Santa Barbara Unified School District
2026-2027 Local Control and Accountability Plan

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Plan Summary 2026-2027
General Information

A description of the LEA, its schools, and its students in grades Transitional Kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Santa Barbara Unified School District (SBUSD) is dedicated to educating and serving *Every Child, Every Chance, Every Day*.
Santa Barbara Unified School District (SB Unified) includes 18 district-operated schools, not counting charter schools.

9 Elementary Schools (PreK-6)
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

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

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

1 Continuation High School (10-12)
La Cuesta Continuation High School

1 Alternative Junior High School (7-8) and 1 Alternative High School (9-12)
Alta Vista, Alta Vista Alternative High School

2 Independent Charter Schools (TK-6)
Adelante Charter School, Peabody Charter Academy

1 Independent Charter School (TK-8)
Santa Barbara Charter School

At Santa Barbara Unified School District, our mission is to prepare students for a world that is yet to be created. We live by a simple promise: *Every Child, Every Chance, Every Day*. By centering our schools around literacy, math, and a true sense of belonging, we cultivate joyful learning environments where every student can thrive. Our diverse choice programs allow families to personalize their child's education from the very beginning. Elementary students engage in world-class pathways like Dual Language Immersion, International Baccalaureate, and Core Knowledge. In our secondary schools, we bridge passion with purpose through Career Technical Education (CTE), California Partnership Academies, Dual Enrollment, AVID, and PEAC.

We don't just teach, we build inclusive, safe, and equitable cultures that nurture the whole child, ensuring every student is ready for college, career, and life.

Student Demographics for 2025-2026 (Not including Charter Schools)

Total Number of Students Enrolled: 11,714

Emergent Multilingual Learners (EMLs): 1,400
Long-Term EMLs or Long-Term ELs (LTELs): 232
Reclassified Fluent English Proficient (RFEP): 2,987
Foster Youth (FY): 3
Homeless Youth: 208
Special Education Students or Students with Disabilities (SWD): 1,708
Low-Income Students or Socioeconomically Disadvantaged (SED): 6,901

African American/Black: 75
American Indian/Alaska Native: 21
Asian: 272
Filipino: 43
Hispanic/Latino: 6,930
Pacific Islander: 9
White: 3,571
Two or more races: 480
Not Reported: 313

Total # of Preschool Students: 219

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

Reflections: Annual Performance

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

The Santa Barbara Unified School District (SBUSD) uses the California School Dashboard as a central tool for accountability and continuous improvement. The Dashboard offers a multi-measure view of school and district performance, helping SBUSD track progress, identify needs, and strengthen supports aligned to student outcomes. This data-informed approach reflects the district's commitment to high-quality, responsive instruction for all students.

SBUSD's continuous improvement efforts are aligned with the Multi-Tiered System of Support (MTSS). Data is used to guide Tier I instruction and implement targeted Tier II and Tier III interventions. Disaggregated data by student groups is used to identify areas of need and guide focused, intentional actions to improve outcomes for each and every student.

In addition to Dashboard indicators, SBUSD reviews CAASPP and California Alternate Assessment results for grades 3–8 and 11, alongside local assessments. In grades 1 and 2, the district uses the STAR Early Literacy, Reading, and Math assessments to monitor early academic readiness, particularly for at-promise students. These data tools support instructional planning, progress monitoring, and professional development, helping ensure that all students receive timely, differentiated support to succeed academically.

District Comparison: 2022-23, 2023-24, and 2024-25 CA Dashboard (Distance from Standard – DFS)

All SBUSD students in grades 3-8th, 11th performance from 2022–23 to 2024-25

Subject	22-23 DFS	23-24 DFS	24-25 DFS	Difference 23-24 / 24-25	Change Level
English Language Arts	-6.1	-5.5	**-2.5**	**+3.0**	Increased
Mathematics	-37.4	-36.0	**-27.2**	**+8.8**	Increased

Identified Areas of Growth by Student Groups

Subject	22-23 DFS	23-24 DFS	24-25 DFS	Difference 23-24 / 24-25	Change Level
English Language Arts					
Students with Disabilities	-108.6	-102.6	**-95.9**	**+6.7**	Increased
Socioeconomically Disadvantaged Students	-40.7	-37.3	**-37.9**	**-0.6**	Maintained
Emergent Multilingual Learners	-72.5	-69.7	**-69.0**	**+0.7**	Maintained
Homeless Students	-51.6	-53.8	**-47.6**	**+6.2**	Increased
Long Term Emergent Multilingual Learners	-108.5	-128.9	**-108.6**	**+20.3**	Increased Significantly
Hispanic/Latino	-41.2	-39.5	**-38.5**	**+1.0**	Maintained
Mathematics					
Students with Disabilities	-139.9	-134.9	**-128.5**	**+6.4**	Increased
Socioeconomically Disadvantaged Students	-73.6	-72.0	**-66.3**	**+5.7**	Increased
Emergent Multilingual Learners	-93.9	-93.5	**-86.0**	**+7.5**	Increased
Homeless Students	-93.5	-71.5	**-73.4**	**-1.9**	Maintained
Long Term Emergent Multilingual Learners	-142.4	-165.3	**-157.3**	**+8.0**	Increased
Hispanic/Latino	-73.7	-73.2	**-67.7**	**+5.5**	Increased

Identified Areas for Improvement by Student Groups:

Subject	22-23 DFS	23-24 DFS	24-25 DFS	Difference 23-24 / 24-25	Change Level
English Language Arts					
Socioeconomically Disadvantaged Students	-40.7	-37.3	**-37.9**	**-0.6**	Maintained
Mathematics					
Homeless Students	-93.5	-71.5	**-73.4**	**-1.9**	Maintained

2024-25 District Comparison with State Average

Subject	24-25 SBUSD DFS	24-25 State DFS	24-25 SBUSD Difference (Points)
English Language Arts	**-2.5**	-8.1	**+5.6 pts**
Mathematics	**-27.2**	-42.4	**+15.2 pts**

As required by California Education Code, the following identifies schools and student groups within Santa Barbara Unified that received the lowest performance level on one or more state indicators on the 2023 California School Dashboard. These identifications remain unchanged for the duration of the three-year LCAP cycle.

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 (Very Low - 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
ELA: SWD

Harding UPS
Chr Ab: His/Lat, White, EML, SWD, SED
Sus Rate: SWD

McKinley ES
ELA: EML
ELPI: EL
Chr Ab: Homeless

Monroe ES
ELA: SWD
Math: SWD
ELPI: EML
Chr Ab: White

Roosevelt ES
ELPI: EML

SBCA
ELA: EL
ELPI: EML

Washington ES
ELA: EML
Math: EML
ELPI: EML

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, Homeless, 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
ELA: SWD
Math: EML, SWD

La Cuesta Continuation HS
Graduation Rate: Hispanic, SED
CCI: Hispanic, SED

San Marcos HS
ELPI: EML
CCI: EML

Santa Barbara HS
ELPI: EML
CCI: EML

The Santa Barbara Unified School District is committed to strengthening Tier I instruction and ensuring that every student has access to rigorous, grade-level learning. Through ongoing professional learning, instructional coaching, collaboration, and progress monitoring, the District

continues to build educator capacity and improve classroom practice. SBUSD emphasizes culturally responsive, student-centered, and whole-child approaches that accelerate learning, strengthen belonging, and reduce the need for more intensive interventions. High-quality Tier I instruction remains essential to improving outcomes for Long-Term Emergent Multilingual Learners (LTELs), Emergent Multilingual Learners (EMLs), students experiencing homelessness, students with disabilities, and socioeconomically disadvantaged students.

SBUSD demonstrated overall academic growth on the 2024-25 California School Dashboard. In English Language Arts, all students improved from 5.5 points below standard in 2023-24 to 2.5 points below standard in 2024-25, an increase of 3.0 points. In Mathematics, all students improved from 36.0 points below standard to 27.2 points below standard, an increase of 8.8 points. These gains reflect the District's continued focus on strengthening instruction, using data to guide supports, and expanding targeted interventions aligned to student needs.

Emergent Multilingual Learners continue to be a priority for focused support. In 2024-25, EMLs maintained performance in English Language Arts, improving slightly from 69.7 points below standard to 69.0 points below standard. In Mathematics, EMLs improved from 93.5 points below standard to 86.0 points below standard, an increase of 7.5 points. The District will continue to strengthen Designated and Integrated ELD, protect designated ELD time, monitor EML and LTEL progress, and support site EML Leads through the use of districtwide data tools to guide timely intervention, language development, and reclassification efforts.

Chronic absenteeism remains an area of continued focus, particularly for students experiencing homelessness, socioeconomically disadvantaged students, Emergent Multilingual Learners, students with disabilities, and other student groups experiencing barriers to consistent attendance. SBUSD continues to address attendance through MTSS-based coordination, family outreach, home visits, student incentives, attendance monitoring, and targeted case management. Deans, Program Managers, Mental Health Clinicians, Youth Outreach Workers, Family Engagement Liaisons, and site teams work collaboratively to identify attendance barriers early and connect students and families with appropriate supports.

Suspension data also continues to guide the District's work to improve school climate, student belonging, and equitable discipline practices. SBUSD uses Panorama universal screening for students in grades 3-12 to identify social-emotional and behavioral needs and guide Tier II and Tier III supports. SEL curriculum is embedded in K-8 classrooms, and schools continue to implement restorative practices, mental health supports, and positive behavior interventions to reduce exclusionary discipline and strengthen student connection to school.

