academics, behavior, wellness, and social and emotional, filtered by demographic and student groups. The MTSS team also prepares additional reports to identify student needs and develop support plans, such as a prioritized student list that uses multiple measures to assign urgency levels for interventions.

District staff assist the principal, assistant principal, and MTSS Specialist in utilizing targeted data sources, including diagnostic assessments (e.g., STAR) and annual summative data (CAASPP). Starting in 2024-25, the MTSS District Leadership Team will enhance their support capacity, offering more customized reporting and additional tools for monitoring key outcomes such as at-risk/promise indicators and credit attempted/achieved data.

## *Monitoring and Evaluating Effectiveness*

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

In the 2024-25 school year, La Cuesta Continuation High School will implement a Multi-Tiered System of Support (MTSS) to improve students' academic performance, behavior, attendance, and overall well-being, while enhancing the school's overall performance and culture. La Cuesta has completed a Fidelity Integrity Assessment (FIA) to evaluate the current implementation status of schoolwide practices, supported by SWIFT consultants using an Equity-based MTSS framework. This framework outlines practices and processes that La Cuesta will use and measure throughout the year and LCAP cycle to meet the diverse needs of all students.

The Santa Barbara Unified School District (SBUSD) will monitor and evaluate La Cuesta's improvement plan through several key activities:

1. Quarterly Academic Data Review: SBUSD will review academic performance data at least quarterly to track progress and identify areas needing additional support.

2. Professional Development Monitoring: The implementation of professional development (PD) will be tracked to ensure staff are receiving and applying necessary training.

3. Classroom Walkthroughs: Regular classroom walkthroughs will be conducted to observe teaching practices and provide feedback.

4. Benchmark Assessments: SBUSD will use benchmark assessments to evaluate student progress towards academic goals.

5. SPSA Implementation: The implementation of the School Plan for Student Achievement (SPSA) will be monitored to ensure alignment with the school's improvement goals.

6. Focus on Identified Student Groups: Special attention will be given to monitoring the progress of identified student groups, including those categorized by race/ethnicity, English learners, socio-emotional learners, students with disabilities, and unduplicated students.

These monitoring activities will help SBUSD evaluate the effectiveness of the support plan and make necessary adjustments to ensure continuous improvement and student success at La Cuesta.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parent Advisory Committee (PAC) for the LCAP | SB Unified recruited parents to participate in this year's Parent Advisory Committee (PAC). SB Unified held three (3) 90-minute PAC Recruitment Meetings on February 29, March 6, and March 7, 2024. The first two dates were held in-person and the third was held virtually. The PAC had 17 participants register to participate with the committee. All registered were accepted as members of the PAC. The PAC met four (4) times for 90 to 120 minutes on March 14, April 16, April 29, and May 22, 2024. |
| Special Education Advisory Committee (SEAC) | On March 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 2023-2024 academic year. Furthermore, recommendations for the 2024-2025 LCAP were put forward. |
| Students, Staff, Parents/Guardians, and Community Members | LCAP surveys were digitally distributed to these educational partner groups between March 21 and April 12, 2024. Survey was promoted in newsletters, meetings, and by principals. The survey was anonymous to allow for honest feedback. SB Unified received 883 responses. |
| Santa Barbara Teachers Association (SBTA) | Recommendations and additional information were provided for the 24-25 LCAP at an LCAP SBTA Leadership meeting on April 18, 2024. |
| CA Schools Employees Association (CSEA) | Recommendations and additional information were provided for the 24-25 LCAP at an LCAP CSEA Leadership meeting on April 8, 2024. |
| SB Special Education Local Plan Area (SELPA) | Recommendations and additional information were provided for the 24-25 LCAP by the Santa Barbara SELPA leadership at the Differentiated Assistance meeting with SB Unified leadership team on April 25, 2024. |
| School/District Administrators | SB Unified included 23-24 LCAP data analysis and input for 24-25 LCAP during monthly Principal Leadership Team meetings starting in November 2023 to May 2024. Meetings included aligning the School Plan for Student Achievement (SPSA) with LCAP. During monthly Districtwide Leadership Team meetings in January – April 2024, data analysis and input for 24-25 LCAP was received from Certificated and Classified Management districtwide. |
| District Emergent Multilingual Learner Advisory Committee (DEMLAC) | The District Emergent Multilingual Advisory Committee (DEMLAC) had the opportunity to review the district's progress implementing the 2023-2024 LCAP goals and actions and deliver recommendations for the 2024-2025 LCAP. The first meeting occurred on March 21 to provide overview of LCAP development, data and receive input and recommendations. On May 23, the draft of the 2024-25 LCAP Goals, Actions and Expenditures were shared and recommendations solicited and received. |
| Student Advisory Council | A meeting was held on April 17 with members of the Student Advisory Council. The district's progress in implementing the LCAP goals and actions for the 2023-2024 academic year was reviewed. Recommendations were solicited for the 2024-25 LCAP. |

| Santa Barbara Unified School District Board of Trustees | The School board is involved in the LCAP development with monthly reports provided. A Public Hearing of the 24-25 LCAP draft will be held on June 11, 2024. The 2024-2025 LCAP adoption by SBUSD School Board will be on June 25, 2024.  During meetings, language access services (translation/interpretation) were made available for those requiring/requesting such accommodations. |
|---|---|
| La Cuesta Continuation, Alta Vista, Alta Vista Alternative | The staff of La Cuesta Continuation School met on May 16th to provide feedback for the planning of LCAP. Leadership from all schools provided feedback on LCAP planning. All schools were engaged in the SWIFT FIA assessment with representatives from their schools' community and School Site Councils to provide input for the development of Goal 4 in the 24-25 LCAP. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Recommendations were provided by the various education partners which include the following:
**Survey Results Highlighting the Most Prevalent Needs Identified by Participants**

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

Increase Targeted English & Literacy Support for students below grade level.

Legend: Very Low Priority, Low Priority, Neutral, High Priority, Very High Priority
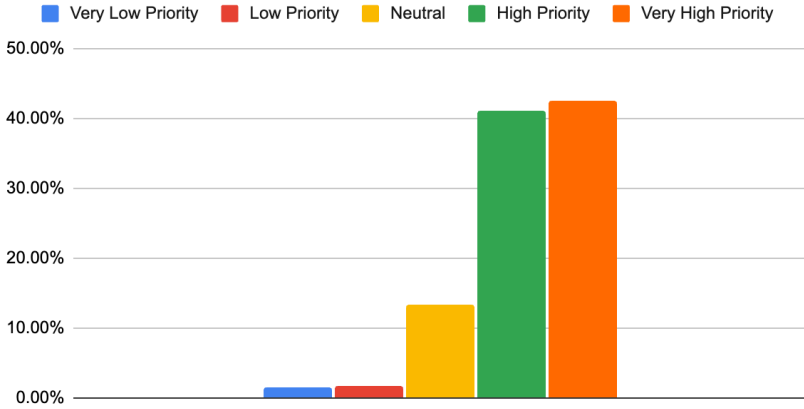
Increase Targeted Math Support for students performing below grade level.
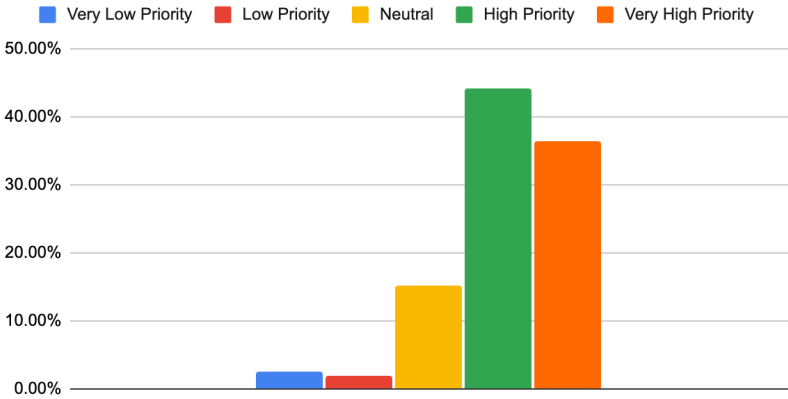
Legend: Very Low Priority, Low Priority, Neutral, High Priority, Very High Priority

## Providing Students Targeted Counseling to Support College & Career Readiness

Legend: Low Priority, Neutral, High Priority, Very High Priority
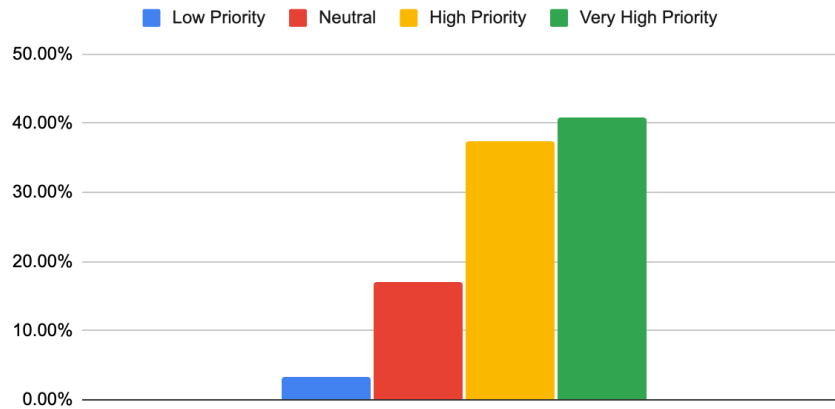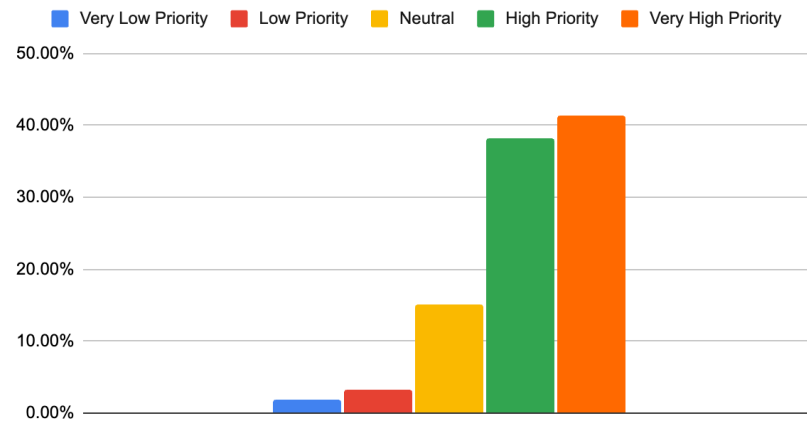


**Goal #2 - Create and sustain safe and affirming learning environments, ensuring our students and families feel valued, respected, and connected to our schools.**
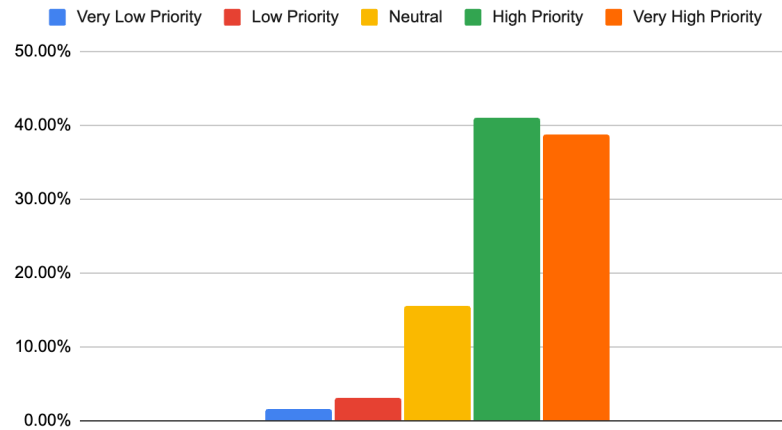
## Providing Students Targeted Guidance and Counseling

Legend: Very Low Priority, Low Priority, Neutral, High Priority, Very High Priority



## Delivering Comprehensive Mental Health Services.

Legend: Very Low Priority, Low Priority, Neutral, High Priority, Very High Priority
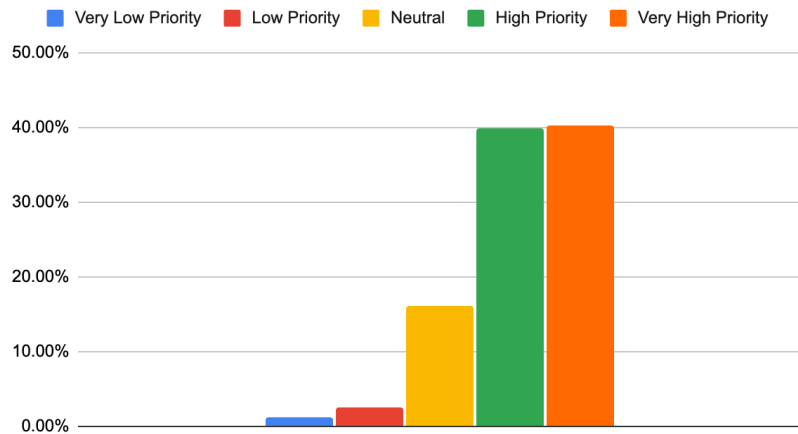
## Increasing Social Emotional Support to Students.



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

## Provide Learning Experiences and Opportunities to Develop Student Leadership
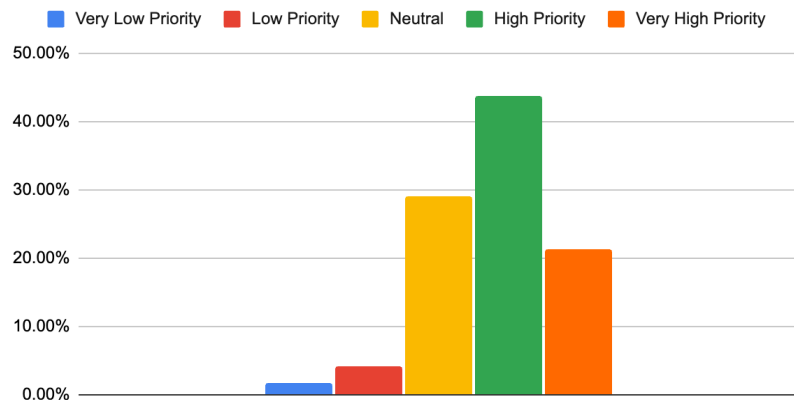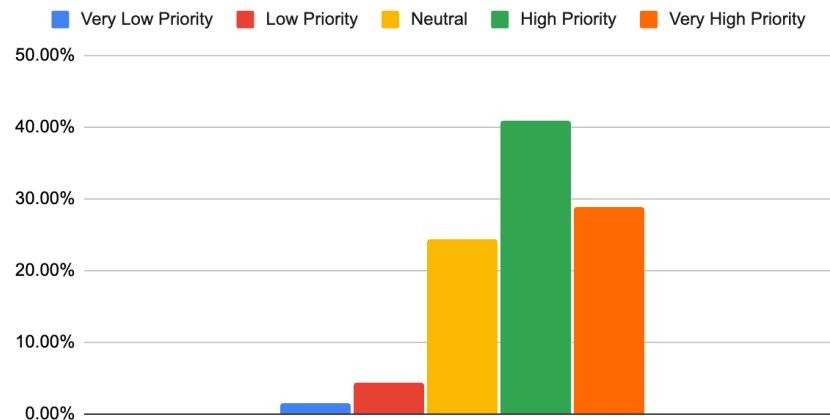


## Providing Staff Workshops to Cultivate Inclusive Classrooms and Schools
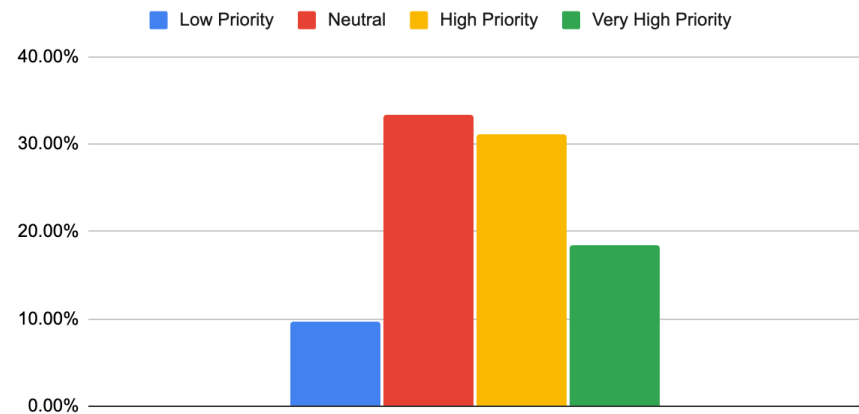
**Goal #4 - Increase the percentage of Students with Disabilities to meet the College and Career Readiness Requirements.**

Expand Job Preparation Services to Special Education with Community Partners

Very Low Priority  Low Priority  Neutral  High Priority  Very High Priority

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 unduplicated students for college and career, was strengthened through a concerted effort to provide a more individualized, responsive, engaging, and meaningful education. New actions that were influenced by input from our instructional partners include funding Teachers on Special Assignment (TOSA) as Instructional Coaches and Curriculum Specialists to provide support in Math and ELA. Instructional coaches will work with all 9 elementary schools to provide individualized coaching and grade-level professional development. Curriculum Coaches will offer Tier II embedded instruction to unduplicated students at all SB Unified school sites during small group instruction. Math and ELA interventions will also be expanded to before and after school for the secondary schools. This allows for increased ELA and Math interventions, as was pointed out to be a High and Very High Priority, according to the survey that was sent out to all educational partners. The Parent Advisory Committee (PAC) also recommended that LCAP include an increase in Math and ELA supports. These actions help increase the capacity of the instructional staff by allowing them to provide more Tier I instruction while receiving additional professional learning opportunities to enhance their instruction. Increased ELA and Math support were judged to be "High to Very High" priorities by 83% and 80%, respectively, by the respondents to the LCAP Educational Partners Feedback Survey.