While the 2024-25 Dashboard shows districtwide academic improvement, persistent gaps remain for several student groups. Students with disabilities, LTELs, Emergent Multilingual Learners, students experiencing homelessness, Hispanic/Latino students, and socioeconomically disadvantaged students continue to perform below standard in English Language Arts and Mathematics. These findings reinforce the need for sustained, data-driven action, including strong Tier I instruction, targeted academic intervention, progress monitoring, culturally responsive practices, attendance supports, and coordinated MTSS implementation. SBUSD remains committed to closing achievement and engagement gaps through focused supports, continuous improvement, and systemwide accountability.

SBUSD has unexpended LREBG funds in the 2026-27 school year. The Actions being funded are 1.1, 1.3, and 1.5.

Reflections: Technical Assistance

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

Eligibility for Differentiated Assistance and Targeted Improvement Efforts

The SB Unified School District qualifies for Year 2 Differentiated Assistance support under California Education Code due to the performance of Long-Term Emergent Multilingual Learners (LTELs) in English Language Arts, Mathematics, and Suspension Rates, as indicated in the 2024 California School Dashboard based on data from the 2023–24 academic year.
- In ELA, 202 LTELs scored 128.9 points below standard, a decline of 20.3 points from the previous year.
- In Mathematics, LTELs scored 165.3 points below standard, a decline of 22.9 points.
- 10.9% of LTELs were suspended at least once, a 2.3% increase, totaling 442 students.

From the 2025 California School Dashboard, the following data is from the 2024-25 school year.
- In ELA, 161 LTELs scored 108.6 points below standard, an increase of 20.3 points from 2023-24.
- In Mathematics, LTELs scored 157.3 points below standard, an increase of 8 points.
- 9.1% of LTELs were suspended at least once, a 1.8% decrease, totaling 342 students.

To effectively address these outcomes, SBUSD is engaging in an extensive Differentiated Assistance process alongside the Santa Barbara County Education Office (SBCEO). This includes data reviews, root cause analysis, and planning of targeted support strategies. Meetings between SBUSD and SBCEO took place from August 2025 to May 2026. A plan is underway to apply and monitor tiered interventions, with a focus on targeted support for LTELs. This process is carefully crafted to align with the development timeline of the 2026-27 Local Control and Accountability Plan (LCAP), ensuring that recognized needs directly shape actions, services, and partner engagement. SBUSD will continue to coordinate with a designated SBCEO liaison and integrate site-level planning through Principal Leadership Team meetings.

Alongside its efforts to support Long-Term Emergent Multilingual Learners (LTELs), SBUSD is proactively implementing strategic initiatives to tackle the persistent achievement gaps impacting African American and Black students in English Language Arts (ELA) and Math. These efforts are informed by the insights gleaned from the California School Dashboard data.

Action 1.1 – Build educator and administrator capacity in tiered instruction and assessment
Action 1.3 – Enhance teacher proficiency in high-quality Tier 1 ELA and Math instruction
Action 1.4 – Strengthen Tier 2 instructional supports for unduplicated students through Curriculum Specialists
Action 1.5 – Implement before/after-school Tier 2 and 3 ELA and Math interventions
Action 1.6 – Expand Tier 2 math instruction at junior high and high school levels
Action 1.7 – Reduce class size to improve individualized Tier 1 instruction
Action 3.4 – Cultivate inclusive, equitable school environments that support student learning and wellness

These efforts reflect SBUSD's continued commitment to closing equity gaps and improving outcomes for historically underserved student groups.

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 has been identified for Comprehensive Support and Improvement (CSI) due to its graduation rate, as determined by the California Department of Education. In response, SBUSD is supporting La Cuesta in developing and implementing a CSI plan that is integrated into the school's School Plan for Student Achievement (SPSA) and aligned to the District's Local Control and Accountability Plan (LCAP). This alignment ensures that La Cuesta's improvement efforts are connected to districtwide goals, state and federal accountability requirements, and the specific needs of its students.

Education Services, Student and Family Services, and additional district staff provided guidance on CDE requirements, CSI planning expectations, SPSA alignment, use of evidence-based strategies, and required monitoring. District staff work with La Cuesta leadership to review graduation, credit completion, attendance, academic, behavioral, wellness, and student engagement data. This review informs the school's comprehensive needs assessment and helps identify priority areas, measurable outcomes, and targeted resource allocations.

La Cuesta receives coordinated support from the departments of Educational Services and Family and Student Services. The principal, assistant principal, and site leadership team participate in regular planning meetings, implementation check-ins, and targeted support sessions with district staff. These meetings focus on reviewing student progress, strengthening intervention systems, addressing barriers to graduation, and ensuring that supports are responsive to emerging student needs.

In 2025-26, SBUSD continued to strengthen the SPSA development process to ensure stronger alignment between site plans, CSI requirements, Equity Multiplier priorities, and LCAP goals. La Cuesta's leadership team worked with the School Site Council, district leaders, and educational partners to review student data, evaluate current supports, and refine actions connected to credit recovery, attendance re-engagement, academic mentoring, counseling, wellness, family outreach, and student belonging.

Following SBUSD's Cycle of Continuous Improvement, La Cuesta uses academic, attendance, behavior, wellness, and social-emotional data to monitor implementation and adjust supports throughout the year. The school reviews data by student group to identify disparities and ensure that interventions are targeted to students with the greatest need, including Emergent Multilingual Learners, Long-Term Emergent Multilingual Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing barriers to consistent attendance and credit completion.

SBUSD will continue to monitor the effectiveness of La Cuesta's CSI plan through regular data reviews, SPSA implementation reviews, progress updates with district leadership, and ongoing collaboration with the site team. This structured support is intended to strengthen implementation, improve graduation outcomes, increase student engagement, and ensure that La Cuesta students receive the academic, social-emotional, and wellness supports needed to graduate prepared for college, career, and life.

Monitoring and Evaluating Effectiveness

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

La Cuesta Continuation High School is actively implementing a Multi-Tiered System of Support (MTSS) to strengthen academic outcomes, improve student behavior, increase attendance, and support overall student well-being—all while cultivating a positive and inclusive school culture. Through an equity-centered Cycle of Inquiry, the school has evaluated current practices and identified key areas for improvement. This process now informs ongoing implementation and progress monitoring aligned with both the school's goals and the district's Local Control and Accountability Plan (LCAP).

Santa Barbara Unified School District (SBUSD) will support and monitor La Cuesta's improvement efforts through the following aligned strategies. These systems ensure La Cuesta's improvement strategies remain data-informed, equity-focused, and aligned with SBUSD's commitment to high-quality instruction and continuous improvement:

Quarterly Academic Data Reviews to identify achievement trends and inform responsive instruction

Professional Development Implementation Monitoring to assess the quality and impact of staff training

Instructional Walkthroughs to observe teaching practices and provide actionable feedback

Benchmark Assessments to track student growth toward academic targets

SPSA Implementation Reviews to ensure alignment and fidelity to the approved School Plan for Student Achievement

Targeted Student Group Monitoring focused on Emergent Multilingual Learners, Long-Term EMLs, students with disabilities, socioeconomically disadvantaged students, and other historically underserved populations.

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.

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

Santa Barbara Unified School District engaged educational partners through a series of meetings, advisory committee discussions, surveys, and feedback opportunities to support the development of the 2026-27 Local Control and Accountability Plan. The District's engagement process was designed to gather input from students, families, staff, administrators, bargaining units, and advisory committees representing key student groups, including unduplicated students, Emergent Multilingual Learners, Students with Disabilities, and students receiving targeted academic, social-emotional, and wellness supports.

The District consulted with the following educational partners during the LCAP development process: parents and family members; students; teachers; principals; district and site administrators; classified staff; other school personnel; the Santa Barbara Teachers Association; the California School Employees Association; the Parent Advisory Committee; the District Emergent Multilingual Learners Advisory Committee; the Special Education Advisory Committee; the Student Advisory Council; and the All District Leadership Team. The District also reviewed feedback from school communities and survey responses to identify recurring themes and priorities.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC) for the LCAP	Participants registered and participated in the Parent Advisory Committee (PAC). SBUSD convened four in-person PAC meetings on March 17, April 13, May 6, and May 27, 2026, each lasting 90 to 120 minutes. During meetings, language access services (translation/interpretation) were made available upon request.