For Goal 2, the contributions by educational partners have shaped our commitment to fostering supportive and inclusive school environments. Considering feedback, we are strengthening our comprehensive mental health services for students. In the surveys that went out to all educational partnerships, "Delivering Comprehensive Mental Health Services" was ranked a "High Priority" and a "Very High Priority" by 80% of respondents. In Goal 2, Action I, SB Unified will employ 1 Mental Health Clinician II and 10 Mental Health Clinician I. SB Unified will also contract with mental health service providers to provide no-cost mental health services to socio-economically disadvantaged students to close the access gap for that population. 40 comments specifically called out Mental health as a priority in the comment area of all sections of the survey. 2022-23 baseline data shows the "All Student" of "Chronic Student

Absenteeism" at 23.8% while the unduplicated student population ranges from 27.7% (EML) to 41.1% (Foster Youth). Prioritizing mental health, through provision of increased direct mental health services, will help decrease chronic absenteeism and increase student engagement.

For Goal 3, the actions are centered on strengthening student learning by cultivating positive, equitable, and inclusive school cultures that nurture a safe and respectful climate, fostering strong relationships and a sense of belonging among all students, staff, and families. The Special Education Advisory Committee (SEAC), District Emergent Multilingual Learner Advisory Council (DEMLAC), and the Parent Advisory Committee (PAC) all recommended providing professional learning to certificated and classified staff in regard to working with various segments within the unduplicated student population. For SEAC, it was about counselors learning how to work with students of varying abilities. DEMLAC and PAC's professional learning recommendations were about teaching staff on how to work with EMLs and Newcomer students and families, respectively. The Educational Partners Feedback Survey responses also included 12 comments that specifically called out the need for increased support for students and staff to create a more inclusive climate in the classroom and school wide. The Panorama survey that goes out to students, staff, and families shows that only 60% of staff have a favorable view of school climate. In the same survey, 65% of parents viewed the school climate favorably. The goal for this LCAP will be to increase these to 70% and 75%, respectively, by the end of the 2026-27 school year. In addition, the district will work towards increasing the number of students who say that they have caring adult relationships at school by 10 percentage point, in the same time span. Due to this input, two new actions for Goal 3 include professional learning on creating safe and affirming school environments (Action 2) and using evidence-based anti-bias education to help create a more equitable, healing-centered, and inclusive learning environment (Action 5).

These and other proposed goals for LCAP are influenced by the analysis of the goals from the previous LCAP Cycle (2021-2024). Goals are grounded in the eight state priorities that are grouped in themes: conditions of learning, engagement and pupil outcomes. Similarly, SBUSD uses 1) academic, 2) social-emotional /behavior/wellness, and 3) culture and climate. This year we have a 4th goal for La Cuesta in that they are in Comprehensive School Improvement (CSI) and have a Equity Multiplier Indicator Status.

Goal 4 is centered on Alta Vista, and La Cuesta Continuation and Alta Vista Alternative High Schools' efforts to improve student attendance, engagement, and support by enhancing academics, social-emotional learning, and wellness services to ultimately increase the graduation rate. All actions under Goal 4 are new. Baseline data shows a decline in graduation rates for the Socioeconomically disadvantaged students at La Cuesta and Alta Vista. As a district, SED students graduated at 88.9%, Alta Vista and La Cuesta graduated SED students at 79% and 36.32% respectively. 78% of respondents to the Educational Partners feedback cited "Providing Students Targeted Counseling to Support College & Career Readiness as a "High to Very High Priority". Coupled with the feedback from the certificated and classified staff, La Cuesta and Alta Vista will implement a site-based mentorship program, improve transportation to increase student attendance, and create & implement a plan to provide resources that will remove barriers for students so that they can attain their college and career goals. The development and implementation of a comprehensive plan will look at the unique needs of the Alta Vista, and La Cuesta Continuation and Alta Vista Alternative High School's student population and identify district and community-based resources that will help address them.

# Goals and Actions

## Goal 1

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | **Academics - Deliver an education to ensure every student, specifically Low Income, Emergent Multilingual Learners, Homeless, Foster Youth, and Special Education students, meets grade-level standards and is prepared for college and career upon graduation.** | **Broad Goal** |

State Priorities addressed by this goal.

| | | |
|---|---|---|
| LCFF Priority 2: Implementation of State Standards | LCFF Priority 4: Student Achievement | LCFF Priority 5: Student Engagement |
| LCFF Priority 7: Course Access | LCFF Priority 8: Student Outcomes | |

An explanation of why the LEA has developed this goal.

Providing an exceptional academic foundation is essential for preparing our students for the future. We believe in empowering our students to build the essential knowledge and acquire the necessary competencies to graduate and succeed in college and the workforce. To ensure equitable educational opportunities and these successful outcomes for all students, we developed Goal 1 to address the academic needs of students, particularly those at higher risk of not meeting grade-level standards or graduating college and career-ready. This goal specifically targets Low Income, Emergent Multilingual Learners, Homeless, Foster Youth, and Special Education students. By using student outcomes data and input from staff, students, and families, and incorporating the District's Multi-Tiered System of Support (MTSS), we aim to provide a comprehensive and inclusive education.

Using the 2023-24 LCAP Metrics comparing 22-23 and 23-24 data, our students achieved the following:

**English Language Arts (CAASPP 2022-23)**

**Grades 3 – 6:** Students went from 42% to 46% Meets/Exceeds Standards

    **Based on the California Dashboard *Distance from Standard* Change Level:**

    **Increased Significantly:** Adams, Cleveland, Roosevelt

    **Increased:** Harding

    **Maintained:** N/A

    **Declined:** Franklin, McKinley, Monroe, Washington, SBCA

    **Declined Significantly:** N/A

**Grades 7 – 8:** Students went from 49% to 50% Meets/Exceeds Standards

    **Based on the California Dashboard *Distance from Standard* Change Level:**

    **Increased Significantly:** N/A

    **Increased:** La Colina JHS

    **Maintained:** Goleta Valley JHS

    **Declined:** La Cumbre JHS

    **Declined Significantly:** Santa Barbara JHS


**Grade 11:** Students went from 51% to 55% Meets/Exceeds

    **Based on the California Dashboard *Distance from Standard* Change Level:**

    **Increased Significantly:** Alta Vista Alternative HS, San Marcos HS, Santa Barbara HS

    **Increased:** Dos Pueblos HS

    **Maintained:** N/A

    **Declined:** N/A

    **Declined Significantly:** La Cuesta Continuation HS


<div align="center">

**Mathematics (CAASPP 2022-23)**

</div>

**Grades 3 – 6:** Students went from 34% to 39% Meets/Exceeds Standards

    **Based on the California Dashboard *Distance from Standard* Change Level:**

    **Increased Significantly:** Adams, Cleveland, Harding, Roosevelt

    **Increased:** McKinley

    **Maintained:** Franklin, SBCA

    **Declined:** Monroe, Washington

    **Declined Significantly:** N/A


**Grades 7 – 8:** Students went from 38% to 41% Meets/Exceeds Standards

**Based on the California Dashboard *Distance from Standard* Change Level:**

**Increased Significantly:** La Colina JHS

**Increased:** Goleta Valley JHS

**Maintained:** N/A

**Declined:** La Cumbre JHS, Santa Barbara JHS

**Declined Significantly:** N/A

**Grade 11:** Students went from 33% to 32% Meets/Exceeds

**Based on the California Dashboard *Distance from Standard* Change Level:**

**Increased Significantly:** San Marcos HS, Santa Barbara HS

**Increased:** Alta Vista Alternative HS

**Maintained:** N/A

**Declined:** Dos Pueblos HS

**Declined Significantly:** La Cuesta Continuation HS

**EML Reclassification Rates**

**Elementary:** Reclassification rates rose from 4.43% (20-21) to 6.32% (21-22) to 14.80% (22-23)

**Junior High:** Reclassification rates rose from 5.25% (20-21) to 5.47% (21-22) to 6.20% (22-23)

**High School:** Reclassification rates rose from 1.86% (20-21) to 2.53% (21-22) to 4.55% (22-23)

The comprehensive focus across all grade levels drives the development of Goal 1, with specific strategies tailored to meet the needs of students at various educational stages. By employing a Multi-Tiered System of Support (MTSS), the goal addresses the diverse needs of students, ensuring that interventions and supports are appropriately targeted to enhance learning outcomes. This systematic approach allows for more personalized and effective teaching strategies, tailoring efforts to address the needs of different students at various educational stages.

Key elements of this effort include:

1.  Redesign Math Support sections, develop small instructional strategies, and before/after school support to strategically provide Tier II and III interventions using student IXL diagnostic data to target instruction and measure impact. These efforts aim to help students master grade-level math numeracy and concepts, thereby enhancing their learning and achieving competency.

2. Develop a plan for assessing English Language Development (ELD) curricula and build a system for monitoring the linguistic and academic progress of Emergent Multilingual Learners. Training teachers in ELD foundational knowledge and integrating ELD across content areas is also emphasized.

3. Revise the META Plan to ensure the implementation of an improved EL Master Plan, Dual Language Immersion Pathway, and World Languages programs, including the attainment of the State Seal of Biliteracy.

4. Improve student outcomes by focusing on Tier I Instruction, curriculum, local assessment results, student work analysis, and data analysis within site & district PLCs.

5. Provide ongoing professional learning and coaching for teachers to ensure alignment across the district within grade levels and schools, thereby improving literacy and mathematics outcomes in core universal Tier I instruction.

6. Continue to increase targeted interventions for unduplicated students by providing Tier II and Tier III support within the school day and throughout the school year by maximizing the small group (i.e. Power Hour in elementary) instruction model in both elementary and secondary schools with push-in support staff.

7. Ensure that after school intervention opportunities begin earlier in the school year across all grade levels that Tier 2 intervention supports are fully staffed to maximize their impact.

To ensure SBUSD addresses the needs of our Emergent Multilingual Learner (EML) and Long-Term EML (LTEL) students, we implemented the following Actions (EC Section 306):
*Action 1.9 - Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement*
*Action 1.10 - Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy*

The following Actions in Goal 1 address a school or student group within SBUSD or a student group in a school receiving the lowest performance level on one or more state indicators on the CA Dashboard:

| Metric | Location | Student Group | Actions |
|---|---|---|---|
| ELA | SBUSD | EMLs, AA/Black | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.14 |
| ELA | Franklin ES | SWD | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.14 |
| ELA | McKinley ES | EML | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.14 |
| ELA | Monroe ES | SWD | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.14 |
| ELA | SBCA | EML | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.14 |
| ELA | Washington ES | EML | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.14 |
| ELA | La Cumbre JHS | EML | 1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14 |
| ELA | Santa Barbara JHS | His/Lat, EML, Homeless, SED, SWD | 1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14 |
| ELA | Dos Pueblos HS | SWD | 1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14 |
| | | | |
| Math | SBUSD | AA/Black | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 |
| Math | Monroe ES | SWD | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.14 |
| Math | Washington ES | EML | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.14 |
| Math | La Cumbre JHS | EML, SWD | 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14 |
| Math | Santa Barbara JHS | EML, SWD | 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14 |
| Math | Dos Pueblos HS | EML, SWD | 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14 |

| ELPI | McKinley ES | EML | 1.1, 1.9, 1.10 |
| ELPI | Monroe ES | EML | 1.1, 1.9, 1.10 |
| ELPI | Roosevelt ES | EML | 1.1, 1.9, 1.10 |
| ELPI | SBCA | EML | 1.1, 1.9, 1.10 |
| ELPI | Washington ES | EML | 1.1, 1.9, 1.10 |
| ELPI | San Marcos HS | EML | 1.1, 1.9, 1.10 |
| ELPI | Santa Barbara HS | EML | 1.1, 1.9, 1.10 |
| | | | |
| Graduation Rate | SBUSD | SWD | 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14 |
| | | | |
| CCI | SBUSD | EML | 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 |
| CCI | San Marcos HS | EML | 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 |
| CCI | Santa Barbara HS | EML | 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 |

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | **English Language Arts CAASPP** *Distance from Standard (DFS) measures the distance from the lowest possible scale score within the Level 3 (i.e., Standard Met) on the Smarter Balanced Summative Assessments and the California Alternate Assessments.* | **2022-2023** <u>All Students: -6.1 (+11.1)</u> EML: -72.5 (-1.9) RFEP: -45.7 (-4.2) Foster: -68.3 (-4.2) Homeless: -51.6 (-3.0) SWD: -108.6 (+21.9) SED: -40.7 (+7.3) Afr.A/Black: -82.5 (-4.8) Asian: 74.6 (-8.3) Hisp/Latin: -41.2 (+7.6) White: 56.1 (+23.5) | | | **2025-2026** <u>All Students:10.1</u> EML: 5.5 RFEP: -5.7 Foster: -3.3 Homeless: -3.6 SWD: -8.6 SED: -2.7 Afr.A./Black: 1.0 Asian: 84.6 Hisp/Latin: 6.2 White: 66.1 | |

| 1.2 | **Mathematics CAASPP** *Distance from Standard (DFS) measures the distance from the lowest possible scale score within the Level 3 (i.e., Standard Met) on the Smarter Balanced Summative Assessments and the California Alternate Assessments.* | **2022-2023** <u>All Students: -37.4 (+16.2)</u> EML: -93.5 (+7.2) RFEP: -76.4 (+3.5) Foster: -64.3 (+3.5) Homeless: -76.1 (+2.2) SWD: -139.9 (+18.2) SED: -73.6 (+11.6) Afr.A/Black: -124.6 (-0.7) Asian: 74.9 (+9.4) Hisp/Latin: -73.7 (+12.3) White: 23.1 (+27.5) | | | **2025-2026** <u>All Students: -25.0</u> EML: -36.2 RFEP: -19.3 Foster: -26.3 Homeless: -21.1 SWD: -44.3 SED: -14.2 Afr.A/Black: -15.6 Asian: 81.1 Hisp/Latin: -25.0 White: 35.1 | |
|---|---|---|---|---|---|---|
| 1.3 | **English Language Progress Indicator** *ELPI: (EMLs Making Progress or maintaining 4 on ELPAC), including disaggregated for 15+ LTELs (NEW)* | **2022-2023** All EMLs: 45.1% (-8.0) | | | **2025-2026** All EMLs: 51.1 (+2.0) | |
| 1.4 | **Reclassification Rate** *EL Reclassification Rate, including disaggregated for 15+ LTELs (NEW)* | **2022-2023** 25.5% | | | **2025-2026** 28.5% | |
| 1.5 | **Percentage of LTEL Students** *LTEL percentage is total number of students compared to Forever EMLs* | **2022-2023** 7.1% | | | **2025-2026** 4.0% | |

| 1.6 | **Graduation Rate** *Four-Year Adjusted Cohort Graduation Rate* | **2022-2023** <br> All Students: 92.0% (-3.5) <br> EML: 72.7% (-14.8) <br> Foster: Data Not Shown <br> Homeless: 85.8% (-9.1) <br> SWD: 72.6% (-11.9) <br> SED: 72.7% (-14.8) <br> Afr.A/Black: 100.0% (+0.0) <br> Asian: 100.0% (+4.0) <br> Hisp/Latin: 89.0% (-5.2) <br> White: 95.2% (-1.4) | | | **2025-2026** <br> All Students: 95.0% <br> EML: 80.7% <br> Foster: Data Not Shown <br> Homeless: 88.8% <br> SWD: 80.6% <br> SED: 80.07% <br> Afr.A/Black: 100.0% <br> Asian: 100.0% <br> Hisp/Latin: 90.5% <br> White: 98.2% | |
|---|---|---|---|---|---|---|
| 1.7 | **College / Career Indicator (CCI)** *The CCI is based on students in the combined four- and five-year graduation rate (i.e., current four-year graduation cohort plus fifth year graduates from prior cohort).* | **2022-2023** <br> All Students: 57.2% <br> EML: 7.8% <br> Foster Youth: Data Not Shown <br> Homeless: 35.2% <br> SWD: 16.7% <br> SED: 41.4% <br> Afr.A/Black: 50% <br> Asian: 80.4% <br> Hisp/Latin: 39.4% <br> White: 79.5% | | | **2025-2026** <br> All Students: 72.4% <br> EML: 19.2% <br> Foster: 20.0% <br> Homeless: 55.1% <br> SWD: 30.4% <br> SED: 61.8% <br> Afr.A/Black: 90.0% <br> Asian: 91.1% <br> Hisp/Latin: 70.1% <br> White: 85.5% | |
| 1.8 | **CTE Pathway Completion** *Students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.* | **2022-2023** <br> All Students: 38.7% <br> EML: 20.0% <br> Foster: Data Not Shown <br> Homeless: 32.8% <br> SWD: 29.4% <br> SED: 29.9% <br> Afr.A/Black: 50% <br> Asian: 53.7% <br> Hisp/Latin: 36.1% <br> White: 39.3% | | | **2025-2026** <br> All Students: 41% <br> EML: 26.0% <br> Foster: <br> Homeless: 35% <br> SWD: 31% <br> SED: 32% <br> Afr.A/Black: 52% <br> Asian: 56% <br> Hisp/Latin: 38% <br> White: 41% | |

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| 1.9 | **Graduates Meeting UC/CSU Requirements** *Students in the combined four- and five-year graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).* | **2022-2023** <u>All Students: 63.0%</u> EML: 18.3% Foster: Data Not Shown Homeless: 44.8% SWD: 23.3% SED: 50.2% African A./Black: 75.0% Asian: 82.4% Hispanic/Latino: 49.0% White: 78.0% | | | **2025-2026** <u>All Students: 70.0%</u> EML: 25.3% Foster Youth: Data Not Shown Homeless: 51.8% SWD: 30.3% SED: 57.2% African A./Black: 82.0% Asian: 89.4% Hispanic/Latino: 85.0% White: 85.0% |
| 1.10 | **Scored 3 or Higher on at Least Two Advanced Placement Exams** *Students in the combined four- and five-year graduation rate by student group who scored 3 or higher on at least two Advanced Placement exams.* | **2022-2023** <u>All Students: 31.3%</u> EML: 10.0% Foster: Data Not Shown Homeless: 4.2% SWD: 20.6% SED: 15.7% African A./Black: 16.7% Asian: 58.5% Hispanic/Latino: 14.9% White: 39.0% | | | **2025-2026** <u>All Students: 70.0%</u> EML: 25.3% Foster Youth: Data Not Shown Homeless: 51.8% SWD: 30.3% SED: 57.2% African A./Black: 82.0% Asian: 89.4% Hispanic/Latino: 85.0% White: 85.0% |
| 1.11 | **Met UC/CSU Requirements and CTE Pathway Completion** *Met UC/CSU requirements AND completed at least one CTE Pathway* | **2022-2023** <u>All Students: 21.5%</u> EML: 2.3% Foster: Data Not Shown Homeless: 12.2% SWD: 3.4% SED: 13.2% African A./Black: 33.3% Asian: 37.3% Hispanic/Latino: 14.4% White: 29.7% | | | **2025-2026** <u>All Students: 31.5%</u> EML: 10.3% Foster: Data Not Shown Homeless: 22.2% SWD: 13.4% SED: 23.2% African A./Black: 43.3% Asian: 47.3% Hispanic/Latino: 28.4% White: 39.7% |

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| 1.12 | **Seal of Biliteracy Achievement** *Four-Year Adjusted Cohort Graduation Rate* | **2022-2023** <br> <u>All Students: 11.5%</u> <br> EML: 2.2% <br> Foster Youth: Data Not Shown <br> Homeless Youth: 14.5% <br> SWD: 3.3% <br> SED: 10.3% <br> African A./Black: 8.3% <br> Asian: 5.9% <br> Hispanic/Latino: 10.6% <br> White: 12.0% | | | **2025-2026** <br> <u>All Students: 23.2%</u> <br> EML: 5.4% <br> Foster Youth: 10.0% <br> Homeless Youth: 29.1% <br> SWD: 6.6% <br> SED: 20.6% <br> African A./Black: 16.6% <br> Asian: 11.8% <br> Hispanic/Latino: 32.2% <br> White: 30.1% | |
| 1.13 | **Panorama Student Survey Data** | **2023-24** <br> *Rigorous Expectations* (favorable responses for students feeling their teachers hold them to high expectations) <br> Grades 3–6:  81% <br> Grades 7-12: 59% | | | **2026-27** <br> *Rigorous Expectations* (favorable responses for students feeling their teachers hold them to high expectations) <br> Grades 3–6:  91% <br> Grades 7-12: 72% | |

*Santa Barbara Unified School District*      *2024-2025 Local Control and Accountability Plan*

| 1.14 | Implementation of Academic Standards including EMLs have access to ELD and core | **2023-2024**<br>**Local Indicator**<br>Standard Met<br>*Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.*<br>ELA, ELD, Mathematics, NGSS, and HIstory-Social Science = **5- Full Implementation and Sustainability**<br><br>*Progress implementing each of the following academic standards adopted by the state board for all students.*<br>Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, World Language = **5- Full Implementation and Sustainability** | | | **2026-2027**<br>**Local Indicator**<br>Standard Met<br>*Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.*<br>ELA, ELD, Mathematics, NGSS, and HIstory-Social Science = **5- Full Implementation and Sustainability**<br><br>*Progress implementing each of the following academic standards adopted by the state board for all students.*<br>Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, World Language = **5- Full Implementation and Sustainability** | |
|---|---|---|---|---|---|---|

| 1.15 | Access to a Broad Course of Study | **2022-2023**<br>**Local Indicator**<br>Standard Met<br>*"Graduates Meeting UC/CSU Requirements" measures students receiving a comprehensive education that prepares them for college and career opportunities, ensuring equitable access to a broad course of study aligned with UC/CSU admission requirements.*<br><br>*Graduates Meeting UC/CSU Requirements*<br>*All Students: 63.0%*<br>*EML: 18.3%*<br>*Foster: Data Not Shown*<br>*Homeless: 44.8%*<br>*SWD: 23.3%*<br>*SED: 50.2%*<br>*African A./Black: 75.0%*<br>*Asian: 82.4%*<br>*Hispanic/Latino: 49.0%*<br>*White: 78.0%* | | | **2025-2026**<br>**Local Indicator**<br>Standard Met<br>*"Graduates Meeting UC/CSU Requirements" measures students receiving a comprehensive education that prepares them for college and career opportunities, ensuring equitable access to a broad course of study aligned with UC/CSU admission requirements.*<br><br>*Graduates Meeting UC/CSU Requirements*<br>*All Students: 70.0%*<br>*EML: 25.3%*<br>*Foster Youth: Data Not Shown*<br>*Homeless: 51.8%*<br>*SWD: 30.3%*<br>*SED: 57.2%*<br>*African A./Black: 82.0%*<br>*Asian: 89.4%*<br>*Hispanic/Latino: 85.0%*<br>*White: 85.0%* | |

# Goal 1 Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A - To Be completed at the end of the 2024-2025 school year

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.

N/A - To Be completed at the end of the 2024-2025 school year

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A - To Be completed at the end of the 2024-2025 school year

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

N/A - To Be completed at the end of the 2024-2025 school year

**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.**

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Build Educator & Administrator Capacity in Tiered levels of Curriculum, Instruction, and Assessment for Students | **Description:** Instructional Support Specialists (ISS) for English Language Arts (ELA), Mathematics, English Language Development (ELD), Ethnic Studies, and Universal Design for Learning (UDL) will support staff in implementing Tier 1 and Tier 2 curriculum, instruction, and assessment. They will provide and coordinate staff in professional learning and ongoing data analysis. Their efforts will ensure that all Unduplicated Students make progress towards meeting or exceeding grade-level standards.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.13, 1.14<br><br>**Expenditures:** 8 FTEs Total - Instructional Support Specialist (TOSA - Teacher On Special Assignment)<br><br>**Additional Funding:** CCEIS & EEBG | $1,172,000 | Yes |

| 2 | Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support | **Description:** Elementary grade-level teachers will meet weekly as a Professional Learning Communities (PLC) during the school year to use data routines for designing, analyzing, and improving Tier I instruction for unduplicated students. To facilitate this, Music, PE, and Visual Arts/STEAM teachers will provide instruction to students while grade-level teachers collaborate in their PLC. During the PLC, teachers will identify specific areas using formative data, with support from the MTSS Team, addressing unduplicated students' need for additional support. Overall, this action provides targeted support for Unduplicated students by utilizing data-driven practices and leveraging the expertise of the MTSS Specialist, Instructional Coach, and school leadership to support the grade-level teams to address student Tier I and Tier II needs.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.13, 1.14<br><br>**Expenditures:** 27 FTEs Total - 1 PE, 1 Music, and 1 Visual Art/STEAM Teacher per Elementary School<br><br>**Additional Funding:** N/A | $3,140,100 | Yes |
| 3 | Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA and Mathematics Instruction | **Description:** At each elementary school, the Instructional Coach will enhance teacher capacity to deliver high-quality Tier 1 instruction in English Language Arts and mathematics. This will involve individualized coaching sessions, guiding grade-level PLC work, and implementing professional learning, including demonstration lessons. This action ensures all unduplicated students make progress towards meeting or exceeding grade-level standards.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.13, 1.14<br><br>**Expenditures:** 9 FTEs Total - 1 Instructional Coach (TOSA) per Elementary School<br><br>**Additional Funding:** N/A | $1,215,000 | Yes |

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|---|---|---|---|---|
| 4 | Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists | **Description:** In elementary and secondary schools, Curriculum Specialists will support teachers during small group instruction time. This allows classroom teachers to provide Tier 2 instruction while the specialists deliver Tier 1 instruction or support to students. As a result, unduplicated students will receive individualized, targeted instruction in English Language Arts, Mathematics, and English Language Development during the school day.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.13<br><br>**Expenditures:** 27 FTEs Total - Curriculum Specialists at All Schools (7-Hr Classified Position Each)<br><br>**Additional Funding:** N/A | $2,156,686 | Yes |
| 5 | Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students | **Description:** In elementary and secondary schools, targeted English Language Arts and Math Tier 2 and Tier 3 interventions will be implemented before and after school to unduplicated students. With diagnostic assessments and monitoring, they will receive individualized, accelerated learning recovery to help them meet or exceed grade-level standards. Targeted support will also be provided to Homeless Students and Foster Youth due to living circumstances.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.13<br><br>**Expenditures:** Teacher Hourly Rate With Stdts & Classified Hourly Rate<br><br>**Additional Funding:** ELOP | $150,139 | Yes |

| 6 | Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students | **Description:** In each junior high school, a designated Math Teacher will join math classes to provide Tier 2 instruction to students during small group instructional sessions. In each comprehensive high school, a specially designed year-long Math I class will be offered for students who need both Tier 1 and Tier 2 instruction, aligned with the high school block schedule. These models, incorporating Tier 2 instruction, will ensure that unduplicated students progress towards meeting or exceeding grade-level standards.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.6, 1.9, 1.11, 1.14<br><br>**Expenditures:** 3 FTEs - 1 Math Tier 2 Teacher per HS & 2 FTEs - .5 Math Tier 2 Teacher per JHS<br><br>**Additional Funding:** N/A | $675,000 | Yes |
|---|---|---|---|---|
| 7 | Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools | **Description:** In elementary and secondary schools, reduced class sizes enable more individualized instruction, allow for enhanced Tier I and student-centered teaching, and make it easier to engage students in academic activities.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.13, 1.14<br><br>**Expenditures:** 57 FTEs of Class-Size Reduction Teachers<br><br>**Additional Funding:** General Fund | $6,241,500 | Yes |
| 8 | Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring | **Description:** Targeted outreach, coaching, and mentoring provided by high school College and Career Counselors will supplement counseling services for unduplicated students, specifically low-income students, emergent multilingual learners (EMLs), homeless students, foster youth, and special education students. By reducing and eliminating barriers, these efforts will create positive pathways and increase college and career readiness for these students.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12<br><br>**Expenditures:** 3.5 FTEs - 1 College & Career Counselor per HS; .5 College & Career Counselor at La Cuesta/Alta Vista<br><br>**Additional Funding:** Title I and CSI | $500,000 | Yes |

| 9 | Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement | **Description:** Educators will receive foundational training on Designated and Integrated English Language Development (ELD) practices, with a focus on their applicability across content areas and incorporating Universal Design for Learning (UDL) and a focus on LTELs. EML Leads will assist school leadership teams in implementing a tiered support system, systematically monitoring student data for reclassification, and leading professional learning. Professional learning will be provided to teachers and administrators to improve student outcomes in Sheltered English Immersion, Dual Language Immersion and World Languages programs. EML and RFEP parent engagement and leadership will be improved by providing training for parent leadership from each school's Emergent Multilingual Learner Advisory Committee (EMLAC) and the District Emergent Multilingual Learner Advisory Committee (DEMLAC). This action addresses the necessary support needed for our EML and LTEL students.

**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.12

**Expenditures:** 1.8 FTEs - EML Leads .33 per HS & .20 per JHS; Instructional Materials; Contracted Services; Teacher Hourly Rate W/O Stdts

**Additional Funding:** N/A | $432,500 | Yes |
| 10 | Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy | **Description:** To increase specialized support and instruction for unduplicated students, bilingual paraeducators will be integrated into classrooms to partner with teachers in providing Tier I, II, and III academic instruction. Newcomers and Long-Term EML students will receive top priority for this support.