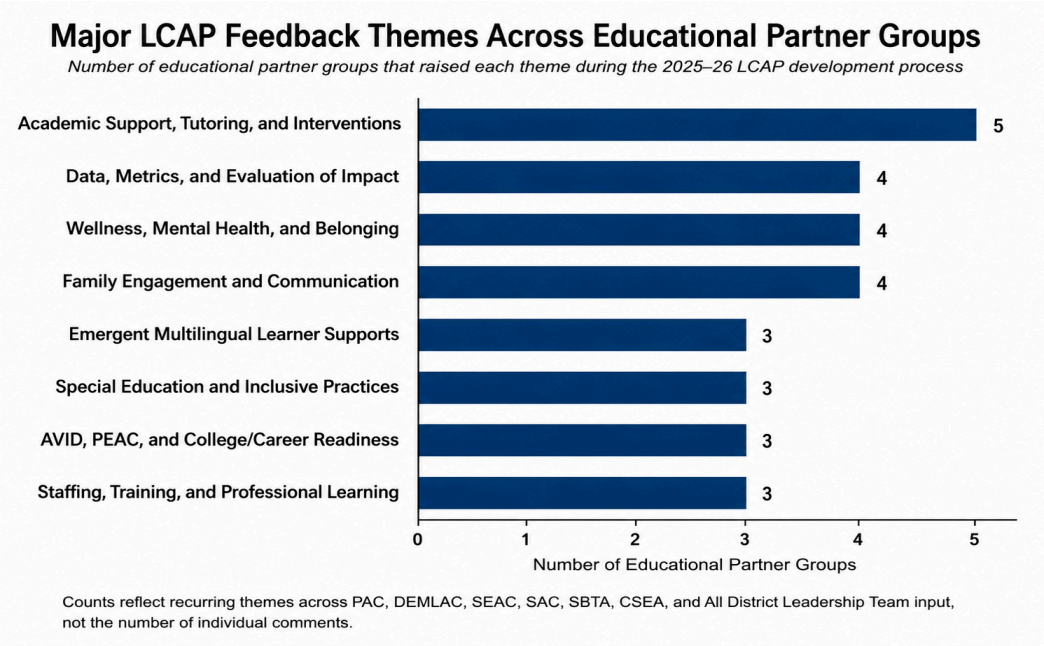
Special Education Advisory Committee (SEAC)	On May 13, 2026, SEAC met to review the LCAP and discuss the needs of students with disabilities. The committee evaluated the District's progress in implementing 2025–26 LCAP goals and actions and provided recommendations to inform the 2026–27 LCAP. During meetings, language access services (translation/interpretation) were made available upon request.
Students, Staff, Parents/Guardians, and Community Members	LCAP surveys were digitally distributed to these educational partner groups between May 11 to May 23, 2026. The survey was conducted anonymously to encourage genuine feedback, and all questions were in Spanish and English.
Santa Barbara Teachers Association (SBTA)	Recommendations for the 2026-27 LCAP were provided at an LCAP SBTA Leadership Meeting on May 21, 2026.
CA Schools Employees Association (CSEA)	During the LCAP CSEA Leadership meeting on June 1, recommendations and insights were presented regarding the 2026-27 LCAP.
SB Special Education Local Plan Area (SELPA)	On May 22, 2026, Santa Barbara SELPA Leadership met with District staff to share feedback and provide recommendations to inform the 2026–27 LCAP.
School/District Administrators	On February 9, 2026, SBUSD conducted an analysis of the 2025–26 LCAP data and gathered valuable feedback for the 2026–27 LCAP during the All District Leadership Team meeting. These discussions prioritized the alignment of each site's School Plan for Student Achievement (SPSA) with the district's overarching goals. Certificated and classified management from across the district reviewed and provided valuable feedback.
District Emergent Multilingual Learner Advisory Committee (DEMLAC)	The District Emergent Multilingual Advisory Committee (DEMLAC) reviewed the District's progress in implementing the goals and actions outlined in the 2025–26 LCAP and provided recommendations to inform the 2026–27 LCAP during three DEMLAC meetings. DEMLAC first met on March 19, 2026, to review the LCAP development process and related data, and to provide initial input and recommendations. Additional feedback was gathered during meetings on April 23, 2026, and May 21, 2026. During meetings, language access services (translation/interpretation) were made available upon request.
Student Advisory Council	On May 20, 2026, the District met with members of the Student Advisory Council to review the 2025–26 LCAP and gather input and recommendations to inform the 2026–27 LCAP.

SBUSD School District Board of Trustees	The Board received the 25-26 LCAP Mid-Year Update Report on February 24, 2026 and a 26-27 LCAP Development Board Update on May 19, 2026. A Public Hearing of the 2026-27 LCAP draft was held on June 9, 2026. The 2026-2027 LCAP adoption by SBUSD School Board will be June 23, 2026. During meetings, language access services (translation/interpretation) were made available upon request.
La Cuesta Continuation HS, Alta Vista, Alta Vista Alternative HS	Staff and educational partners from La Cuesta CHS, Alta Vista, and Alta Vista AHS, the schools generating Equity Multiplier funds, informed the development of the LCAP through site-based consultation during School Leadership Team meetings, School Site Council meetings, and LCAP Equity Multiplier and SPSA/CSI planning sessions. School Leadership Team meetings were held on Sept. 2, 2025; Oct. 7, 2025; Nov. 4, 2025; Dec. 2, 2025; Jan. 3, 2026; Mar. 3, 2026; Apr. 7, 2026; and May 5, 2026. School Site Council meetings were held on Sept. 16, 2025; Nov. 25, 2025; Dec. 10, 2025; Jan. 14, 2026; Feb. 11, 2026; Mar. 1, 2026; Apr. 8, 2026; and May 13, 2026. LCAP Equity Multiplier and SPSA/CSI planning sessions were held on Sept. 16, 2025; Dec. 10, 2025; Jan. 14, 2026; Mar. 11, 2026; Apr. 8, 2026; and Apr. 21, 2026. Feedback from these meetings helped refine Goal 4 by grounding the actions in student outcome data, site priorities, implementation needs, and targeted support for identified student groups.

Throughout the process, educational partners were asked to review current LCAP goals, actions, and services, identify areas to maintain, recommend changes or improvements, and raise questions about how the District measures the impact of LCAP-funded actions. Feedback was collected through discussion, written notes, survey responses, committee recommendations, and follow-up questions. District staff reviewed the input for recurring themes, alignment with student outcome data, relationship to the District's Strategic Plan, and feasibility within available budget resources.

The engagement process emphasized listening, clarifying the purpose of existing LCAP actions, and identifying where educational partners believed services should be maintained, refined, expanded, or evaluated more carefully. The District also used feedback to consider where communication could be strengthened so that students, staff, and families have a clearer understanding of available resources, including academic interventions, mental health supports, family engagement services, AVID, PEAC, language support, and special education services.

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



Educational partner feedback influenced the development of the 2026-27 LCAP by affirming the importance of continuing core academic, wellness, family engagement, and student support actions while also identifying areas where the District should improve implementation, communication, access, and evaluation of impact.

A consistent theme across educational partner groups was the need to maintain and strengthen academic interventions, tutoring, and targeted supports. Parents, students, and advisory committee members emphasized the importance of tutoring, learning labs, PEAC, AVID, literacy support, math support, and language development services. Feedback from DEMLAC specifically highlighted the need for more consistent and accessible tutoring opportunities for Emergent Multilingual Learners, including options beyond teacher availability, after-school support, drop-in or appointment-based assistance, and possible Saturday learning opportunities. This feedback influenced the District's continued focus on academic intervention, expanded access to learning supports, and the need to examine how tutoring and support models can be made more consistent across schools.

Feedback from students also influenced the LCAP by emphasizing the importance of making existing resources more visible and accessible. Students noted that resources such as mental health clinicians, PEAC, AVID, college readiness supports, and campus-based support staff are valuable, but students may not always know how to access them. This feedback reinforced the need for clearer communication to students and families about available services and supported continued attention to college and career readiness, mental health access, and targeted support for low-income students.

Feedback from PAC, DEMLAC, and family members reinforced the importance of family engagement, communication, and two-way partnership between families and the District. Educational partners recommended improving communication about available resources, strengthening family engagement systems, supporting family understanding of AVID and college readiness pathways beginning in elementary school, and continuing support for Family Engagement Liaisons and site-based advisory structures. This feedback influenced the District's continued attention to family engagement, language access, EMLAC/DEMLAC support, and communication practices that help families understand and access student supports.

Feedback from SEAC, along with consultation with the SELPA Director, strongly influenced the District's attention to special education support, professional learning, and inclusive access. SEAC recommended ongoing training for general education teachers, paraeducators, administrators, A-OK staff, and site supervisors to better support students with disabilities, including students with behavioral needs and Emergent Multilingual Learners with IEPs. SEAC also emphasized the importance of paraeducators actively supporting students and being used effectively. This feedback, together with the LCAP review with the SELPA Director, influenced the District's continued focus on professional learning, paraeducator training, inclusive practices, and improving coordination between general education, special education, multilingual learner services, and expanded learning programs.

Educational partners also emphasized wellness, belonging, and mental health. PAC members recommended stronger elementary wellness supports, wellness tools or spaces, outdoor learning opportunities, and additional ways to understand wellness for younger students. CSEA expressed support for the District's shift from contracted services toward increasing mental health clinicians to better serve students. Student feedback also emphasized the importance of belonging, culture celebrations, and visible mental health resources. This feedback influenced the District's continued investment in mental health services, school climate, belonging, and wellness-related actions, while also identifying the need to consider additional measures of impact for younger students and specific student groups.

Feedback from SBTA, PAC, students, and the All District Leadership Team influenced the District's approach to evaluating LCAP impact. Educational partners requested more focused data to determine whether specific actions and positions are improving outcomes for targeted students. Suggestions included using student experience surveys, interviewing staff funded through the LCAP to better understand implementation and effectiveness, incorporating additional data sources such as learning walks and teacher survey data, and ensuring LCAP-funded staff understand the baseline and target data connected to their roles. This feedback influenced the District's focus on strengthening monitoring, improving alignment between actions and metrics, and using both quantitative and qualitative data to evaluate the effectiveness of LCAP services.

Feedback from the All District Leadership Team also helped the District consider the relationship between the LCAP and the Strategic Plan. Leaders noted strong alignment across the areas of academics, wellness, and culture and climate, while also identifying questions about how operational needs, student group data, Tier II and Tier III interventions, PLCs, and wellness supports are reflected in the LCAP. This feedback supported the District's effort to ensure the LCAP remains connected to the Strategic Plan while clearly identifying the annual actions, services, metrics, and expenditures that support student outcomes.

The District prioritized educational partner feedback by considering the extent to which recommendations aligned with student outcome data, statutory requirements, needs of unduplicated students, implementation capacity, and available funding. Not every recommendation could be

added as a new expenditure, but feedback was used to refine the focus of existing actions, identify areas for clearer communication, strengthen implementation expectations, and inform future planning. The adopted LCAP reflects this input through continued investments in academic intervention, Emergent Multilingual Learner supports, special education professional learning, mental health and wellness services, family engagement, college and career readiness, AVID, PEAC, paraeducator training, and improved monitoring of LCAP-funded actions.