**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

**Expenditures:** 20 FTEs - 6 Hr Bilingual Paraeducators at Elementary & Secondary Schools

**Additional Funding:** N/A | $741,000 | Yes |

| 11 | Increase College and Career Readiness for Unduplicated Students through AVID Programs | **Description:** By providing AVID sections at the secondary level, AVID-trained educators will facilitate evidence-based instructional curriculum, instructional strategies, collaborative learning, enrichment and motivational activities, leadership development, and college experiences/field trips to promote college and career readiness and post-secondary education participation.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.6, 1.7, 1.8, 1.9, 1.10,1.11, 1.12<br><br>**Expenditures:** 8.6 FTEs - JHS & HS AVID Teachers; 1 FTE - Counselor On Special Assignment (COSA); 0.5 FTE - Program Assistant; Field Trips; Conference/Travel; Meals; Supplies<br><br>**Additional Funding:** General Fund | $1,502,023 | Yes |
| --- | --- | --- | --- | --- |
| 12 | Increasing College and Career Readiness for Unduplicated Students through CTE Programs | **Description:** The College and Career Readiness (CCR) Coordinator, with help from the Career Technical Education (CTE) Program Assistant, will improve the rate of unduplicated students completing UC/CSU A-G requirements and being ready for college and careers. They do this by expanding and enhancing CTE programs. The CCR Coordinator also supports opportunities for students, specifically EML, SWD, and Low-Income Students, to take college-level, dual enrollment courses while still in high school, participate in work experience programs, and create various college and career readiness activities across the district. They oversee career-focused classes and programs in our high schools and junior high schools, helping students gain the skills they need to succeed in their chosen CTE career paths. Staff proctoring AP Study Sessions and SAT school site coordination is included. Overall, the CCR Coordinator and CTE Program Assistant work collaboratively to ensure that Unduplicated students have access to the resources, support, and opportunities they need to succeed in both college and career pathways. They play a pivotal role in guiding students through the transition from high school to post-secondary education and employment, ultimately empowering them to achieve their full potential.<br><br>**Monitoring Metric:** 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12<br><br>**Expenditures:** 1FTE - CTE Coordinator; 1 FTE - Program Assistant; Field Trips; Contracted Services; Teacher Hourly Rate With Stdts<br><br>**Additional Funding:** CTEIG | $431,000 | Yes |

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| 13 | Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services | **Description:** To increase the number of unduplicated students to be college and career ready, the PEAC Program implements the Tutoring services and additional supports for high school students. Tutoring centers at three comprehensive high schools and four junior high schools provide academic assistance to students. High School students receive additional services, including counseling, mentoring, and access to programs that help maintain a 3.0+ GPA and complete A-G requirements to be eligible to enter a college/university.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12<br><br>**Expenditures:** 1 FTE - PEAC Manager; .5 FTE - Program Assistant; Hourly Classified Staff; Hourly Overtime; Supplies; Contracted Services<br><br>**Additional Funding:** N/A | $705,369 | Yes |
|---|---|---|---|---|
| 14 | Enhance Special Education Support for EML Students to Increase College and Career Readiness | **Description:** To improve Emergent Multilingual Learners outcomes in special education, capacity is being built at the school level by offering professional learning for Special Education Department Chairs and Designated Admin. This training focuses on high-quality instruction, compliant IEPs, and meaningful family participation to support student progress. Bilingual Senior Office Assistants for special education at comprehensive high schools will support families to ensure student success. The curriculum for students, including those with extensive support needs, will be expanded to provide an Alternative Pathway to Graduation. Provide professional learning at monthly institutes for paraeducators to improve their classroom support strategies.<br><br>**Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11,1.12<br><br>**Expenditures:** 3 FTEs - 1 HS Bilingual Senior Office Assistant for Special Education per HS; Instructional Materials; Teacher Hourly Rate W/O Stdts; Special Education Paraeducator Hourly Rate<br><br>**Additional Funding:** N/A | $238,000 | Yes |

## Goal 2

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | **Behavior, Social Emotional & Wellness - Enhance teaching and learning by fostering a supportive and inclusive school environment that promotes positive behavior, social-emotional growth, and overall wellness for every student.** | **Broad Goal** |

State Priorities addressed by this goal.

LCFF Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

This goal embodies our dedication to nurturing the whole child by addressing the social, emotional, and wellness needs of our students, ensuring they are ready and energized to learn and build meaningful relationships at school. According to Panorama data from the 2023-24 school year, staff responded favorably by 60% for the support of a positive social climate for students in schools, which is a 35% increase from the 2022-23 school year. Professional learning in the Kognito/At-Risk© module was effective in teaching staff how to identify the warning signs of students in mental and emotional distress, approach them without further distress, and refer them to long-term services/supports. Additionally, Panorama data from 2023-24 indicates that students responded favorably by 85% to having caring adult relationships at school, an average increase of 21% from the 2022-23 school year.

Santa Barbara Unified's new RISE Program was launched during this 2023-24 school year. We hired six Full-Time-Equivalent (FTE) Mental Health Clinicians for elementary schools, replacing previous contract services. These clinicians increased the percentage of students accessing counseling to over 90%. Additionally, the district contracted with the Family Service Agency (FSA) for counseling services in junior high and high schools, significantly reducing waitlists for counseling. We want to build upon the success of the Rise Program in elementary schools. To address Goal 2, we will take action to extend the program to junior high schools. Due to challenges with FSA clinician capacity, waitlists, and program restrictions, the district is expanding the program and building internal capacity for sustainable mental and social-emotional wellness support while still incorporating FSA's clinicians in the high schools.

The 2022-23 chronic absenteeism rates in 7th and 8th grade decreased slightly by 1% from the previous year. However, Foster Youth and Black/African American students still faced very high levels of absenteeism (Red). Youth Outreach Workers (YOWs) provided some support through mentoring, one-on-one check-ins, and field trips. To deepen ongoing support at the school site, we will offer students access to Wellness Centers for additional support and meaningful connections and mentoring with the Intervention Coordinator.

Santa Barbara Unified created Goal 2 as demonstrated by the data used to develop the actions. The success of this goal will be measured by the positive outcomes that underline the importance of addressing the social, emotional, and wellness needs of our students. We have expanded mental health support by hiring full-time clinicians and successfully implementing the RISE Program, emphasizing the importance of building internal capacity for sustainable wellness initiatives. This comprehensive support system aims to meet the diverse needs of our students, thereby enhancing their overall well-being and academic success.

The following Actions in Goal 2 address a school or student group within SBUSD or a student group in a school receiving the lowest performance level on one or more state indicators on the CA Dashboard:

| Metric | Location | Student Group | Actions |
|---|---|---|---|
| Chronic Absenteeism | SBUSD | AA/Black, Foster Youth | 2.1, 2.2, 2.3, 2.5 |
| Chronic Absenteeism | Harding UPS | Hispanic/Lat, White, EML, SWD, SED | 2.1, 2.2, 2.3, 2.4 |
| Chronic Absenteeism | McKinley ES | Homeless | 2.1, 2.2, 2.3 |
| Chronic Absenteeism | Monroe ES | White | 2.1, 2.2, 2.3 |
| Chronic Absenteeism | Goleta Valley JHS | Hispanic/Lat, EML, SWD | 2.1, 2.2, 2.3, 2.4, 2.5 |
| Chronic Absenteeism | La Colina JHS | Hispanic/Lat, Two/More Races, EML, SED, SWD | 2.1, 2.2, 2.3, 2.4, 2.5 |
| Chronic Absenteeism | La Cumbre JHS | Hispanic/Lat, White, EML, SED, SWD | 2.1, 2.2, 2.3, 2.4, 2.5 |
| Chronic Absenteeism | Santa Barbara JHS | White | 2.1, 2.2, 2.3, 2.5 |

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | **School attendance rates** | **2022 - 2023**<br>All Students: 92.42%<br>EML: 90.87%<br>Foster Youth: 90.10%<br>Homeless Youth: 90.67%<br>SWD: 88.53%<br>SED: 91.58%<br>African Am./Black: 91.73%<br>Asian: 95.72%<br>Hispanic/Latino: 91.69%<br>White: 93.34% | | | **2026-2027**<br>All Students: 96.42%<br>EML: 95.87%<br>Foster Youth: 95.10%<br>Homeless: 95.67%<br>SWD: 93.53%<br>SED: 96.58%<br>African A./Black: 96.73%<br>Asian: 100%<br>Hispanic/Latino: 96.69%<br>White: 98.34% | |

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|---|---|---|---|---|---|---|
| 2.2 | **Chronic absenteeism rates** | **2022 - 2023**<br>All Students: 22.5%<br>EML: 24.3%<br>Foster Youth: 29.4%<br>Homeless: 23.4%<br>SWD: 33.0%<br>SED: 26.3%<br>African A./Black: 32.5%<br>Asian: 7.2%<br>Hispanic/Latino: 25.1%<br>White: 17.3% | | | **2026-2027**<br>All Students: 14.9%<br>EML: 17.7%<br>Foster Youth: 20.7%<br>Homeless Youth: 18.9%<br>SWD: 28.4%<br>SED: 18.9%<br>African A./Black: 20.6%<br>Asian: 0%<br>Hispanic/Latino: 17.7%<br>White: 7.9% | |
| 2.3 | **Middle school dropout rates** | **2023-2024**<br>All students: 0 | | | **2026-2027**<br>All students: 0 | |
| 2.4 | **High school dropout rate** | **2022-2023**<br>All Students: 62<br>EML: 17<br>Foster Youth: NR<br>Homeless: 24<br>SWD: 14<br>SED: 50 | | | **2025-2026**<br>All Students: 24<br>EML: 6<br>Foster Youth: 0<br>Homeless Youth: 11<br>SWD: 7<br>SED: 22 | |
| 2.5 | **Panorama Student Survey Data** | **2023-24**<br>*Emotional Regulation*<br>(% of students reporting they regulate emotions almost always or frequently)<br><br>Grades 3-6: 47%<br>Grades 7-12: 49% | | | **2023-24**<br>*Emotional Regulation*<br>(% of students reporting they regulate emotions almost always or frequently)<br><br>Grades 3-6: 62%<br>Grades 7-12: 64% | |
| 2.6 | **Panorama Student Survey Data** | **2023-24**<br>*Self-Management*<br>(% of students reporting they manage their emotions, thoughts, and behaviors in different situations)<br><br>Grades 3-6: 66%<br>Grades 7-12: 71% | | | **2023-24**<br>*Self-Management*<br>(% of students reporting they manage their emotions, thoughts, and behaviors in different situations)<br><br>Grades 3-6: 81%<br>Grades 7-12: 86% | |

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|---|---|---|---|---|---|---|
| 2.7 | **Panorama Student Survey Data** | **2023-24**<br>*Social Awareness*<br>(% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others)<br><br>Grades 3-6: 66%<br>Grades 7-12: 63% | | | **2023-24**<br>*Social Awareness*<br>(% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others)<br><br>Grades 3-6: 81%<br>Grades 7-12: 78% | |
| 2.8 | **Panorama Student Survey Data** | **2023-24**<br>*Positive Feelings*<br>(% of students reporting they almost always, frequently or sometimes feel positive emotions)<br><br>Grades 3-6: 66%<br>Grades 7-12: 56% | | | **2023-24**<br>*Positive Feelings*<br>(% of students reporting they almost always, frequently or sometimes feel positive emotions)<br><br>Grades 3-6: 81%<br>Grades 7-12: 71% | |
| 2.9 | **Panorama Student Survey Data** | **2023-24**<br>*Challenging Feelings*<br>(% of students reporting they challenging feelings almost never or once in a while)<br><br>Grades 3-6: 53%<br>Grades 7-12: 51% | | | **2023-24**<br>*Challenging Feelings*<br>(% of students reporting challenging feelings almost never or once in a while)<br><br>Grades 3-6: 68%<br>Grades 7-12: 66% | |

# Goal 2 Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A - To Be completed at the end of the 2024-2025 school year

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.

N/A - To Be completed at the end of the 2024-2025 school year

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A - To Be completed at the end of the 2024-2025 school year

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

N/A - To Be completed at the end of the 2024-2025 school year

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning | **Description:** Improve wellness and mental health for unduplicated students by providing professional mental health services through both District staff and external providers. These research-based mental health services will be available in schools. These services offer significant benefits, including enhancing emotional resilience, reducing stress, and supporting overall academic success.<br><br>**Monitoring Metric:** 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9<br><br>**Expenditures:** 1FTE - Mental Health Clinician II; 10 FTEs - Mental Health Clinician I; Interns; Contracted Services<br><br>**Additional Funding:** Title I | $2,405,000 | Yes |

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|---|---|---|---|---|
| 2 | Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support | **Description:** In coordination with school and district support staff, the Lead Youth Outreach Worker and Youth Outreach Worker will facilitate positive community-building activities with unduplicated students to develop relationships with trusted adults, gain new skills, and promote school engagement. They will provide students with Tier II and Tier III support to develop their confidence and agency to empower themselves to take initiative, pursue goals, and advocate for themselves and others. In addition, provide additional support including transportation for Homeless Students and Foster Youth to increase school engagement.<br><br>**Monitoring Metric:** 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9<br><br>**Expenditures:** 1 FTE - Lead Youth Outreach Worker; 1 FTE - Youth Outreach Worker; Contracted Services<br><br>**Additional Funding:** N/A | $229,965 | Yes |
| 3 | Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction | **Description:** Provide Tier I and Tier II social-emotional curriculum to support educators and staff instruction to students to enhance positive interactions and overall wellness. Tier I incorporates a curriculum to teach essential social-emotional skills such as self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. Tier II involves targeted interventions to address specific behavioral and social-emotional needs of individual students and groups.<br><br>**Monitoring Metric:** 2.5, 2.6, 2.7, 2.8, 2.9<br><br>**Expenditures:** Instructional Materials<br><br>**Additional Funding:** N/A | $92,240 | Yes |
| 4 | Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education | **Description:** Provide an institute at the start of the school year and ongoing professional development for bilingual paraeducators to improve their classroom support strategies. This training will help paraeducators develop effective behavior intervention, crisis response, and academic support techniques to assist Special Education teachers in meeting student needs.<br><br>**Monitoring Metric:** 2.2, 2.5, 2.6, 2.7, 2.8, 2.9<br><br>**Expenditures:** Special Education Paraeducator Hourly Rate<br><br>**Additional Funding:** N/A | $30,000 | Yes |

| 5 | Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention | **Description:** Provide Tier II and Tier III social emotional learning curriculum to students to build social emotional learning competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).  Provide positive behavior intervention and teach wellness coping strategies to students at the school's Wellness Center.<br><br>**Monitoring Metric:** 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9<br><br>**Expenditures:** 7 FTEs - Intervention Coordinators for 4 JHSs & 3 HSs<br><br>**Additional Funding:** N/A | $400,000 | Yes |

## Goal 3

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | **Culture & Climate - Strengthen student learning by cultivating positive, equitable, and inclusive school cultures that nurture a safe and respectful climate, fostering strong relationships and a sense of belonging among all students, staff, and families.** | **Broad Goal** |

State Priorities addressed by this goal.

| | |
|---|---|
| LCFF Priority 1: Basic Services | LCFF Priority 3: Parental Involvement |
| LCFF Priority 6: School Climate | |

An explanation of why the LEA has developed this goal.

For our students to thrive in our schools and fully engage in their academic experience, we must also commit to creating environments where they feel safe, welcome, and excited to learn. This Goal 3 represents our commitment to fostering a safe, inclusive, and supportive school culture on every campus and minimizing disruptions or barriers to learning. We are committed to creating environments in our schools that offer physical, emotional, and environmental safety. By promoting these conditions, Santa Barbara Unified believes our campuses and classrooms will prosper as engaging and inclusive learning spaces for students to realize their full potential.

In the 2022-23 school year, suspension rates for grades K-12 increased slightly from 2.3 to 2.9% district-wide. To address this, MTSS Specialists will utilize a Multi-Tiered System of Support (MTSS), identifying students early and offering tailored, continuous support for their social, emotional, behavioral, and mental health needs. Collaborating with community partners, school leaders will implement skill development and Restorative Justice practices as alternatives to suspension, promoting equitable student behavior management. Consequently, 65% of parents responded favorably regarding the positive school climate, a 33% increase from the previous year.

Panorama data from 2023-24 shows that 66% of parents had a positive perception of the overall social and learning climate at school, a 34% increase from the previous year. In high schools, the favorable perception was 61.8%, a 33.8% increase from 2021-22. Based on a racial climate audit and the effectiveness of specific actions, we will implement evidence-based anti-bias education to enhance TK-12 educators' and staff's capacity to eliminate bias and improve student well-being. This professional learning for staff will impact their ability to address and serve vulnerable students, fostering critical awareness of pressing issues. Through continuous self-reflection and identity formation, teachers model exemplary practices committed to anti-racism, equity, and social justice.