Feedback from educational partners at Alta Vista School, Alta Vista Alternative High School, and La Cuesta Continuation High School directly influenced the development of Goal 4 and the actions included in the 2026–27 LCAP. Through School Leadership Team meetings, School Site Council meetings, LCAP/CSI planning sessions, and ongoing input from students, families, and staff, educational partners identified the need for stronger attendance re-engagement, increased academic monitoring, credit completion support, wellness and counseling services, and more intentional college and career readiness opportunities.

As a result of this feedback, Goal 4 focuses on improving outcomes for students served by SBUSD's alternative education programs: Alta Vista School, Alta Vista Alternative High School, and La Cuesta Continuation High School. By June 2027, La Cuesta Continuation High School will increase its graduation rate from 60.9% to 70.9%, and Alta Vista Alternative High School will increase its graduation rate from 87.1% to 90% or higher. During the same period, both high schools will increase the percentage of students who are Prepared on the College/Career Indicator by 15 percentage points, as measured by the California School Dashboard. Additionally, Alta Vista School 7th–8th grade students will decrease their suspension rate to no more than 3%.

Educational partner feedback informed the actions within Goal 4, including mentorship, counseling, wellness supports, student leadership, credit completion, graduation planning, SBCC and dual enrollment opportunities, career exploration, CTE exposure, attendance re-engagement, family outreach, home visits, case management, transportation support, and MTSS progress monitoring. These actions respond to identified needs related to student engagement, belonging, wellness, trusted adult relationships, academic completion, college and career readiness, attendance, and positive school climate across alternative education settings.

Goal 1

Goal #	Description	Type of Goal
1	**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 a strong academic foundation is essential to preparing students for success in college, career, and life. SBUSD developed Goal 1 to ensure that all students have access to the instruction, supports, and learning conditions needed to meet grade-level standards and graduate prepared for their future. This goal focuses on improving academic outcomes for all students, with particular attention to low-income students, Emergent Multilingual Learners, students experiencing homelessness, foster youth, and students with disabilities. Goal 1 is grounded in student achievement data, including CAASPP English Language Arts and Mathematics results, local assessment data, graduation and college/career readiness indicators, and feedback from educational partners.

The 2024–25 CAASPP results in English Language Arts and Mathematics show areas of growth as well as areas requiring continued attention. Through Goal 1, SBUSD will continue to strengthen Tier I instruction, implement a Multi-Tiered System of Support (MTSS), provide targeted intervention and acceleration, support Emergent Multilingual Learners and students with disabilities, and expand access to college and career readiness opportunities.

Students Meeting and Exceeding Standards on California Assessment of Student Performance and Progress (CAASPP)

by Grade Levels

CAASPP English Language Arts

The percentage of students Meeting and Exceeding Standards on the 2024-25 CAASPP ELA increased/decreased by:

Grade	22-23	23-24	24-25	Increase/decrease 23-24 / 24-25
Grade 3	41.56%	47.22%	**47.43%**	+0.21 pts
Grade 4	46.81%	37.47%	**49.12%**	+11.65 pts
Grade 5	47.24%	46.28%	**41.54%**	- 4.74 pts
Grade 6	50.00%	50.88%	**51.97%**	+1.09 pts
Grade 7	53.30%	52.42%	**54.38%**	+1.96 pts
Grade 8	46.66%	50.16%	**50.57%**	+0.41 pts
Grade 11	55.28%	51.22%	**55.77%**	+4.55 pts

From 2023–24 to 2024–25, the percentage of students meeting or exceeding standards in CAASPP English Language Arts increased in Grades 3, 4, 6, 7, 8, and 11. Grade 4 showed the largest improvement, increasing by 11.65 percentage points, followed by Grade 11 with a 4.55 percentage point increase. Grades 3, 6, 7, and 8 showed smaller gains, while Grade 5 declined by 4.74 percentage points. These results indicate overall progress in English Language Arts across most grade levels, while also highlighting the need for targeted attention in Grade 5 and continued efforts to sustain growth across all grades.

CAASPP Mathematics

The percentage of students Meeting and Exceeding Standards on the 2024-25 CAASPP Mathematics increased/decreased by:

Grade	22-23	23-24	24-25	Increase/decrease 23-24 / 24-25
Grade 3	44.80%	54.30%	**49.77%**	- 4.53 pts
Grade 4	44.19%	41.29%	**44.75%**	+3.46 pts
Grade 5	26.05%	31.27%	**31.63%**	+0.36 pts
Grade 6	40.04%	36.58%	**43.04%**	+6.46 pts
Grade 7	43.58%	41.87%	**48.19%**	+6.32 pts
Grade 8	38.49%	43.28%	**43.84%**	+0.56 pts
Grade 11	31.72%	32.34%	**32.79%**	+0.45 pts

The 2024–25 CAASPP Mathematics results show overall progress across most grade levels, with six of the seven reported grade levels increasing the percentage of students meeting or exceeding standards from 2023–24 to 2024–25. Grades 6 and 7 showed the largest gains, increasing by 6.46 and 6.32 percentage points, respectively, followed by Grade 4 with a 3.46 percentage point increase. Grades 5, 8, and 11 showed smaller gains, while Grade 3 declined by 4.53 percentage points. These results suggest that the District's continued focus on mathematics instruction, intervention, and academic support is contributing to growth across many grade levels, while also highlighting the need for targeted support in Grade 3 and continued efforts to strengthen mathematics achievement districtwide.

Star Renaissance Early Literacy and Reading Local Data in Grade 1 and Grade 2

In Grade 1, students typically begin with the STAR Early Literacy assessment, which measures foundational reading skills such as phonemic awareness, phonics, and early decoding. As students develop stronger reading skills, they transition to the STAR Reading assessment. This

transition allows the District to monitor students' progress as they move from foundational literacy skills to more advanced reading comprehension.

The percentage of students Meeting or Exceeding Standards on the 2024-25 and 2025-26 Star Early Literacy and Star Reading increased/decreased by:

Grade 1 STAR Early Literacy Assessment

	24-25	25-26	
Grade 1	**46.4%**	**53.6%**	**+7.2%**

Grade 1 STAR Reading Assessment

	24-25	25-26	
Grade 1	**54.7%**	**62.3%**	**+7.6%**

The 2025–26 STAR literacy results show positive growth in early reading development. In Grade 1, the percentage of students meeting or exceeding benchmarks increased on both the STAR Early Literacy assessment and the STAR Reading assessment. STAR Early Literacy increased from 46.4% in 2024–25 to 53.6% in 2025–26, a gain of 7.2 percentage points, while STAR Reading increased from 54.7% to 62.3%, a gain of 7.6 percentage points. Grade 2 STAR Reading also increased from 45.7% to 46.5%, a gain of 0.8 percentage points. These results indicate progress in foundational literacy and early reading development, while also showing the need for continued support to strengthen reading achievement in the primary grades.

Grade 2 STAR Reading Assessment

	24-25	25-26	
Grade 2	**45.7%**	**46.5%**	**+0.8%**

Star Renaissance Math Local Data in Grade 1 and Grade 2

The percentage of students Meeting or Exceeding Standards on the 2024-25 and 2025-26 Star Math increased/decreased by:

Grade 1 STAR Math Assessment

	24-25	25-26	
Grade 1	**51.1%**	**55.5%**	**+4.4%**

Grade 2 STAR Math Assessment

	24-25	25-26	
Grade 2	**41.6%**	**44.9%**	**+3.3%**

The 2025–26 STAR Mathematics results also show growth in both Grade 1 and Grade 2. The percentage of Grade 1 students meeting or exceeding benchmarks increased from 51.1% in 2024–25 to 55.5% in 2025–26, a gain of 4.4 percentage points. Grade 2 increased from 41.6% to 44.9%, a gain of 3.3 percentage points. These results suggest that early mathematics achievement is improving, while also confirming the need to continue strengthening foundational math instruction, intervention, and progress monitoring in the primary grades.

Based on the 2024–25 CAASPP English Language Arts "Distance from Standard" on the California Dashboard

The CA Dashboard Change Levels show year-over-year progress in student performance. They range from **Increased Significantly** (strong improvement) to **Declined Significantly** (notable drop).

Change Level for Elementary Schools in English Language Arts

Increased Significantly: Harding University Partnership School
Increased: Adams ES, Franklin ES, Monroe ES
Maintained: Roosevelt ES
Declined: Cleveland ES, McKinley ES, Washington ES, Santa Barbara Community Academy
Declined Significantly: N/A

Change Level for Junior High Schools in English Language Arts

Increased Significantly: La Cumbre JHS
Increased: Goleta Valley JHS
Maintained: La Colina JHS
Declined: Santa Barbara JHS
Declined Significantly: N/A

Change Level for Senior High Schools in English Language Arts

Increased Significantly: Alta Vista HS, La Cuesta Continuation HS
Increased: Dos Pueblos HS, San Marcos HS, Santa Barbara HS
Maintained: N/A
Declined: N/A
Declined Significantly: N/A

Based on the 2024–25 CAASPP Mathematics "Distance from Standard" on the California Dashboard

Change Level for Elementary Schools in Mathematics

Increased Significantly: Harding University Partnership School
Increased: McKinley ES, Roosevelt ES, Washington ES
Maintained: Adams ES, Cleveland ES, Franklin ES, Monroe ES, Santa Barbara Community Academy
Declined: N/A

Declined Significantly: N/A

Change Level for Junior High Schools in Mathematics

Increased Significantly: La Cumbre JHS, La Colina JHS
Increased: Goleta Valley JHS, Santa Barbara Junior JHS
Maintained: N/A
Declined: N/A
Declined Significantly: N/A

Change Level for Senior High Schools in Mathematics

Increased Significantly: Alta Vista HS, La Cuesta Continuation HS
Increased: San Marcos HS, Santa Barbara HS
Maintained: Dos Pueblos HS
Declined: N/A
Declined Significantly: N/A

EML Reclassification Rates

Reclassification rates rose from 4.43% (20-21) to 6.32% (21-22) to 25.5% (22-23), decreased to 17.0% (23-24) and i**ncreased** to **24.0% (24-25)**. The high number of Reclassified Fluent English Proficient (RFEP) students in 2022-23 was a direct consequence of SBUSD not administering the ELPAC in the 2020-21 and 2021-22 school years.