This goal also aims to strengthen the support needed for our Special Education students, which includes delivering learning opportunities for parents/guardians. This Goal will enhance transition support for families entering the district and develop strategies to meet the College and Career Readiness Requirements for their special education students. Continuous improvements will include an action item for ongoing interpretation and translation services and an institute to train paraprofessionals, tutors, and Special Education staff, ensuring they are equipped with the best practices and strategies in special education.

To ensure engagement and participation of parents of our EML, Special Education, Homeless, and Low-income students, we have included the following metrics from our Panorama Parent Survey: *School Climate, Family Engagement,* and *Barriers to Engagement*. The surveys are administered to families twice a year—once in the fall (formative data) and once in the spring (summative data). This process enables school and district staff to assess the effectiveness of our actions throughout the school year, ensuring we are receiving parent input on decisions and increasing parental involvement.

By implementing the Actions in this Goal, we will continue to effectively develop an environment where every student can thrive. Our commitment to equity, safety, and inclusive practices ensures that all students have the support they need to succeed academically and personally.

The following Actions in Goal 3 address a school or student group within SBUSD or a student group in a school receiving the lowest performance level on one or more state indicators on the CA Dashboard:

| Metric | Location | Student Group | Actions |
|---|---|---|---|
| Suspension Rate | Harding UPS | SWD | 3.2, 3.3, 3.4, 3.5 |
| Suspension Rate | Goleta Valley JHS | Hispanic/Lat, EML, SWD | 3.1, 3.2, 3.3, 3.4, 3.5 |
| Suspension Rate | La Colina JHS | EML, Homeless | 3.1, 3.2, 3.3, 3.4, 3.5 |
| Suspension Rate | La Cumbre JHS | White, EML, SED, SWD | 3.1, 3.2, 3.3, 3.4, 3.5 |
| Suspension Rate | Santa Barbara JHS | SED, SWD | 3.1, 3.2, 3.3, 3.4, 3.5 |

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | **Pupil suspension rates (% students with at least 1 suspension)** | **2022-2023**<br>All Students: 2.7%<br>EML: 3.4%<br>Foster Youth: 3.8%<br>Homeless Youth: 3.9%<br>SWD: 5.6%<br>SED: 3.7%<br>African A./Black: 1.1%<br>Asian: 1.3%<br>Hispanic/Latino: 3.6%<br>White: 0.5% | | | **2025-2026**<br>All Students: 2.0%<br>EML: 3.0%<br>Foster Youth: 2.0%<br>Homeless Youth: 3.0%<br>SWD: 4.0%<br>SED: 2.0%<br>African A./Black: 1.0%<br>Asian: 0.5%<br>Hispanic/Latino: 2.0%<br>White: 0.5% | |
| 3.2 | **Pupil expulsion rates** | **2022-2023**<br>All Students: 17<br>EML: 4 of 17<br>Foster Youth: 0 of 17<br>Homeless: 3 of 17<br>SWD: 5 of 17<br>SED: 17 of 17<br>African A./Black: 0 of 17<br>Asian: 0 of 17<br>Hispanic/Latino: 16 of 17<br>White: 1 of 17 | | | **2025-2026**<br>All Students: 14<br>EML: 2<br>Foster Youth: 0<br>Homeless Youth: 0<br>SWD: 0<br>SED: 23<br>African A./Black: 0<br>Asian: 0<br>Hispanic/Latino: 10<br>White: 10 | |
| 3.3 | **Panorama Student Survey Data** | **2023-2024**<br>*Supportive Adult Relationships*<br>(percentage responding favorably)<br><br>Grades 3-6: 89%<br>Grades 7-12: 85% | | | **2025-2026**<br>*Supportive Adult Relationships*<br>(percentage responding favorably)<br><br>Grades 3-6: 97%<br>Grades 7-12: 85% | |

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|---|---|---|---|---|---|---|
| 3.4 | **Panorama Student Survey Data** | **2023-2024**<br>*Teacher-Student Relationships*<br>(percentage responding favorably)<br><br>Grades 3-6: 76%<br>Grades 7-12: 56% | | | **2025-2026**<br>*Teacher-Student Relationships*<br>(percentage responding favorably)<br><br>Grades 3-6: 86%<br>Grades 7-12: 66% | |
| 3.5 | **Panorama Student and Staff Survey Data** | **2023-2024**<br>School Climate*<br>(percent responding favorably)<br>Grades 3-6: 60%<br>Grades 7-12: 48%<br>Teachers*: 63%<br>Staff*: 60%<br><br>*Data does not disaggregate by grade for teachers & staff. | | | **2025-2026**<br>School Climate*<br>(percent responding favorably)<br>Grades 3-6: 70%<br>Grades 7-12: 58%<br>Teachers*: 73%<br>Staff*: 70%<br><br>*Data does not disaggregate by grade for teachers & staff. | |
| 3.6 | **Panorama Student and Staff Survey Data** | **2023-2024**<br>*Sense of Belonging*<br>(percentage that feel valued members of school community)<br>Grades 3-6: 67%<br>Grades: 7-12: 40%<br>Teachers*: 68%<br>Staff*: 65%<br><br>*Data does not disaggregate by grade for teachers & staff. | | | **2025-2026**<br>*Sense of Belonging*<br>(percentage that feel valued members of school community)<br>Grades 3-6: 77%<br>Grades: 7-12: 50%<br>Teachers*: 78%<br>Staff*: 75%<br><br>*Data does not disaggregate by grade for teachers & staff. | |

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|---|---|---|---|---|---|---|
| 3.7 | **Panorama Student Survey Data** | **2023-2024**<br>*Engagement*<br>(how attentive and invested student are in class)<br>Grades 3-6: 56%<br>Grades 7-12: 26% | | | **2023-2024**<br>*Engagement*<br>(how attentive and invested student are in class)<br>Grades 3-6: 66%<br>Grades 7-12: 36% | |
| 3.8 | **Panorama Parent Survey Data** | **2023-2024**<br>*School Climate\**<br>(Average reporting positively about social and learning climate of school)<br>District 65%<br>Elementary 75.9%<br>JHS 65%<br>HS 61.5%<br>\*Only Strongly Agree data was provided to SB Unified for this Survey<br><br>*Family Engagement \**<br>(responded favorably)<br>District 24%<br>Elementary 34.5%<br>JHS 18.5%<br>HS 20.5%<br><br>*Barriers to Engagement \**<br>(percentage responding favorably)<br>District 83%<br>Elementary  86%<br>JHS 82.5%<br>HS 80.5% | | | **2025-2026**<br>*School Climate\**<br>(Average reporting positively about social and learning climate of school)<br>District 75%<br>Elementary 85.9%<br>JHS 75%<br>HS 71.5%<br>\*Only Strongly Agree data was provided to SB Unified for this Survey<br><br>*Family Engagement \**<br>(responded favorably)<br>District 34%<br>Elementary 44.5%<br>JHS 28.5%<br>HS 30.5%<br><br>*Barriers to Engagement \**<br>(percentage responding favorably)<br>District 93%<br>Elementary  96%<br>JHS 92.5%<br>HS 90.5% | |
| 3.9 | **Williams Act Facilities Compliance** | <u>**2022-2023**</u><br>**Local Indicator Basics: Teachers, Instructional Materials, Facilities**<br>100% Compliant | | | **2025-2026**<br>100% Compliant | |

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|---|---|---|---|---|---|---|
| 3.10 | Williams Instructional Materials | **2022-2023**<br>**Local Indicator**<br>**Basics: Teachers,**<br>**Instructional Materials,**<br>**Facilities**<br>100% Compliant | | | **2025-2026**<br>100% Compliant | |
| 3.11 | Teacher Credentialing | **2022-2023**<br>**Local Indicator**<br>**Basics: Teachers,**<br>**Instructional Materials,**<br>**Facilities**<br>Credentialed Rate: 100%<br>Outside Subject Rate: 2.1%<br>Misassignment Rate: 2.1% | | | **2025-2026**<br>Credentialed Rate: 100%<br>Outside Subject Rate: 0%<br>Misassignment Rate: 0% | |

## Goal 3 Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A - To Be completed at the end of the 2024-2025 school year

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.

N/A - To Be completed at the end of the 2024-2025 school year

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A - To Be completed at the end of the 2024-2025 school year

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

N/A - To Be completed at the end of the 2024-2025 school year

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.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Comprehensive Coordination of Support and Interventions to Elevate Student Achievement | **Description:** Elementary and Secondary MTSS Specialists will implement a Multi-Tiered System of Supports (MTSS) to address students' academic, behavioral, social-emotional, and wellness needs. They provide staff training on tiered interventions, use assessment data to identify students requiring Tier II-III support, and design tailored intervention plans to help students meet grade-level standards. These specialists collaborate with teachers, offer professional development, monitor student progress, engage families, coordinate resources, provide crisis intervention, mentor new teachers, support positive behavior plans, oversee universal screenings, and build community partnerships to ensure comprehensive student support.<br><br>**Monitoring Metric:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8<br><br>**Expenditures:** 13 FTEs - MTSS Specialists for Elementary & Secondary Schools<br><br>**Additional Funding:** CSI | $1,748,500 | Yes |
| 2 | Enhance the School Climate Through Professional Learning and Cultural Celebrations | **Description:** Offer professional learning for staff to create safe and affirming school environments, and regularly monitor student and family experiences at each school. Organize cultural celebrations for unduplicated students and their families to foster a sense of belonging and a positive school climate. This will ensure all students feel safe, valued, and connected to their school community, fostering a supportive environment that promotes both social-emotional well-being and academic success.<br><br>**Monitoring Metric:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8<br><br>**Expenditures:** Instructional Materials; Contracted Services; Teacher Hourly Rate W/O Stdts<br><br>**Additional Funding:** N/A | $93,000 | Yes |

| 3 | Increase Family Engagement and Support for Student Success | **Description:** The Family Engagement Liaison II and Family Engagement Liaisons at schools will provide consistent and meaningful family participation and learning opportunities to boost unduplicated student academic progress and wellness. They will also offer services and support to homeless and foster youth, removing barriers to attendance and wellness, and providing access to community-building opportunities. Additionally, the Family Engagement Liaison II will support the District Emergent Multilingual Learner Advisory Committee (DEMLAC) and Special Education Advisory Committee (SEAC).<br><br>**Monitoring Metric:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8<br><br>**Expenditures:** 1 FTE - Family Engagement Liaison II; 9 FTEs - Elementary Family Engagement Liaisons; 7 FTEs - Secondary Family Engagement Liaisons<br><br>**Additional Funding:** Title I | $1,667,563 | Yes |
|---|---|---|---|---|
| 4 | Comprehensive Language Access and Support for Families and Students to Foster Academic Success | **Description:** Provide high-quality language access through the Language Access Unit (LAU) by offering interpretation and translation services for unduplicated students, families, and schools. Bilingual communication will support meaningful family participation and learning opportunities in their home language to enhance student academic progress. Additionally, they will support IEPs for families with students in special education programs by ensuring clear communication and understanding during IEP meetings and throughout the educational process.<br><br>**Monitoring Metric:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8<br><br>**Expenditures:** 4 FTEs - Interpreter/Translators; 1 FTE - Administrative Assistant; 1 FTE - Bilingual Communications Specialist; Supplies; Contracted Services<br><br>**Additional Funding:** Special Education & General Fund | $1,199,248 | Yes |

| 5 | Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness | **Description:** Professional learning to staff and instruction to students in evidence-based anti-bias education will be delivered to create a more equitable, healing-centered, and inclusive learning culture. Direct services to unduplicated students will increase to foster culturally sustaining and inclusive school communities. Educators will receive professional learning to identify and eliminate racism and bias, ensuring a more inclusive, safe, and healthy environment for TK-12 students and their families, resulting in improved student engagement, academic progress, and overall well-being.<br><br>**Monitoring Metric:** 3.3, 3.4, 3.5, 3.6, 3.7, 3.8<br>**Expenditures:** Instructional Materials; Contracted Services; Teacher Hourly Rate W/O Stdts; Conference Travel<br>**Additional Funding:** CDE Antibias Education Grant Program | $284,000 | Yes |

## Goal 4

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | **During the 2024-25 school year, La Cuesta Continuation High School and Alta Vista Alternative School will improve student attendance, engagement, and support by enhancing academics, social-emotional learning, and wellness services. These efforts will increase the graduation rate by 6% at the end of the school year.** | Focus |

State Priorities addressed by this goal.

| LCFF Priority 5: Student Engagement     LCFF Priority 6: School Climate<br>LCFF Priority 8: Student Outcomes |
|---|

An explanation of why the LEA has developed this goal.

| The purpose of this developed goal is to describe, track and monitor effectiveness of sustained impact on our student outcomes at La Cuesta Continuation HS and Alta Vista Alternative HS. The SBUSD's LCAP, in alignment with the La Cuesta Continuation and Alta Vista School's Single Plans for Student Achievement, serves as the plan for Continuous Support and Improvement. SBUSD is required to utilize the LCAP and SPSA processes for the 2024-25 school year to locally conduct a comprehensive needs assessment and implementation plan for La Cuesta Continuation to improve student outcomes in each school that meets the criteria for CSI based on the 2023-24 ESSA Assistance Status Data File, and the Comprehensive Support and Improvement (CSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on |
|---|

the California School Dashboard indicators. La Cuesta Continuation School became eligible for CSI in 2018, with a CSI Low Graduation Rate assistance status and a school-wide three-year average graduation rate falling at or above 68 percent will be eligible to exit the CSI Graduation Rate category.

SBUSD supports La Cuesta Continuation, who is identified for Comprehensive Support and Improvement using the Continuous Cycle of Improvement model around improving all systems designed to support positive student outcomes. La Cuesta has a district team consisting of district leaders from the Educational Services, Student and Family Services and Accountability and Operations, who work collaboratively with the La Cuesta's leadership team to support the processes of comprehensive needs assessment, development of the SPSA, and systems of monitoring progress. District leadership will meet regularly with site leaders to support needs to help identify resources to support the goals of the school, provide technical assistance around CSI guidelines, and attend check in meetings.

CSI funds will be used at La Cuesta High School to develop and implement strategies and activities in alignment with State Priorities that will include enhanced progress monitoring (Priority 4); personalized / individualized learning opportunities (Priority 2, 7); MTSS and interventions (Priority 1, 8); services (Priority 6); and strategies to increase student engagement (Priority 5). Additionally, funding will be used to partner with educational partners; to implement systems aligned with evidence-based interventions; and to use data and outcomes to monitor and evaluate improvement efforts. All CSI strategies and activities at La Cuesta will be conducted in alignment with the goals, actions and services outlined in our SPSA, LCAP and WASC Plan with an overarching goal of increasing graduation rates and positive outcomes for all students.

The following Actions in Goal 4 address a school or student group within SBUSD or a student group in a school receiving the lowest performance level on one or more state indicators on the CA Dashboard:

| Metric | Location | Student Group | Actions |
|---|---|---|---|
| Graduation Rate | La Cuesta Continuation HS | Hispanic/Lat, SED | 4.1, 4.2, 4.3 |
| CCI | La Cuesta Continuation HS | Hispanic/Lat, SED | 4.1, 4.2, 4. |

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | **Graduation Rate Indicator for La Cuesta High School** Currently status is very low (lowest status) 67.9% or less in Current Year | **2022-2023** <br> All Students: 35.4% (-41.5) <br> Hisp/Latin: 34.9% (-41.4) <br> SED: 36.2% (-40.4) <br> EML: 28.6% (-57.1) <br> SWD: 14.3% (-55.7) <br> Homeless: 29.2% (-55.2) <br> FY: – | | | **2025-2026** <br> All Students: 47.4% <br> Hisp/Latin: 46.9% <br> SED: 50.2% <br> EML: 42.6% <br> SWD: 26.3% <br> Homeless: 41.2% <br> FY: 20% | |

| | | | | | |
|---|---|---|---|---|---|
| 4.2 | **Graduation Rate Indicator for Alta Vista Alternative HS** Currently status is very low (lowest status) 67.9% or less in Current Year | **2022-2023** <u>All Students</u>: 84.0% (-5.9%) SED: 79.0% (+1.4) EML: Less than 11 Students SWD: 78.9% (-6.8%) Homeless: 83.3% (+8.3%) FY: – | | | **2025-2026** <u>All Students</u>: 92.0% SED: 88.0% EML: 20.0% SWD: 86.9% Homeless: 89.3% FY: 30.0% | |
| 4.3 | **Suspension Rate Indicator for La Cuesta Continuation HS** | **2022-2023** <u>All Students</u>: 4.3% (+1.1) SED: 4.7% (+1.4) EML: 8.3% (-7.3) SWD: 5.3% (+0.3) Homeless: 0.0% FY: – | | | **2025-2026** <u>All Students</u>: 1.3% SED: 1.7% EML: 4.3% SWD: 2.3% Homeless: 0.0% FY: – | |
| 4.4 | **Suspension Rate Indicator for Alta Vista Alternative HS** | **2022-2023** <u>All Students</u>: 0% SED: 0% EML:0% SWD: 0% Homeless: 0% FY: – | | | **2025-2026** <u>All Students</u>: 0% SED: 0% EML:0% SWD: 0% Homeless: 0% FY: 0% | |
| 4.5 | **College and Career Readiness for La Cuesta Continuation HS** | **2022-2023** <u>All Students</u>: 2.1% EML: 0.0% SED: 2.2% SWD:Less than 11 students Homeless: 0.0% FY: – | | | **2025-2026** <u>All Students</u>: 12.1% EML: 10.0% SED: 12.2% SWD: 10.0% Homeless: 10.0% FY: 10.0% | |
| 4.6 | **College and Career Readiness for Alta Vista Alternative HS** | **2022-2023** <u>All Students</u>: 40.5% EML: Less than 11 students SED: 29.1% SWD: 23.5% Homeless: 15.0% FY: 0.0% | | | **2025-2026** <u>All Students</u>: 50.5% EML: 10.0% SED: 39.1% SWD: 33.5% Homeless: 25.0% FY: 10.0% | |

# Goal 4 Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A - To Be completed at the end of the 2024-2025 school year

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.

N/A - To Be completed at the end of the 2024-2025 school year

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A - To Be completed at the end of the 2024-2025 school year

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

N/A - To Be completed at the end of the 2024-2025 school year

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

| 1 | Implement School-Based Mentorship and Counseling Program to Improve Student Engagement | **Description:** Implement a school-based mentorship and counseling program aimed at addressing and reversing negative student behaviors such as violence, tardiness, chronic absenteeism, drug use, and academic disengagement. The program will enhance students' academic achievement, attendance, social-emotional development, career readiness, and overall well-being. Additionally, it will offer professional learning and guidance for educators to improve the secondary school experience, especially in alternative school settings.<br><br>**Monitoring Metric:** 4.1, 4.2, 4.3, 4.4, 4.5<br><br>**Expenditures:** Instructional Materials; Contracted Services; College and Career Tech Counselor (1 FTE)<br><br>**Additional Funding:** Equity Multiplier | $194,100 | Yes |
|---|---|---|---|---|
| 2 | Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career | **Description:** Eliminate barriers caused by transferring to an alternative school setting that impact academic achievement and social development for students. Develop and implement a comprehensive plan to provide school and community resources, addressing the need for credit recovery for high school students at risk of academic failure and disengagement, and preparing them for college and career.<br><br>**Monitoring Metric:** 4.1, 4.2, 4.3, 4.5, 4.6<br><br>**Expenditures:** Instructional Materials; Contracted Services<br><br>**Additional Funding:** Equity Multiplier | $97,417 | Yes |

| 3 | Improve Transportation Services for Students to Increase Attendance and Participation | **Description:** Provide transportation for students experiencing hardships to ensure they can continue their education and earn high school credits for graduation. This action will fund transportation services, including staff support to assist students and their families in accessing transportation according to their best interests.<br><br>**Monitoring Metric:** 4.1, 4.2, 4.5, 4.6<br><br>**Expenditures:** Supplies; Contracted Services; College and Career Tech Counselor (1 FTE)<br><br>**Additional Funding:** Equity Multiplier | $180,909 | Yes |
|---|---|---|---|---|

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $22,394,357 | $1,362,590 |

**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 |
|---|---|---|---|
| 15.23% | 0% | $0 | 15.23% |

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

# Required Descriptions
*LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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By examining data from the CA Dashboard, District and school data submitted to CDE, Local Indicators, and District progress monitoring assessments, along with feedback from Educational Partners, Santa Barbara Unified identified the specific needs of foster youth, Emergent Multilingual Learners (EMLs), including long-term EMLs, and low-income students. Based on the analysis of the provided data, the students identified with the highest need of academic, mental, and social-emotional support were EMLs, low-income students, and foster youth. This information guided the creation of actions, prioritizing their needs to meet each goal effectively.

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **Goal 1 Actions 1-7** | **NEED**<br>**English Language Arts CAASPP**<br>*Distance from Standard (DFS)*<br>All Students: -6.1 (+11.1)<br>EML: -72.5 (-1.9)<br>RFEP: -45.7 (-4.2)<br>Foster: -68.3 (-4.2)<br>SED: -40.7 (+7.3)<br><br>**Mathematics CAASPP**<br>*Distance from Standard (DFS)*<br>All Students: -37.4 (+16.2)<br>EML: -93.5 (+7.2)<br>RFEP: -76.4 (+3.5)<br>Foster: -64.3 (+3.5)<br>SED: -73.6 (+11.6)<br><br>*[table: Student Group and Enrollment / English Language Arts / Mathematics]*<br>English Learners – 1,847: ELA -72.5, Math -93.5<br>Foster Youth – 18: ELA -68.3*, Math -64.3<br>Socioeconomically Disadvantaged – 7,513: ELA -40.7, Math -73.6<br>* < 95% participation rate<br><br>*[table: 2022-23 CA Dashboard Data]*<br>English Learners – 1,847: ELA -72.5, Math -93.5, English Learner Progress 45.1%, Graduation Rate 72.7%, College/Career Indicator 7.8%<br>Foster Youth – 18: ELA -68.3*, Math -64.3, -, -, -<br>Socioeconomically Disadvantaged – 7,513: ELA -40.7, Math -73.6, -, Graduation Rate 88.9%, College/Career Indicator 41.4%<br>* < 95% participation rate | The Actions in Goal 1 aim to meet the academic needs of our EML, Foster Youth, and Low-Income Students. Based on data, these actions are designed to help these students reach grade-level standards and remove barriers to their success. By offering targeted and additional support, we ensure they graduate from high school ready for college and careers.<br><br>**Targeted Academic Instruction & Intervention Actions Districtwide**<br><br>*Action 1 – Build Educator & Administrator Capacity in Tiered-levels of Curriculum, Instruction, and Assessment for Students*<br><br>*Action 2 - Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support*<br><br>*Action 3 - Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA and Mathematics Instruction*<br><br>*Action 4 - Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists*<br><br>*Action 5 - Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students*<br><br>*Action 6 - Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students*<br><br>*Action 7 - Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools* | 1.1 , 1.2 |

Goal 1: Actions 1 through 7 focus on our three targeted student groups across the district at multiple grade levels, ensuring they receive top-quality, impactful Tier I instruction in all classes. This includes integrating Universal Design for Learning principles into classrooms and expanding these efforts district-wide to enhance Tier I instruction. Additionally, these actions address the assessment and provision of Tier II and Tier III instruction for students at key entry points in the district, specifically in TK through 3rd grade, 7th grade, and 9th grade. This approach enables teachers and staff to respond to the needs of underperforming students who join the district in primary grades or transfer from feeder school districts in 7th grade, as well as those entering 9th grade from other schools.

In addition, throughout every grade level, teachers and support staff proactively address students' needs by identifying and addressing issues early, rather than providing fragmented Tier II and Tier III support from school to school. This includes efforts to continue addressing pandemic-related learning loss by using formative data to identify and support students who were in Kindergarten, 1st, 2nd, or 3rd grades during that time when learning foundational skills in reading and mathematics are crucial (see graph below),

| 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|-------|-------|-------|-------|-------|
| TK | K | 1 | 2 | 3 |
| K | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 5 |
| 2 | 3 | 4 | 5 | 6 |
| 3 | 4 | 5 | 6 | 7 |
| 4 | 5 | 6 | 7 | 8 |
| 5 | 6 | 7 | 8 | 9 |
| 6 | 7 | 8 | 9 | 10 |
| 7 | 8 | 9 | 10 | 11 |
| 8 | 9 | 10 | 11 | 12 |
| 9 | 10 | 11 | 12 | |
| 10 | 11 | 12 | | |
| 11 | 12 | | | |
| 12 | | | | |

Strengthening our Tier II and III interventions, we employ new practices, including small group instructional models with additional certificated and classified support

| | | | | |
|---|---|---|---|---|
| | | staff who collaborate with teachers in classrooms (push-in model) instead of pulling students out (previous pull-out model), to provide targeted instruction. In addition, these actions include necessary efforts to support staff through ongoing professional learning, time for data analysis, planning, and instructional improvement within professional learning communities. This year, we have focused on the continuous improvement process in each school by engaging in data routines to apply Plan, Do, Study, and Act (PDSA) cycles and will continue expanding this effort to address Goal 1. | | |
| **Goal 1** Actions 8, 11-13 | **NEED** **2022-23 Graduation Rates** All Students: 92.0% (-3.5) EML: 72.7% (-14.8) Foster: Data Not Shown SED: 72.7% (-14.8) **2022-23 College / Career Indicator** All Students: 57.2% (2019: 54.4% = +2.8%) EML: 7.8% (2019: 9.8% = -2.0%) Foster: Data Not Shown SED: 41.4% (2019: 38.7% = +2.7%) <table><tr><td>Student Group and Enrollment</td><td>Graduation Rate</td><td>College/ Career Indicator</td></tr><tr><td>English Learners – 1,847</td><td>72.7%</td><td>7.8%</td></tr><tr><td>Foster Youth – 18</td><td>-</td><td>-</td></tr><tr><td>Socioeconomically Disadvantaged – 7,513</td><td>88.9%</td><td>41.4%</td></tr></table> **2022-23 Graduates Meeting UC/CSU Requirements** All Students: 63.0% (+1.4%) EML: 18.3% (-1.5%) Foster: Data Not Shown SED: 50.2% (+2.6%) | **Enhancing College and Career Readiness** *Action 8 - Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring* *Action 11- Increase College and Career Readiness for Unduplicated Students through AVID Programs* *Action 12 - Increasing College and Career Readiness for Unduplicated Students through CTE Programs* *Action 13 - Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services* Actions 8 and 11 through 13 address the academic challenges faced by foster youth, EMLs, and low-income students, which hinder their high school graduation and their readiness for college and careers upon graduation. At Junior High and Senior High School, AVID programs provide our students with evidence-based instructional strategies and essential academic support including study skills, helping them to improve academic performance. AVID programs at Junior High and Senior High Schools provide low-income students with essential academic support, including tutoring and study skills, which helps them improve their grades and meet college admission requirements. By offering college preparatory curriculum and access to college visits, AVID-trained educators introduce students to higher education opportunities and motivate them to pursue post-secondary education. They offer personalized guidance and mentoring to students throughout the year to provide the students the necessary support that is needed. Based on data and input from by the Program for Effective Access to College (PEAC) Program will continue to offer tutoring services and additional support for | 1.6, 1.7 , 1.9 | |

secondary school students. Tutoring centers at our four junior high schools and three comprehensive high schools provide instructional and educational support. High school students also receive ongoing access to programs, along with guidance and coaching to help them maintain a 3.0+ GPA and complete their UC/CSU requirements, ensuring their eligibility for college/university admission.

To enhance college and career readiness among high school students, targeted support initiatives are implemented to address the specific needs of EMLs, low-income students, and foster youth. In high school, individualized support is provided by high school College and Career Counselors. Through their mentoring and coaching, they directly address the unique barriers these students face. By reducing obstacles such as lack of information and insufficient guidance, these counselors create a clear pathway to higher education and career opportunities. EMLs, Low-Income Students and Foster Youth receive this supplemental support beyond their regularly assigned counselor. Additionally, CTE pathways in our high schools equip our targeted student population with practical skills and experiences directly aligned with college and career requirements. The College and Career Readiness (CCR) Coordinator and the Career Technical Education (CTE) Program Assistant support CTE teachers to meet the needs of our students by fostering critical thinking, collaboration, and leadership, which are essential for success beyond high school. By expanding CTE programs and facilitating dual enrollment opportunities, students gain valuable hands-on experience and practical skills needed in the workforce.

| **Goal 2 Actions 1-5** | **NEED**<br>**2022-23 School attendance rates**<br>All Students: 92.42% (Increased by 0.20%)<br>EML: 90.87% (Decreased by 0.17%)`<br>Foster Youth: 90.10% (Increased by 0.08%)<br>SED: 91.58% (Increased by 0.31%)<br><br>**2022-23 Chronic absenteeism rates**<br>All Students: 22.5% (Decreased by 2.4%)<br>EML: 24.3% (Decreased by 6.5%)<br>Foster Youth: 29.4% (Increased by 23.5%)<br>SED: 26.3% (Decreased by 3.5%)<br><br>**2022-23 High school dropout rate**<br>All Students: 62 (Increased by 25)<br>EML: 17 (Increased by 10)<br>Foster Youth: NR<br>SED: 50 (Increased by 19) | *Action 1 – Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning*<br><br>*Action 2 - Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support*<br><br>*Action 3 - Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction*<br><br>*Action 4 - Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education Students*<br><br>*Action 5 - Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier 2 and Tier 3 Intervention* | **2.1, 2.2, 2.4** |

| | Chronic Absenteeism |
|---|---|
| English Learners | 24.3% |
| Foster Youth | 29.4% |
| Socioeconomically Disadvantaged | 26.3% |

The outlined actions are designed to prioritize the support to Foster Youth, EMLs, and Low-Income Students by using quantitative and qualitative data gained this year to determine specific behavior, social emotional and wellness needs to design the Actions to enhance support to these students. Improving wellness and mental health by providing and enhancing professional mental health services through both District staff and external providers will continue to be a key initiative. These research-based mental health services will be available in schools and offer significant benefits, including enhancing emotional resilience, reducing stress, and supporting overall student engagement. This comprehensive approach ensures that students receive the necessary emotional support to thrive academically and personally, addressing the foundational aspects of their well-being.

In coordination with school and district support staff, the Lead Youth Outreach Worker and Youth Outreach Worker will facilitate positive community-building activities with students to develop relationships with trusted adults, gain new skills, and promote school engagement. They will provide students with Tier II and Tier III support to develop their confidence and agency, empowering them to take initiative, pursue goals, and advocate for themselves and others. Additional support, including transportation for foster youth, will further increase school engagement. By integrating these strategies, the actions collectively promote a holistic support system that addresses both the academic and social-emotional needs of Foster Youth, EMLs, and Low-Income Students, thereby improving their overall school experience and outcomes.

**Goal 3 Actions 1-5**

**NEED**

**2022-23 Pupil suspension rates (% students with at least 1 suspension)**
All Students: 2.7% (+0.4%)
EML: 3.4% (-0.2%)
Foster Youth: 3.8% (+0.7%)
SED: 3.7% (0.6%)

| | Suspension Rate |
|---|---|
| EMLs | 3.4% |
| Foster Youth | 3.8% |
| Socioeconomically Disadvantaged | 3.7% |

*Action 1 – Comprehensive Coordination of Support and Interventions to Elevate Student Achievement*

*Action 2 - Enhance the School Climate Through Professional Learning and Cultural Celebrations*

*Action 3 - Increase Family Engagement and Support for Student Success*

*Action 4 - Comprehensive Language Access and Support for Families and Students to Foster Academic Success*

*Action 5 - Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness*

**3.1**

The actions developed to meet Goal 3 prioritized Foster Youth, EMLs, LTELs, and Low-Income Students and were established through a comprehensive approach using CA Dashboard data, student, staff, family and community input. By incorporating and improving our Multi-Tiered System of Support (MTSS) since 2021, Elementary and Secondary MTSS Specialists will focus their efforts addressing the diverse academic, behavioral, social-emotional, and wellness needs of these students. Through staff training on tiered interventions and the use of assessment data, specialists will identify students who require additional support and design specialized intervention plans to help them learn the necessary skills to meet grade-level standards. This systematic approach ensures that students receive the specific support they need, whether through crisis intervention, mentoring, or positive behavior plans, thereby enhancing their chances of academic success and overall well-being.