The District's work under Goal 1 has moved from building foundational systems to refining implementation and using data more consistently for improvement. Aligned to SB Unified's Multi-Tiered System of Support (MTSS), districtwide efforts continue to strengthen Tier I instruction, expand Tier II and Tier III interventions, improve progress monitoring, and address persistent equity gaps.

Student outcome data show measurable progress. In English Language Arts, CAASPP results increased from 49.4% in 2023–24 to 51.7% in 2024–25, with SB Unified outperforming both the county and state. Longitudinal cohort data show that students who remained in SB Unified from Grade 3 to Grade 6 increased from 40% to 52% meeting or exceeding standards, while Hispanic/Latino students increased from 37% to 45%. Local STAR Early Literacy data also show improvement, with Grade 1 students increasing from 46% to 54%, including a 17-point gain for Emergent Multilingual Learners.

In Mathematics, CAASPP Distance from Standard improved from 36.0 points below standard in 2023–24 to 27.2 points below standard in 2024–25, exceeding the Year 3 LCAP target. Local STAR Math data show Grade 1 students increased from 51% to 56% meeting or exceeding standards, with Emergent Multilingual Learners increasing from 14% to 40%. These gains reflect continued implementation of common assessments, IXL diagnostics, small-group instruction, and Math Language Routines.

Several districtwide actions continue to support Goal 1:

1. Strengthen Math Instruction and Intervention. The District will continue refining math supports through common pacing and assessments, IXL diagnostics, small-group instruction, Math Language Routines, and targeted interventions. Amplify Desmos implementation will expand in 2026–27 to Math II and Math III.
2. Strengthen Literacy Instruction and Reading Interventions. The District will continue using mCLASS, DIBELS, STAR Reading, and progress monitoring to identify student needs and adjust instruction. Elementary Power Hour, after-school Lexia intervention, the 95% reading intervention pilot, and secondary literacy intervention courses will continue to strengthen Tier II and Tier III supports.
3. Refine English Language Development Supports. The District will continue implementing the Master Plan for Emergent Multilingual Learners, with a focus on Designated and Integrated ELD, secondary newcomer supports, Dual Language Immersion, World Language pathways, and biliteracy. In 2024–25, 56.6% of Long-Term Emergent Multilingual Learners made progress on the English Language Progress Indicator.
4. Deepen PLCs and Measurement for Improvement. Site-based and districtwide PLCs will continue to use student work, local assessments, common assessments, and data protocols to guide instruction. In 2026–27, the District will implement a multi-year PLC plan and establish stronger systems to monitor site implementation.
5. Expand Professional Learning and Coaching. Professional learning will continue in LETRS, iELD, Math Language Routines, Amplify Desmos, PLCs, CAASPP Interim Assessment Blocks, and inclusive instructional practices. The District will also continue supporting site leaders in providing feedback and coaching aligned to the SB Unified Instructional Framework.
6. Strengthen Tier II and Tier III Intervention Models. Elementary Power Hour, after-school intervention cycles, secondary Lexia PowerUp supports, and Wilson Reading System interventions for students with disabilities will continue. These systems will be refined to provide more timely, targeted, and consistent support across grade levels.
7. Improve College and Career Readiness. Graduation rates increased to 94.7% in 2024–25, exceeding the Year 3 LCAP target. The College/Career Indicator increased to 63.0%, and A-G completion increased to 64.1%. The District will continue expanding college and career counseling, PEAC tutoring, AVID, dual enrollment, CTE pathway development, and student progress monitoring.
8. Address Persistent Equity Gaps. Despite progress, gaps remain for Emergent Multilingual Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic/Latino students, Homeless Youth, and Long-Term Emergent Multilingual Learners. In 2026–27, the District will continue focusing on instructional coherence, inclusive practices, intervention access, rigorous coursework, and targeted progress monitoring to improve outcomes for all student groups.

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 2023 CA Dashboard as identified in this 2026-27 LCAP:

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
CCI	La Cuesta C. HS	His/Lat, SED	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14

Goal 1 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline (Year 2 vs. 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** All Students: -6.1 (+11.1) EML: -72.5 (-1.9) 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)	**2023-2024** All Students: -5.5 EML: -69.7 LTEL: -128.9 Foster: * Data Not Shown Homeless: -53.8 SWD: -102.6 SED: -37.3 Afr.A/Black: -70.6 Asian: 61.1 Hisp/Latin: -39.5 White: 53.0	**2024-2025** **All Students: -2.5** **EML: -69.0** **LTEL: -108.6** **Foster: * Data Not Shown** **Homeless: -47.6** **SWD: -95.9** **SED: -37.9** **Afr.A/Black: -4.3** **Asian: 91.2** **Hisp/Latin: -38.5** **White: 58.4**	**2025-2026** All Students: 1.0 EML: -63.0 Foster: -60.0 Homeless: -48.0 SWD: -94.0 SED: -30.0 Afr.A./Black: -60.0 Asian: 68.0 Hisp/Latin: -32.0 White: 58.0	All Students: +3.6 EML: +3.5 LTEL: No baseline Foster: * Homeless: +4.0 SWD: +12.7 SED: +2.8 Afr.A/Black: +78.2 Asian: +16.6 Hisp/Latin: +2.7 White: +2.3
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** All Students: -37.4 (+16.2) EML: -93.5 (+7.2) 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)	**2023-2024** All Students: -36 EML: -93.9 LTEL: -165.3 Foster: * Data Not Shown Homeless: -71.5 SWD: -134.9 SED: -72 Afr.A/Black: -95.1 Asian: 63.7 Hisp/Latin: -73.2 White: 27.6	**2024-2025** **All Students: -27.2** **EML: -86.0** **LTEL: -157.3** **Foster: * Data Not Shown** **Homeless: -73.4** **SWD: -128.5** **SED: -66.3** **Afr.A/Black: -24.8** **Asian: 99.6** **Hisp/Latin: -67.7** **White: 40.2**	**2025-2026** All Students: -30.0 EML: -85.0 Foster: -55.0 Homeless: -65.0 SWD: -120.0 SED: -65.0 Afr.A/Black: -75.0 Asian: 70.0 Hisp/Latin: -65.0 White: 30.0	All Students: +10.2 EML: +7.5 LTEL: No baseline Foster: * Homeless: +2.7 SWD: +11.4 SED: +7.3 Afr.A/Black: +99.8 Asian: +24.7 Hisp/Latin: +6.0 White: +17.1
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% LTEL: 50.7	**2023-2024** All EMLs: 46.9% LTEL: 48.6	**2024-2025** **All EMLs: 44.6%** **LTEL: 56.6%**	**2025-2026** All EMLs: 57.0% LTEL: 30.0%	All EMLs: -0.5 LTEL: +5.9
1.4	**Reclassification Rate** EL Reclassification Rate, including disaggregated for 15+ LTELs (NEW)	**2022-2023** EMLs: 25.5% LTELs: 9.3%	**2023-2024** EMLs: 17.0% LTELs: 12.0%	**2024-2025** EMLs: 24.0% LTELs: 15.7%	**2025-2026** EMLs: 28.5% LTELs: 19.2%	EMLs: +7 LTELs: +3.7

1.5	**Percentage of LTEL Students** LTEL percentage is the total number of students compared to Forever EMLs	**2022-2023** 7.1%	**2023-2024** 5.9%	**2024-2025** **5.3%**	**2025-2026** 4.0%	-0.6
1.6	**Graduation Rate Four-Year Adjusted Cohort Graduation Rate**	**2022-2023** All Students: 92.0% (-3.5) EML: 72.7% (-14.8) Foster: Data Not Shown Homeless: 85.8% (-9.1) SWD: 72.6% (-11.9) SED: 72.7% (-14.8) Afr.A/Blck: 100.0% (+0.0) Asian: 100.0% (+4.0) Hisp/Latin: 89.0% (-5.2) White: 95.2% (-1.4)	**2023-2024** All Students: 92.4% EML: 77.6% Foster: * Data Not Shown Homeless: 89.7% SWD: 78.0% SED: 89.5% Afr.A/Black: 84.6% Asian: 93.0% Hisp/Latin: 90.1% White: 95.3%	**2024-2025** **All Students: 94.6%** **EML: 86.4%** **Foster: * Data Not Shown** **Homeless: 92.2%** **SWD: 81.0%** **SED: 93.0%** **Afr.A/Black: * Data Not Shown** **Asian: 91.8%** **Hisp/Latin: 92.7%** **White: 97.0%** **Two or More Races: 100%**	**2025-2026** All Students: 93.5% EML: 80.0% Foster: Data Not Shown Homeless: 90.5% SWD: 80.0% SED: 90.0% Afr.A/Black: 90.0% Asian: 95.0% Hisp/Latin: 91.0% White: 96.0%	All Students: +2.6 EML: +13.7 Foster: * Homeless: +6.4 SWD: +8.4 SED: +20.3 Afr.A/Black: * Asian: -8.2 Hisp/Latin: +3.7 White: +1.8
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** All Students: 57.2% EML: 7.8% Foster: Data Not Shown Homeless: 35.2% SWD: 16.7% SED: 41.4% Afr.A/Black: 50% Asian: 80.4% Hisp/Latin: 39.4% White: 79.5%	**2023-2024** All Students: 60.7% EML: 16.2% Foster: * Data Not Shown Homeless: 35.5% SWD: 18.8% SED: 46.7% Afr.A/Black: 61.5% Asian: 86.0% Hisp/Latin: 45.1% White: 81.5%	**2024-2025** **All Students: 63.0%** **EML: 19.4%** **Foster: * Data Not Shown** **Homeless: 40.6%** **SWD: 17.4%** **SED: 51.3%** **Afr.A/Black: * Data Not Shown** **Asian: 82.0%** **Hisp/Latin: 47.6%** **White: 83.3%**	**2025-2026** All Students: 66.0% EML: 22.0% Foster: 30.0% Homeless: 40.0% SWD: 25.0% SED: 52.0% Afr.A/Black: 68.0% Asian: 88.0% Hisp/Latin: 52.0% White: 84.0%	All Students: +5.8 EML: +11.6 Foster: * Homeless: +5.4 SWD: +0.7 SED: +9.9 Afr.A/Black: * Asian: +1.6 Hisp/Latin: +8.2 White: +3.8
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** All Students: 38.7% EML: 20.0% Foster: Data Not Shown Homeless: 32.8% SWD: 29.4% SED: 29.9% Afr.A/Black: 50% Asian: 53.7% Hisp/Latin: 36.1% White: 39.3%	**2023-2024** All Students: 38.6% EML: 20.8% Foster: * Data Not Shown Homeless: 38.7% SWD: 22.5% SED: 38.6% Afr.A/Black: 37.5% Asian: 45.9% Hisp/Latin: 41.3% White: 35.6%	**2024-2025** **All Students: 29.2%** **EML: 14.3%** **Foster: * Data Not Shown** **Homeless: 28.1%** **SWD: 47.1%** **SED: 28.5%** **Afr.A/Black: * Data Not Shown** **Asian: 48.8%** **Hisp/Latin: 27.2%** **White: 29.8%**	**2025-2026** All Students: 40.5% EML: 24.0% Foster: Data Not Shown Homeless: 40.0% SWD: 27.0% SED: 41.0% Afr.A/Black: 44.0% Asian: 50.0% Hisp/Latin: 43.0% White: 38.0%	All Students: -9.5 EML: -5.7 Foster: * Homeless: -4.7 SWD: +17.7 SED: -1.4 Afr.A/Black: * Asian: -4.9 Hisp/Latin: -8.9 White: -9.5

1.9	**Graduates Meeting UC/CSU Requirements:** Students in the four-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** All Students: 63.0% 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%	**2023-2024** All Students: 60.3% EML: 19.5% Foster: * Data Not Shown Homeless: 37.1% SWD: 24.2% SED: 47.6% Afr.A/Black: 72.7% Asian: 87.5% Hisp/Latin: 47.0% White: 76.0%	**2024-2025** **All Students: 64.1%** **EML: 29.9%** **Foster: * Data Not Shown** **Homeless: 40.6%** **SWD: 24.7%** **SED: 54.6%** **Afr.A/Black: * Data Not Shown** **Asian: 88.9%** **Hisp/Latin: 50.7%** **White: 80.1%**	**2025-2026** All Students: 64.0% EML: 22.5% Foster: Data Not Shown Homeless: 42.0% SWD: 27.0% SED: 52.0% African A./Black: 76.0% Asian: 88.0% Hispanic/Latino: 52.0% White: 78.0%	All Students: +1.1 EML: +11.6 Foster: * Homeless: -4.2 SWD: +1.4 SED: +4.4 Afr.A/Black: * Asian: +6.5 Hisp/Latin: +1.7 White: +2.1
1.10	**Scored 3 or Higher on the Advanced Placement Exams:** Students in the combined four- and five-year graduation rate by student group who scored 3 or higher on Advanced Placement exams.	**2022-2023** All Students: 31.3% 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%	**2023–2024** All Students: 28.2% EML: 0.0% Foster: * Data Not Shown Homeless: 9.4% SWD: 5.0% SED: 15.7% African A./Black: 12.5% Asian: 45.9% Hisp/Latino: 13.8% White: 38.5%	**2024-2025** **All Students: 49.0%** **EML: 28.6%** **Foster: * Data Not Shown** **Homeless: 32.6%** **SWD: 26.5%** **SED: 37.8%** **African A./Black: * Data Not Shown** **Asian: 65.9%** **Hispa/Latino: 34.7%** **White: 59.0%**	**2025-2026** All Students: 32.0% EML: 5.0% Foster: Data Not Shown Homeless: 12.0% SWD: 12.0% SED: 20.0% African A./Black: 18.0% Asian: 55.0% Hispanic/Latino: 18.0% White: 41.0%	All Students: +17.7 EML: +18.6 Foster: * Homeless: +28.4 SWD: +5.9 SED: +22.1 African A./Black: * Asian: +7.4 Hispa/Latino: +19.8 White: +20.0
1.11	**Met UC/CSU Requirements and CTE Pathway Completion in at least one CTE Pathway**	**2022-2023** All Students: 21.5% 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%	**2023-2024** All Students: 20.9% EML: 3.2% Foster: Data Not Shown Homeless: 11.9% SWD: 3.6% SED: 15.6% Afr.A/Black: 30.8% Asian: 39.5% Hisp/Latin: 16.0% White: 26.5%	**2024-2025** **All Students: 88.5%** **EML: 88.6%** **Foster: * Data Not Shown** **Homeless: 77.5%** **SWD: 70.6%** **SED: 87.0%** **Afr.A/Black: * Data Not Shown** **Asian: 95.1%** **Hisp/Latin: 85.1%** **White: 90.2%**	**2025-2026** All Students: 24.0% EML: 5.0% Foster: Data Not Shown Homeless: 14.0% SWD: 5.0% SED: 18.0% African A./Black: 35.0% Asian: 42.0% Hispanic/Latino: 18.5% White: 30.0%	All Students: +67.0 EML: +86.3 Foster: * Homeless: +65.3 SWD: +67.2 SED: +73.8 Afr.A/Black: * Asian: +57.8 Hisp/Latin: +70.7 White: +60.5

1.12	**Seal of Biliteracy Achievement Four-Year Adjusted Cohort Graduation Rate**	**2022-2023** All Students: 11.5% EML: 2.2% Foster: Data Not Shown Homeless Youth: 14.5% SWD: 3.3% SED: 10.3% African A./Black: 8.3% Asian: 5.9% Hispanic/Latino: 10.6% White: 12.0%	**2023-2024** All Students: 15.3% EML: 8.0% Foster: * Data Not Shown Homeless: 19.5% SWD: 3.6% SED: 15.8% African A./Black: 0% Asian: 25.0% Hisp/Latino: 19.2% White: 9.0%	**2024-2025** **All Students: 17.7%** **EML: 8.4%** **Foster: * Data Not Shown** **Homeless: 12.4%** **SWD: 2.5%** **SED: 18.0%** **African A./Black: * Data Not Shown** **Asian: 22.2%** **Hisp/Latino: 20.2%** **White: 14.7%**	**2025-2026** All Students: 18.0% EML: 12.0% Foster Youth: 10.0% Homeless Youth: 22.0% SWD: 5.0% SED: 18.0% African A./Black: 5.0% Asian: 27.0% Hispanic/Latino: 23.0% White: 12.0%	All Students: +6.2 EML: +6.2 Foster: * Homeless: -2.1 SWD: -0.8 SED: +7.7 African A./Black: * Asian: +16.3 Hisp/Latino: +9.6 White: +2.7
1.13	**Panorama Student Survey Data**	**2023-24** Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) Grades 3–6: 81% Grades 7-12: 59%	**2024-25** Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) Grades 3–6: 79% Grades 7-12: 62%	**2025-2026** Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) **Grades 3–6: 74%** **Grades 7-12: 58%**	**2026-27** Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) Grades 3–6: 84% Grades 7-12: 67%	Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) Grades 3–6: -7 Grades 7-12: -1

1.14	**Implementation of Academic Standards including EMLs have access to ELD and core**	**2023-2024 Local Indicator Standard Met** 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. ELA, ELD, Mathematics, NGSS, and History-Social Science **= 5- Full Implementation and Sustainability Progress** Implementing each of the following academic standards adopted by the state board for all students. Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, World Language **= 5- Full Implementation and Sustainability**	**2024-2025 Local Indicator Standard Met** 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. ELA, ELD, Mathematics, NGSS, and History-Social Science **= 5- Full Implementation and Sustainability Progress** Implementing each of the following academic standards adopted by the state board for all students. Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, World Language **= 5- Full Implementation and Sustainability**	**2025-2026 Local Indicator Standard Met** 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. ELA, ELD, Mathematics, NGSS, and History-Social Science **= 5- Full Implementation and Sustainability Progress** Implementing each of the following academic standards adopted by the state board for all students. 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 Local Indicator Standard Met** 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. ELA, ELD, Mathematics, NGSS, and History-Social Science **= 5- Full Implementation and Sustainability Progress** Implementing each of the following academic standards adopted by the state board for all students. Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, World Language **= 5- Full Implementation and Sustainability**	**Local Indicator** Maintained