Enhancing the school climate through professional learning and cultural celebrations is another effective strategy to support these student groups. The roles of Family Engagement Liaisons are crucial in fostering consistent and meaningful family participation, which is key to boosting academic progress and wellness. By providing services and support to homeless and foster youth, these liaisons help remove barriers to attendance and ensure access to community-building opportunities. The Family Engagement Liaison II's support for the District Emergent Multilingual Learner Advisory Committee (DEMLAC) and Special Education Advisory Committee (SEAC) ensures that the needs and voices of these student groups are heard and addressed, fostering a more inclusive and supportive school environment.

Comprehensive language access and support for families and students further promote academic success and engagement. The Language Access Unit (LAU) provides essential interpretation and translation services, enabling meaningful family participation in their home language, which is vital for student academic progress. Ensuring clear communication during Individualized Education Program (IEP) meetings and throughout the educational process helps families of students in special education programs stay informed and involved. This bilingual communication ensures that parents can effectively engage with the school

| | | | |
|---|---|---|---|
| | | system and support their children's educational journey, leading to better academic outcomes.<br><br>Professional learning focused on anti-bias education and creating inclusive school cultures helps educators identify and eliminate racism and bias, leading to safer and healthier learning environments. Direct services to students increase to foster culturally sustaining and inclusive school communities. This training empowers educators to create a more equitable, healing-centered, and inclusive learning culture. As a result, students experience improved engagement, academic progress, and overall well-being. This holistic approach to support not only addresses the immediate needs of foster youth, EMLs, LTELs, and low-income students but also promotes long-term engagement and academic achievement. | |
| **Goal 4 Actions 1-3** | **NEED**<br><br>**Alta Vista Alternative HS**<br>**2022-23 Graduation Rate Indicator**<br>All Students: 84.0% (-5.9%)<br>SED: 79.0% (+1.4)<br>FY: –<br><br>**2023-24 College and Career Readiness**<br>All Students: 40.5%<br>EML: Less than 11 students<br>SED: 29.1%<br>FY: –<br><br>**2023-24 Suspension Rate**<br>All Students: 0%<br>SED: 0%<br>EML:0%<br>FY: 0%<br><br>| **Student Group and Enrollment** |<br>|---|<br>| English Learners – 15 |<br>| Foster Youth – 1 |<br>| Socioeconomically Disadvantaged – 82 | | *Action 1 – Implement School-Based Mentorship and Counseling Program to Improve Student Engagement*<br><br>*Action 2 - Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career*<br><br>*Action 3 - Improve Transportation Services for Students to Increase Attendance and Participation*<br><br>The targeted schoolwide actions for La Cuesta Continuation High School and Alta Vista Alternative School are designed to support the Foster Youth, EMLs, including LTELs, and Low-Income Students at those schools by improving student attendance and engagement to increase their opportunity to graduate from high school.<br><br>Implementing a school-based mentorship and counseling program will directly address and transform challenging behaviors that often hinder these students' academic and social success. By providing tailored mentorship and counseling, our students will receive the support needed to improve their academic performance, attendance, and social-emotional development. This holistic approach not only helps mitigate issues such as violence, tardiness, and chronic absenteeism but also nurtures a more engaging and supportive school environment. Professional learning for our staff ensures that they are equipped to handle the unique challenges of alternative school settings, thereby improving the | **4.1, 4.2, 4.3, 4.4, 4.5, 4.6** |

overall secondary school experience and enhancing students' readiness for college and careers.

| Alta Vista Alternative HS | Suspension Rate |
|---|---|
| EMLs | 0.0% |
| Foster Youth | - |
| Socioeconomically Disadvantaged | 0.0% |

**La Cuesta Continuation HS**
**2022-23 Graduation Rate Indicator**
All Students: 35.4% (-41.5)
SED: 36.2% (-40.4)
EML: 28.6% (-57.1)
FY: –

**2023-24 College and Career Readiness**
All Students: 2.1%
EML: 0.0%
SED: 2.2%
FY: –

**2023-24 Suspension Rate**
All Students: 4.3% (+1.1)
SED: 4.7% (+1.4)
EML: 8.3% (-7.3)
FY: –

| La Cuesta Continuation High School | Suspension Rate |
|---|---|
| EMLs | 8.3% |
| Foster Youth | - |
| Socioeconomically Disadvantaged | 4.7% |

| 2022-23 CA Dashboard Data for La Cuesta Continuation High School | | | | | |
|---|---|---|---|---|---|
| Student Group and Enrollment | English Language Arts | Mathematics | English Learner Progress | Graduation Rate | College/ Career Indicator |
| English Learners – 19 | - | - | - | 28.6 | 0.0 |
| Foster Youth – 0 | - | - | - | - | - |
| Socioeconomically Disadvantaged – 73 | -314.0* | -309.3* | - | 36.2% | 2.2% |

* < 95% participation rate

| 2022-23 CA Dashboard Data for Alta Vista Alternative High School | | | | | |
|---|---|---|---|---|---|
| Student Group and Enrollment | English Language Arts | Mathematics | English Learner Progress | Graduation Rate | College/ Career Indicator |
| English Learners – 15 | - | - | - | - | - |
| Foster Youth – 1 | - | - | - | - | - |
| Socioeconomically Disadvantaged – 82 | -244.9* | -295.0* | - | 79.0% | 29.1% |

* < 95% participation rate

Developing and implementing a comprehensive plan to provide school and community resources is another important action in meeting the goal for these students. Many of our students face significant barriers when transferring to alternative school settings, which can impact their learning and social development. By addressing these barriers through a strategic plan that includes credit recovery and preparation for college and career, our students are better positioned to succeed. These students at risk of academic setbacks will receive the targeted resources and personalized assistance to stay on track for graduation.

Improving transportation is key for increasing attendance and participation among our vulnerable student groups. Many students face significant hardships that make it difficult to attend school regularly, which can lead to disengagement and failure. By funding transportation services and providing staff support to assist students and their families, schools can remove this barrier to their education. Ensuring that students have reliable transportation enables them to continue their education without interruption, allowing them to earn the necessary high school credits for

| | | graduation. This action not only boosts attendance but also enhances students' overall engagement with their education, contributing to higher graduation rates and better outcomes for Foster Youth, EMLs, LTELs, and Low-Income Students. | |
|---|---|---|---|

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|

| Goal 1 | NEED | Improving Language Acquisition and Literacy for EMLs and LTELs | 1.3, 1.4, 1.5, 1.6 |
|---|---|---|---|
| Actions 9, 10, 14 | **2022-23 English Language Progress Indicator**<br>All EMLs: 45.1% (-8.0)<br><br>**2022-23 Reclassification Rate:** 25.5%<br><br>**2022-23 Percentage of LTEL Students:** 7.1%<br><br>| *Action 9 - Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement*<br><br>*Action 10 - Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy*<br><br>*Action 14 - Enhance Special Education Support for EML Students to Increase College and Career Readiness*<br><br>These actions specifically focus on capacity building for educators and families as well as enhancing support systems for language acquisition, instruction, and subject matter literacy for Emergent Multilingual Learners (EMLs) and Long-Term EML students (LTELs). | |

| Student Group and Enrollment | English Learner Progress |
|---|---|
| English Learners – 1,847 | 45.1% |
| Foster Youth – 18 | - |
| Socioeconomically Disadvantaged – 7,513 | - |

The professional learning provided to teachers and administrators enhances their ability to deliver high-quality designated and integrated ELD instruction. The focus on professional development ensures that educators continue to build instructional capacity by equipping them with the skills and knowledge needed to support EMLs, and especially our LTEL students. Improved parent engagement and leadership through training programs for the Emergent Multilingual Learner Advisory Committees (EMLAC) and the District Emergent Multilingual Learner Advisory Committee (DEMLAC) will continue to play a crucial role in creating a supportive learning environment. By empowering parents, the district fosters a collaborative approach to enhancing student outcomes.

To effectively meet the goals for EMLs and LTELs, the integration of bilingual paraeducators into classrooms is a strategic action. The paraeducators work alongside, assisting teachers who are delivering specialized Tier I, II, and III instruction. This targeted support is essential for addressing the diverse needs of these students, ensuring they receive the appropriate level of ELD instruction to progress and reclassify. Long-Term EML students (LTELs) and Newcomers will be given the highest priority for this assistance.

| | | To enhance the educational outcomes for EML students in Special Education, Action 14 is designed to provide comprehensive support and high-quality instruction by ensuring they receive high-quality, tailored instruction and support through well-trained Special Education Department Chairs and designated administrators. Additionally, the presence of Bilingual Senior Office Assistants and expanded curriculum options will help bridge communication gaps with families and provide alternative pathways to graduation, fostering a more inclusive and supportive educational environment. | |

For any limited 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, as applicable.

N/A

## *Additional Concentration Grant Funding*

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 additional concentration grant add-on funding will be used to increase staffing dedicated to providing direct services to students in schools with high numbers of Foster Youth, English Learners (EMLs), and Low-Income Students. We will expand the number of curriculum specialists from 9 to 26 across all schools to support Tier II classroom interventions during small group instruction (Goal 1, Action 4). The distribution of curriculum specialists is based on the number and percentage of EMLs at each school, with schools having higher EML enrollments receiving more specialists to better serve EMLs, Low-Income Students, and Foster Youth. Additionally, we will increase the number of Bilingual Paraeducators to 20 positions to assist teachers with Tier I and Tier II instruction (Goal 1, Action 10). The assignment of these positions is also based on the number of EML students enrolled. Addressing wellness support for these students, we will raise the number of Mental Health Clinicians from 6 to 10 (Goal 2, Action 1). This expansion follows the success of the RISE program, which provides mental health services to elementary students by hiring mental health staff and reducing reliance on external agencies. This year, we will extend this support to all four Junior High Schools and elementary schools, implementing a Multi-Tiered System of Support to address our students' academic and wellness needs.

| 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 | Elementary School 39:1<br>Junior High School 48:1<br>Senior High School 58:1 | Elementary School 34:1<br>Junior High School 41:1<br>Senior High School 52:1 |
| Staff-to-student ratio of certificated staff providing direct services to students | Elementary School 25:1<br>Junior High School 30:1<br>Senior High School 30:1 | Elementary School 23:1<br>Junior High School 27:1<br>Senior High School 28:1 |

# Local Control and Accountability Plan 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](mailto: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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

## *Reflections: Technical Assistance*

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

## *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**

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

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

**Support for Identified Schools**

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

- 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**

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

## Requirements

**School districts and COEs:** *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

## *Respond to the prompts as follows:*

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
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Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

## *Complete the table as follows:*

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

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○    All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

●    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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

## *Focus Goal(s)*

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

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- 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.

## *Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding*

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier school site must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- 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.

- In addition to this information, the LEA must also identify:

  o   The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a holistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## *Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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*

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## *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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

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- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific school site, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.

- o Indicate the school year to which the baseline data applies.

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

## *Goal Analysis:*

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

o   This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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.

    o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

    o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪   The reasons for the ineffectiveness, and

        ▪   How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

### Action #

- Enter the action number.

### Title

- Provide a short title for the action. This title will also appear in the action tables.

### Description

- Provide a brief description of the action.

    o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

### Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

### Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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*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.

### *Required Actions*

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:T

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

## *Statutory Requirements*

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## *LEA-wide and Schoolwide Actions*

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

## *For School Districts Only*

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state

and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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

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- 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 LEA's 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:

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## *Additional Concentration Grant Funding*

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 a single-school LEA or 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.

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o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o 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.

o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

  o  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, based on the LEA's current pay scale, 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 Services 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 displayed. If actions with a "No" are displayed or if actions that are contributing are not displayed 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 displayed. If actions with a "No" are displayed or if actions that are contributing are not displayed 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 estimated based on 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%).

  o 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, the 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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)**

  o  This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o  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)**

  o  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**

  o  This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o  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**

  o  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)**

    o  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 (%)**

    o  This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o  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)**

    o  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 plus Carryover %)**

    o  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)**

    o  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)**

    o  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)**

- o 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
November 2023

# 2023-24 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| Totals: | $27,724,503.00 | $ 27,558,972.00 |

| 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 | $ 671,338 | $ 584,630 |
| 1 | 2 | Increase Rates of UC/CSU A-G Completion and College Career Readiness | Yes | $ 470,707 | $ 470,707 |
| 1 | 3 | Provide Targeted Emergent Multilingual Learner Interventions in Secondary and Elementary Schools for Newcomers and Early Emerging EMLs | Yes | $ 1,103,278 | $ 971,963 |
| 1 | 4 | Strengthen Comprehensive Multilingual Education through implementation of Multilingual Excellence Transforming Achievement (META) | Yes | $ 702,657 | $ 588,899 |
| 1 | 5 | Build Educator Capacity to Deliver Differentiated Curriculum, Instruction, and Assessments in English Language Arts, Mathematics, Science, and Social Studies | Yes | $ 995,337 | $ 968,032 |
| 1 | 6 | Implement Elementary Grade-Level Professional Learning Communities to Increase Tier I Supports | Yes | $ 2,620,074 | $ 2,841,843 |
| 1 | 7 | Expand Direct Student Support and Teacher Professional Learning to Improve Language & Literacy | Yes | $ 961,293 | $ 929,337 |

| 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 | 8 | Enhance Student Academic Achievement by Providing Targeted Tier III Intervention | Yes | $ 962,223 | $ 804,049 |
| 1 | 9 | Increase Kindergarten Readiness by Building PreK Teacher and Parent Capacity | Yes | $ 20,000 | $ 20,000 |
| 1 | 10 | Expand after-school intervention and tutoring to provide learning recovery in English Language Arts and Mathematics | Yes | $ 204,000 | $ 204,000 |
| 1 | 11 | Provide Student Access to College Preparation Exams | Yes | $ 53,000 | $ 53,000 |
| 1 | 12 | Enhance Student Access to Advancement Via Individual Determination (AVID) Program to Support College and Career Readiness | Yes | $ 1,465,532 | $ 1,478,829 |
| 1 | 13 | Increase Student Access to Program for Effective Access to College (PEAC) to Support College and Career Readiness | Yes | $ 1,112,668 | $ 1,009,456 |
| 1 | 14 | Implement Tier I, II, & Tier III Academic Interventions to Accelerate Learning Recovery | Yes | $ 8,769,590 | $ 8,474,569 |
| 2 | 1 | Expand Universal Prevention and Intervention Support to Students | Yes | $ 213,617 | $ 84,200 |
| 2 | 2 | Increase Targeted Prevention and Intervention Support to Students | Yes | $ 722,530 | $ 795,925 |
| 2 | 3 | Provide Student Behavioral and Social Emotional Support | Yes | $ 461,284 | $ 565,857 |
| 2 | 4 | Deliver Comprehensive Mental Health Services for Students | Yes | $ 2,265,690 | $ 2,858,662 |
| 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 | $ 1,770,911 | $ 1,685,489 |

| 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) |
|---|---|---|---|---|---|
| 2 | 7 | Improve Collaborative Support for Students through Language Access | Yes | $ 1,086,429 | $ 1,113,723 |
| 3 | 1 | Create and Cultivate Culturally Sustaining School Communities | Yes | $ 425,081 | $ 425,081 |
| 3 | 2 | Achieve Equitable Student Outcomes and Cultural Proficiency Through Ethnic Studies Courses | Yes | $ 180,524 | $ 227,718 |
| 3 | 3 | Nurture and Improve the Holistic Wellbeing, Sense of Belonging, and Academic Outcomes of Students | Yes | $ 50,000 | $ 49,940 |
| 4 | 1 | Foster College/Career Counseling Support and Family Services | Yes | $ 394,740 | $ 311,063 |