1.15	**Access to a Broad Course of Study**	**2023-2024 Local Indicator Standard Met** 2023-2024 TK-6th Grade Students receive Music, Visual Arts, STEAM, and PE instruction in all elementary schools. 100% 5th Gr.Participation with the Physical Fitness Test (PFT) 2022-2023 "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. Graduates Meeting UC/CSU Requirements <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%	**2024-2025 Local Indicator Standard Met** 2024-2025 TK-6th Grade Students receive Music, Visual Arts, STEAM, and PE instruction in all elementary schools. 100% 5th Gr.Participation with the Physical Fitness Test (PFT) 2023-2024 "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. Graduates Meeting UC/CSU Requirements <u>All Students: 60.3%</u> EML: 19.5% Foster: * Data Not Shown Homeless: 37.1% SWD: 24.2% SED: 47.6% Afr.A/Black: 72.7% Asian: 87.5% Hisp/Latin: 47.0% White: 76.0%	**2025-2026 Local Indicator Standard Met** 2025-2026 TK-6th Grade Students receive Music, Visual Arts, STEAM, and PE instruction in all elementary schools. 100% 5th Gr.Participation with the Physical Fitness Test (PFT) 2024-2025 "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. Graduates Meeting UC/CSU Requirements <u>All Students: 64.1%</u> EML: 29.9% Foster: * Data Not Shown Homeless: 40.6% SWD: 24.7% SED: 54.6% Afr.A/Black: * Data Not Shown Asian: 88.9% Hisp/Latin: 50.7% White: 80.1%	**2026-2027 Local Indicator Standard Met** 2026-2027 TK-6th Grade Students receive Music, Visual Arts, STEAM, and PE instruction in all elementary schools. 100% 5th Gr.Participation with the Physical Fitness Test (PFT) 2025-2026 "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. Graduates Meeting UC/CSU Requirements <u>All Students: 75.0%</u> EML: 22.0% Foster Youth: Data Not Shown Homeless: 40.0% SWD: 27.0% SED: 52.0% African A./Black: 76.0% Asian: 89.0% Hispanic/Latino: 52.0% White: 78.0%	**Local Indicator** Maintained

1.16	**1st Grade Early Literacy Assessment (Winter)**	**2023-2024** All Grade 1: 49.2% EML: 43.4% RFEP: 80.0% Homeless/Foster: N/A SWD: 43.8% SED: 44.7% Afr.A/Black: 100.0% Asian: 100.0% Hisp/Latin: 47.9% White: 56.3%	**2024-2025** All Grade 1: 46.4% EML: 21.7% RFEP: 83.3% Homeless/Foster: 50.0% SWD: 27.0% SED: 39.6% Afr.A/Black: 33.3% Asian: N/A Hisp/Latin: 41.0% White: 88.5%	**2025-2026** All Grade 1: 53.6% EML: 33.3% RFEP: 87.5% Homeless/Foster: 33.3% SWD: 35.0% SED: 47.6% Afr.A/Black: 50.0% Asian: N/A Hisp/Latin: 46.9% White: 86.1%	**2026-2027** All Grade 1: 52% EML: 35% RFEP: 85% Homeless/Foster: 55% SWD: 35% SED: 45% Afr.A/Black: 50% Asian: 100% Hisp/Latin: 48% White: 75%	All Grade 1: +4.4 EML: -10.1 RFEP: +7.5 Homeless/Foster: * SWD: -8.8 SED: +2.9 Afr.A/Black: -50.0 Asian: * Hisp/Latin: -1.0 White: +29.8
1.17	**1st Grade Star Reading Assessment (Winter)**	**2023-2024** All Grade 1: 52.7% EML: 33.9% RFEP: 68.8% Homeless/Foster: N/A SWD: 65.0% SED: 50.0% Afr.A/Black: 100.0% Asian: N/A Hisp/Latin: 46.7% White: 61.1%	**2024-2025** All Grade 1: 54.7% EML: 19.1% RFEP: 61.3% Homeless/Foster: 23.1% SWD: 35.3% SED: 42.8% Afr.A/Black: 33.3% Asian: 100.0% Hisp/Latin: 42.6% White: 75.8%	**2025-2026** All Grade 1: 62.3% EML: 28.3% RFEP: 81.8% Homeless/Foster: 21.4% SWD: 23.1% SED: 47.9% Afr.A/Black: N/A Asian: 66.7% Hisp/Latin: 49.1% White: 81.9%	**2026-2027** All Grade 1: 57% EML: 30% RFEP: 65% Homeless/Foster: 25% SWD: 45% SED: 48% Afr.A/Black: 45% Asian: 70% Hisp/Latin: 48% White: 72%	All Grade 1: +9.6 EML: -5.6 RFEP: +13.0 Homeless/Foster: * SWD: -41.9 SED: -2.1 Afr.A/Black: * Asian: * Hisp/Latin: +2.4 White: +20.8
1.18	**2nd Grade Star Reading Assessment (Winter)**	**2023-2024** All Grade 2: 42.2% EML: 17.7% RFEP: 73.1% Homeless/Foster: N/A SWD: 20.9% SED: 32.1% Afr.A/Black: N/A Asian: 50.0% Hisp/Latin: 34.2% White: 60.5%	**2024-2025** All Grade 2: 45.7% EML: 15.5% RFEP: 48.1% Homeless/Foster: 19.4% SWD: 31.8% SED: 33.9% Afr.A/Black: 100.0% Asian: 100.0% Hisp/Latin: 33.2% White: 73.2%	**2025-2026** All Grade 2: 46.5% EML: 8.7% RFEP: 61.9% Homeless/Foster: 27.8% SWD: 13.6% SED: 34.4% Afr.A/Black: 66.7% Asian: 50.0% Hisp/Latin: 34.4% White: 83.1%	**2026-2027** All Grade 2: 49% EML: 25% RFEP: 58% Homeless/Foster: 22% SWD: 36% SED: 39% Afr.A/Black: 65% Asian: 70% Hisp/Latin: 38% White: 70%	All Grade 2: +4.3 EML: -9.0 RFEP: -11.2 Homeless/Foster: * SWD: -7.3 SED: +2.3 Afr.A/Black: * Asian: 0.0 Hisp/Latin: +0.2 White: +22.6

1.19	**1st Grade Star Math Assessment (Winter)**	**2023-2024** All Grade 1: 48.4% EML: 31.1% RFEP: 75.0% Homeless/Foster: N/A SWD: 37.8% SED: 39.0% Afr.A/Black: 100.0% Asian: 50.0% Hisp/Latin: 38.0% White: 73.1%	**2024-2025** All Grade 1: 51.1% EML: 13.5% RFEP: 78.8% Homeless/Foster: 22.6% SWD: 25.7% SED: 40.4% Afr.A/Black: 25.0% Asian: 100.0% Hisp/Latin: 39.1% White: 79.5%	**2025-2026** All Grade 1: 55.5% EML: 36.4% RFEP: 71.4% Homeless/Foster: 40.0% SWD: 30.8% SED: 48.1% Afr.A/Black: N/A Asian: 75.0% Hisp/Latin: 47.2% White: 73.6%	**2026-2027** All Grade 1: 54% EML: 25% RFEP: 80% Homeless/Foster: 33% SWD: 32% SED: 44% Afr.A/Black: 50% Asian: 75% Hisp/Latin: 43% White: 81%	All Grade 1: +7.1 EML: +5.3 RFEP: -3.6 Homeless/Foster: * SWD: -7.0 SED: +9.1 Afr.A/Black: * Asian: +25.0 Hisp/Latin: +9.2 White: +0.5
1.20	**2nd grade STAR Math Assessment**	**2023-2024** All Grade 2: 30.7% EML: 16.6% RFEP: 46.4% Homeless/Foster: N/A SWD: 10.3% SED: 17.2% Afr.A/Black: N/A Asian: 100.0% Hisp/Latin: 26.0% White: 41.2%	**2024-2025** All Grade 2: 41.6% EML: 20.0% RFEP: 51.9% Homeless/Foster: 16.1% SWD: 37.7% SED: 30.3% Afr.A/Black: 66.7% Asian: 50.0% Hisp/Latin: 30.0% White: 69.5%	**2025-2026** All Grade 2: 44.9% EML: 12.5% RFEP: 73.2% Homeless/Foster: 28.6% SWD: 12.8% SED: 33.1% Afr.A/Black: 33.3% Asian: N/A Hisp/Latin: 33.9% White: 75.6%	**2026-2027** All Grade 2: 46% EML: 26% RFEP: 56% Homeless/Foster: 20% SWD: 40% SED: 36% Afr.A/Black: 68% Asian: 75% Hisp/Latin: 36% White: 72%	All Grade 2: +14.2 EML: -4.1 RFEP: +26.8 Homeless/Foster: * SWD: +2.5 SED: +15.9 Afr.A/Black: * Asian: * Hisp/Latin: +7.9 White: +34.4

Goal 1 Analysis for LCAP Year 2025-26

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.

Goal 1 was carried out during the 2025–26 school year through continued implementation and refinement of districtwide academic systems aligned to SB Unified's Multi-Tiered System of Support (MTSS). The District focused on strengthening high-quality Tier I instruction, expanding Tier II and Tier III interventions, improving progress monitoring, deepening Professional Learning Communities (PLCs), and increasing access to college and career readiness supports. Overall, implementation moved from establishing systems to refining practice, using data more consistently, and increasing coherence across schools.