## 2023-24 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) |
|---|---|---|---|---|---|---|
| $22,591,235 | $ 23,307,865 | $ 22,591,235 | $ 716,630 | 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 | $ 671,338 | $584,630 | 0.00% | 0.00% |
| 1 | 2 | Increase Rates of UC/CSU A-G Completion and College Career Readiness | Yes | $ 323,824 | $290,961 | 0.00% | 0.00% |
| 1 | 3 | Provide Targeted Emergent Multilingual Learner Interventions in Secondary and Elementary Schools for Newcomers and Early Emerging EMLs | Yes | $ 377,278 | $245,963 | 0.00% | 0.00% |
| 1 | 4 | Strengthen Comprehensive Multilingual Education through implementation of Multilingual Excellence Transforming Achievement (META) | Yes | $ 702,657 | $588,899 | 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 | $ 995,337 | $968,032 | 0.00% | 0.00% |
| 1 | 6 | Implement Elementary Grade-Level Professional Learning Communities to Increase Tier I Supports | Yes | $ 2,620,074 | $2,841,843 | 0.00% | 0.00% |
| 1 | 7 | Expand Direct Student Support and Teacher Professional Learning to Improve Language & Literacy | Yes | $ 961,293 | $929,337 | 0.00% | 0.00% |
| 1 | 8 | Enhance Student Academic Achievement by Providing Targeted Tier III Intervention | Yes | $ 962,223 | $804,049 | 0.00% | 0.00% |
| 1 | 9 | Increase Kindergarten Readiness by Building PreK Teacher and Parent Capacity | Yes | $ 20,000 | $20,000 | 0.00% | 0.00% |
| 1 | 10 | Expand after-school intervention and tutoring to provide learning recovery in English Language Arts and Mathematics | Yes | $ 4,000 | $4,000 | 0.00% | 0.00% |
| 1 | 11 | Provide Student Access to College Preparation Exams | Yes | $ 53,000 | $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 | $ 1,465,532 | $1,478,829 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 13 | Increase Student Access to Program for Effective Access to College (PEAC) to Support College and Career Readiness | Yes | $ 1,112,668 | $1,009,456 | 0.00% | 0.00% |
| 1 | 14 | Implement Tier I, II, & Tier III Academic Interventions to Accelerate Learning Recovery | Yes | $ 8,769,590 | $8,474,569 | 0.00% | 0.00% |
| 2 | 1 | Expand Universal Prevention and Intervention Support to Students | Yes | $ 213,617 | $84,200 | 0.00% | 0.00% |
| 2 | 2 | Increase Targeted Prevention and Intervention Support to Students | Yes | $ 228,865 | $233,269 | 0.00% | 0.00% |
| 2 | 3 | Provide Student Behavioral and Social Emotional Support | Yes | $ 461,284 | $565,857 | 0.00% | 0.00% |
| 2 | 4 | Deliver Comprehensive Mental Health Services for Students | Yes | $ 601,869 | $734,893 | 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 | $ 1,099,209 | $1,026,192 | 0.00% | 0.00% |
| 2 | 7 | Improve Collaborative Support for Students through Language Access | Yes | $ 812,767 | $801,876 | 0.00% | 0.00% |
| 3 | 1 | Create and Cultivate Culturally Sustaining School Communities | Yes | $ 425,081 | $425,081 | 0.00% | 0.00% |
| 3 | 2 | Achieve Equitable Student Outcomes and Cultural Proficiency Through Ethnic Studies Courses | Yes | $ 180,524 | $180,524 | 0.00% | 0.00% |
| 3 | 3 | Nurture and Improve the Holistic Wellbeing, Sense of Belonging, and Academic Outcomes of Students | Yes | $ 50,000 | $49,940 | 0.00% | 0.00% |
| 4 | 1 | Foster College/Career Counseling Support and Family Services | Yes | $ 153,835 | $153,835 | 0.00% | 0.00% |

## 2023-24 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) |
|---|---|---|---|---|---|---|---|---|
| $ 142,893,684 | $ 22,591,235 | 0.00% | 15.81% | $ 22,591,235 | 0.00% | 15.81% | $0.00 - No Carryover | 0.00% - No Carryover |

## 2024-25 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| 2024-25 | $ 147,037,932 | $ 22,394,357 | 15.230% | 0.000% | 15.230% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 24,657,196 | $ 1,680,063 | $ - | $ 1,585,000 | $ 27,922,259.00 | $ 25,494,830 | $ 2,427,429 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Build Educator & Administrator Capacity in Tiered-levels of Curriculum, Instruction, and Assessment for Students | All | Yes | LEA-wide | All | All | Ongoing | $ 1,172,000 | $ - | $ 439,500 | $ 586,000 | $ - | $ 146,500 | $ 1,172,000 | 0.000% |
| 1 | 2 | Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support | All | Yes | LEA-wide | All | Elementary Schools | Ongoing | $ 3,140,100 | $ - | $ 3,140,100 | $ - | $ - | $ - | $ 3,140,100 | 0.000% |
| 1 | 3 | Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA and Mathematics Instruction | All | Yes | LEA-wide | All | Elementary Schools | Ongoing | $ 1,215,000 | $ - | $ 1,215,000 | $ - | $ - | $ - | $ 1,215,000 | 0.000% |
| 1 | 4 | Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists | All | Yes | LEA-wide | All | All | Ongoing | $ 2,156,686 | $ - | $ 2,156,686 | $ - | $ - | $ - | $ 2,156,686 | 0.000% |
| 1 | 5 | Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students | All | Yes | LEA-wide | All | All | Ongoing | $ 100,000 | $ 50,139 | $ 100,139 | $ 50,000 | $ - | $ - | $ 150,139 | 0.000% |
| 1 | 6 | Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students | All | Yes | LEA-wide | All | Secondary Schools | Ongoing | $ 675,000 | $ - | $ 675,000 | $ - | $ - | $ - | $ 675,000 | 0.000% |
| 1 | 7 | Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools | All | Yes | LEA-wide | All | All | Ongoing | $ 6,241,500 | $ - | $ 6,241,500 | $ - | $ - | $ - | $ 6,241,500 | 0.000% |
| 1 | 8 | Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring | All | Yes | LEA-wide | All | High Schools | Ongoing | $ 500,000 | $ - | $ 20,000 | $ - | $ - | $ 480,000 | $ 500,000 | 0.000% |
| 1 | 9 | Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement | All | Yes | Limited | All | All | Ongoing | $ 268,000 | $ 164,500 | $ 432,500 | $ - | $ - | $ - | $ 432,500 | 0.000% |

| Goal | Action | Title | Student Group | Contributing | Scope | Grades | Location | Timeframe | Total Personnel | Total Non-personnel | Total Funds | | | | Total | Percentage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 10 | Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy | All | Yes | Limited | All | All | Ongoing | $ 741,000 | $ - | $ 741,000 | $ - | $ - | $ - | $ 741,000 | 0.000% |
| 1 | 11 | Increase College and Career Readiness for Unduplicated Students through AVID Programs | All | Yes | LEA-wide | All | Secondary Schools | Ongoing | $ 1,388,000 | $ 114,023 | $ 1,502,023 | $ - | $ - | $ - | $ 1,502,023 | 0.000% |
| 1 | 12 | Increasing College and Career Readiness for Unduplicated Students through CTE Programs | All | Yes | LEA-wide | All | Secondary Schools | Ongoing | $ 293,000 | $ 138,000 | $ 278,000 | $ 153,000 | $ - | $ - | $ 431,000 | 0.000% |
| 1 | 13 | Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services | All | Yes | LEA-wide | All | Secondary Schools | Ongoing | $ 636,500 | $ 68,869 | $ 705,369 | $ - | $ - | $ - | $ 705,369 | 0.000% |
| 1 | 14 | Enhance Special Education Support for EML Students to Increase College and Career Readiness | Emergent Multilingual Learners and Students with Disabilities | Yes | Limited | All | High Schools | Ongoing | $ 197,000 | $ 41,000 | $ 238,000 | $ - | $ - | $ - | $ 238,000 | 0.000% |
| 2 | 1 | Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning | All | Yes | LEA-wide | All | All | Ongoing | $ 1,693,500 | $ 711,500 | $ 2,254,000 | $ - | $ - | $ 151,000 | $ 2,405,000 | 0.000% |
| 2 | 2 | Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support | All | Yes | LEA-wide | All | All | Ongoing | $ 219,965 | $ 10,000 | $ 229,965 | $ - | $ - | $ - | $ 229,965 | 0.000% |
| 2 | 3 | Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction | All | Yes | LEA-wide | All | All | Ongoing | $ - | $ 92,240 | $ 92,240 | $ - | $ - | $ - | $ 92,240 | 0.000% |
| 2 | 4 | Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education | Emergent Multilingual Learners and Students with Disabilities | Yes | LEA-wide | All | All | Ongoing | $ 15,000 | $ 15,000 | $ 30,000 | $ - | $ - | $ - | $ 30,000 | 0.000% |
| 2 | 5 | Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention | All | Yes | LEA-wide | All | Secondary Schools | Ongoing | $ 400,000 | $ - | $ 400,000 | $ - | $ - | $ - | $ 400,000 | 0.000% |
| 3 | 1 | Comprehensive Coordination of Support and Interventions to Elevate Student Achievement | All | Yes | LEA-wide | All | All | Ongoing | $ 1,748,500 | $ - | $ 1,614,000 | $ - | $ - | $ 134,500 | $ 1,748,500 | 0.000% |
| 3 | 2 | Enhance the School Climate Through Professional Learning and Cultural Celebrations | All | Yes | LEA-wide | All | All | Ongoing | $ 10,000 | $ 83,000 | $ 93,000 | $ - | $ - | $ - | $ 93,000 | 0.000% |
| 3 | 3 | Increase Family Engagement and Support for Student Success | All | Yes | LEA-wide | All | All | Ongoing | $ 1,667,563 | $ - | $ 994,563 | $ - | $ - | $ 673,000 | $ 1,667,563 | 0.000% |
| 3 | 4 | Comprehensive Language Access and Support for Families and Students to Foster Academic Success | All | Yes | LEA-wide | All | All | Ongoing | $ 780,248 | $ 419,000 | $ 895,124 | $ 304,124 | $ - | $ - | $ 1,199,248 | 0.000% |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 5 | Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness | All | Yes | LEA-wide | All | All | Ongoing | $ | 25,000 | $ | 259,000 | $ | 146,000 | $ | 138,000 | $ | - | $ | - | $ | 284,000 | 0.000% |
| 4 | 1 | Implement School-Based Mentorship and Counseling Program to Improve Student Engagement | All | Yes | Schoolwide | All | La Cuesta Continuation High School and Alta Vista Alternative School | Ongoing | $ | 142,857 | $ | 51,243 | $ | 8,000 | $ | 186,100 | $ | - | $ | - | $ | 194,100 | 0.000% |
| 4 | 2 | Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career | All | Yes | Schoolwide | All | La Cuesta Continuation High School and Alta Vista Alternative School | Ongoing | $ | - | $ | 97,417 | $ | 4,208 | $ | 93,209 | $ | - | $ | - | $ | 97,417 | 0.000% |
| 4 | 3 | Improve Transportation Services for Students to Increase Attendance and Participation | All | Yes | Schoolwide | All | La Cuesta Continuation High School and Alta Vista Alternative School | Ongoing | $ | 68,411 | $ | 112,498 | $ | 11,279 | $ | 169,630 | $ | - | $ | - | $ | 180,909 | 0.000% |

**2024-25 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 |
|---|---|---|---|---|---|---|---|---|---|
| $147,037,932 | $ 22,394,357 | 15.230% | 0.000% | 15.230% | $ 24,657,196 | 0.000% | 16.769% | **Total:** | $24,657,196 |
| | | | | | | | | **LEA-wide Total:** | $ 23,222,209 |
| | | | | | | | | **Limited Total:** | $ 1,411,500 |
| | | | | | | | | **Schoolwide Total:** | $ 23,487 |

| 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 | Build Educator & Administrator Capacity in Tiered-levels of Curriculum, Instruction, and Assessment for Students | Yes | LEA-wide | All | All | $ 439,500 | 0.000% |
| 1 | 2 | Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support | Yes | LEA-wide | All | Elementary Schools | $ 3,140,100 | 0.000% |
| 1 | 3 | Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA and Mathematics Instruction | Yes | LEA-wide | All | Elementary Schools | $ 1,215,000 | 0.000% |
| 1 | 4 | Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists | Yes | LEA-wide | All | All | $ 2,156,686 | 0.000% |
| 1 | 5 | Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students | Yes | LEA-wide | All | All | $ 100,139 | 0.000% |
| 1 | 6 | Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students | Yes | LEA-wide | All | Secondary Schools | $ 675,000 | 0.000% |
| 1 | 7 | Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools | Yes | LEA-wide | All | All | $ 6,241,500 | 0.000% |
| 1 | 8 | Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring | Yes | LEA-wide | All | High Schools | $ 20,000 | 0.000% |
| 1 | 9 | Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement | Yes | Limited | All | All | $ 432,500 | 0.000% |
| 1 | 10 | Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy | Yes | Limited | All | All | $ 741,000 | 0.000% |
| 1 | 11 | Increase College and Career Readiness for Unduplicated Students through AVID Programs | Yes | LEA-wide | All | Secondary Schools | $ 1,502,023 | 0.000% |
| 1 | 12 | Increasing College and Career Readiness for Unduplicated Students through CTE Programs | Yes | LEA-wide | All | Secondary Schools | $ 278,000 | 0.000% |
| 1 | 13 | Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services | Yes | LEA-wide | All | Secondary Schools | $ 705,369 | 0.000% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 14 | Enhance Special Education Support for EML Students to Increase College and Career Readiness | Yes | Limited | All | High Schools | $ | 238,000 | 0.000% |
| 2 | 1 | Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning | Yes | LEA-wide | All | All | $ | 2,254,000 | 0.000% |
| 2 | 2 | Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support | Yes | LEA-wide | All | All | $ | 229,965 | 0.000% |
| 2 | 3 | Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction | Yes | LEA-wide | All | All | $ | 92,240 | 0.000% |
| 2 | 4 | Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education | Yes | LEA-wide | All | All | $ | 30,000 | 0.000% |
| 2 | 5 | Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention | Yes | LEA-wide | All | Secondary Schools | $ | 400,000 | 0.000% |
| 3 | 1 | Comprehensive Coordination of Support and Interventions to Elevate Student Achievement | Yes | LEA-wide | All | All | $ | 1,614,000 | 0.000% |
| 3 | 2 | Enhance the School Climate Through Professional Learning and Cultural Celebrations | Yes | LEA-wide | All | All | $ | 93,000 | 0.000% |
| 3 | 3 | Increase Family Engagement and Support for Student Success | Yes | LEA-wide | All | All | $ | 994,563 | 0.000% |
| 3 | 4 | Comprehensive Language Access and Support for Families and Students to Foster Academic Success | Yes | LEA-wide | All | All | $ | 895,124 | 0.000% |
| 3 | 5 | Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness | Yes | LEA-wide | All | All | $ | 146,000 | 0.000% |
| 4 | 1 | Implement School-Based Mentorship and Counseling Program to Improve Student Engagement | Yes | Schoolwide | All | La Cuesta Continuation High School and Alta Vista Alternative School | $ | 8,000 | 0.000% |
| 4 | 2 | Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career | Yes | Schoolwide | All | La Cuesta Continuation High School and Alta Vista Alternative School | $ | 4,208 | 0.000% |
| 4 | 3 | Improve Transportation Services for Students to Increase Attendance and Participation | Yes | Schoolwide | All | La Cuesta Continuation High School and Alta Vista Alternative School | $ | 11,279 | 0.000% |