In English Language Arts, the District continued implementation of literacy supports through mCLASS, DIBELS, STAR Reading, LETRS professional learning, integrated ELD training, PLC refinement, and targeted interventions. CAASPP ELA results showed improvement, increasing from 49.4% of students meeting or exceeding standards in 2023–24 to 51.7% in 2024–25. Longitudinal cohort data also showed

strong progress, with students who remained in SB Unified from Grade 3 to Grade 6 increasing from 40% to 52% meeting or exceeding standards. Hispanic/Latino students in the same cohort increased from 37% to 45%. Local STAR Early Literacy data also showed improvement in Grade 1, increasing from 46% to 54%, including a 17-point gain for Emergent Multilingual Learners.

In Mathematics, the District continued to implement common pacing and assessments, IXL diagnostics, small-group instruction, Math Language Routines, and the phased implementation of Amplify Desmos. CAASPP Mathematics Distance from Standard improved from 36.0 points below standard in 2023–24 to 27.2 points below standard in 2024–25, exceeding the Year 3 LCAP target. Local STAR Math data also showed progress in Grade 1, with students meeting or exceeding standards increasing from 51% to 56%, and Emergent Multilingual Learners increasing from 14% to 40%. These results reflect the impact of more aligned math instruction, improved use of assessment data, and targeted intervention structures.

English Language Development actions were implemented through continued refinement of Designated and Integrated ELD, implementation of the Master Plan for Emergent Multilingual Learners, professional learning for teachers, and monitoring of EML progress. Long-Term Emergent Multilingual Learners showed progress, with 56.6% making progress on the English Language Progress Indicator in 2024–25. However, outcomes for Emergent Multilingual Learners continue to require sustained attention, particularly in academic language development, access to grade-level instruction, and consistent implementation of ELD across content areas.

Tier II and Tier III interventions were implemented through elementary Power Hour, after-school intervention cycles, Lexia Core5, Lexia English, Lexia PowerUp, secondary literacy and math supports, Wilson Reading System interventions, and progress monitoring through mCLASS, DIBELS, STAR, CAASPP, ELPAC, grades, and teacher recommendations. A key success was the increased coherence of the District's intervention model and clearer use of data to identify students for support. A continued challenge is ensuring consistent implementation across all sites and making sure intervention is timely, targeted, and directly connected to student progress data.

Professional learning and PLC implementation were carried out through LETRS, iELD, Math Language Routines, Amplify Desmos training, CAASPP Interim Assessment Block training, PLC training, learning walks, and coaching aligned to the SB Unified Instructional Framework. Implementation was strongest at sites with clear PLC structures, common assessments, and leadership support. A continued challenge is strengthening feedback and coaching systems so teachers receive more frequent and useful instructional feedback.

College and career readiness actions were also implemented successfully. Graduation rates increased to 94.7% in 2024–25, exceeding the Year 3 LCAP target. The College/Career Indicator increased to 63.0%, and A-G completion increased to 64.1%. These gains reflect expanded college and career counseling, PEAC tutoring and college access supports, AVID, dual enrollment, CTE pathway development, and improved student progress monitoring. Continued attention is needed to improve CTE pathway completion and ensure Students with Disabilities, Emergent Multilingual Learners, Homeless Youth, and other unduplicated student groups have equitable access to rigorous coursework and postsecondary readiness supports.

There were no major substantive differences between planned actions and actual implementation. Most actions were implemented as planned. However, several actions required continued refinement rather than full systemwide consistency, particularly in the areas of intervention

implementation, PLC monitoring, progress monitoring, coaching and feedback, and secondary literacy supports. These areas will continue to be strengthened in 2026–27.

Overall, Goal 1 implementation in 2025–26 resulted in measurable progress in ELA, mathematics, early literacy, graduation, A-G completion, and college and career readiness. At the same time, the data continue to show persistent equity gaps for Emergent Multilingual Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic/Latino students, Homeless Youth, and Long-Term Emergent Multilingual Learners. In 2026–27, the District will continue refining Tier I instruction, strengthening Tier II and Tier III interventions, deepening PLCs and coaching, expanding literacy and math supports, strengthening ELD implementation, and using data for continuous improvement to accelerate outcomes for all student groups.

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

Goal 1, Action 1: No estimated material differences.

Goal 1, Action 2: No estimated material differences.

Goal 1, Action 3: No estimated material differences.

Goal 1, Action 4: No estimated material differences.

Goal 1, Action 5: The cost increased in order to provide additional before and afterschool intervention to unduplicated students in the Junior High Schools.

Goal 1, Action 6: No estimated material differences.

Goal 1, Action 7: No estimated material differences.

Goal 1, Action 8: No estimated material differences.

Goal 1, Action 9: No estimated material differences.

Goal 1, Action 10: No estimated material differences.

Goal 1, Action 11: No estimated material differences.

Goal 1, Action 12: No estimated material differences.

Goal 1, Action 13: No estimated material differences.

Goal 1, Action 14: No estimated material differences.

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

Action 1.1: *Build Educator & Administrator Capacity in Tiered Levels of Curriculum, Instruction, and Assessment for Students*
Effective - Instructional Support Specialists in ELA, Mathematics, ELD, Ethnic Studies, and UDL provided coaching, professional learning,

instructional planning, and data support across school sites. This action supported stronger Tier I and Tier II instruction and contributed to districtwide gains in both ELA and Mathematics. ELA Distance from Standard improved by 3.0 points, and Mathematics Distance from Standard improved by 8.8 points. Students with Disabilities, Emergent Multilingual Learners, Long-Term Emergent Multilingual Learners, and Hispanic/Latino students also made gains in one or both content areas.

Action 1.2: *Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support*
Effective - Weekly elementary PLCs supported teacher collaboration, data analysis, and planning for Tier I and Tier II instruction. This action helped schools use student data more consistently to identify needs and adjust instruction. Elementary outcomes showed growth in several areas, including Grade 4 ELA, which increased by 11.65 points, and Grade 1 STAR Early Literacy, which increased by 7.2 points from 2024–25 to 2025–26.

Action 1.3: *Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA, ELD, and Mathematics Instruction*
Effective - Elementary instructional coaches supported lesson design, modeling, co-teaching, PLC facilitation, and site-based professional learning. This action strengthened classroom practice and contributed to growth in early literacy and mathematics. Grade 1 STAR Reading increased by 7.6 points, Grade 1 STAR Math increased by 4.4 points, and Grade 2 STAR Math increased by 3.3 points from 2024–25 to 2025–26.

Action 1.4: *Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists*
Effective - Curriculum Specialists supported small-group instruction and helped teachers provide targeted Tier II support during the school day. This action helped strengthen differentiated instruction for students needing additional academic support. The action contributed to continued growth in early mathematics, with Grade 1 STAR Math increasing by 4.4 points and Grade 2 STAR Math increasing by 3.3 points.

Action 1.5: *Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students*
Effective - Before- and after-school interventions provided additional academic support in ELA and Mathematics for students needing targeted instruction. This action supported progress in districtwide academic outcomes in Junior High Schools, including an 8.8-point improvement in Mathematics Distance from Standard. However, elementary schools did very limited after-school interventions due to inconsistent student participation and limited teacher participation.

Action 1.6: *Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students*
Effective - Secondary math intervention classes and push-in supports provided targeted Tier II instruction for students needing additional support. This action contributed to strong mathematics growth, with districtwide Mathematics Distance from Standard improving by 8.8 points. Grade 7 showed the largest CAASPP Mathematics gains, increasing by 6.46 and 6.32 points, respectively. Students with Disabilities, Emergent Multilingual Learners, Socioeconomically Disadvantaged students, LTELs, and Hispanic/Latino students also improved in Mathematics DFS.

Action 1.7: *Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools*
Partially Effective - Class size reduction supported improved conditions for individualized instruction and stronger student-teacher interaction. This action helped support progress in several academic areas, including early literacy and math. However, results were mixed across grade

levels, with Grade 3 Mathematics declining by 4.53 points and Grade 5 ELA declining by 4.74 points, showing that smaller class sizes alone are not sufficient without consistent instructional practices, intervention, and progress monitoring.

Action 1.8: *Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring*
Effective - College and Career Counselors provided targeted advising, monitoring, and support to help students complete graduation and postsecondary requirements. This action contributed to improved college and career outcomes. The graduation rate increased to 94.6%, the College/Career Indicator increased to 63.0%, and A-G completion increased to 64.1%. Emergent Multilingual Learners, Homeless students, Socioeconomically Disadvantaged students, and Hispanic/Latino students also showed gains in college and career readiness indicators.

Action 1.9: *Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement*
Effective. Professional learning, EML monitoring systems, EML Leads, and family engagement structures supported implementation of Designated and Integrated ELD. This action contributed to improved outcomes for Emergent Multilingual Learners, including a reclassification rate increase to 24.0% in 2024–25 and Mathematics DFS growth of 7.5 points. LTELs also improved by 20.3 points in ELA DFS and 8.0 points in Mathematics DFS. Continued work is needed to strengthen consistent ELD implementation across classrooms.

Action 1.10: *Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy*
Effective. Bilingual paraeducators provided language and academic support for Emergent Multilingual Learners, including Newcomers and Long-Term Emergent Multilingual Learners. This action helped increase access to classroom instruction and contributed to improved EML outcomes, including a 7.5-point gain in Mathematics DFS and a reclassification rate of 24.0%. Continued training and clearer deployment expectations are needed to ensure bilingual paraeducator support is consistently aligned to ELD, ELA, and content-area instruction.

Action 1.11: *Increase College and Career Readiness for Unduplicated Students through AVID Programs*
Effective. AVID supported college-going culture, academic organization, student leadership, and access to rigorous coursework for unduplicated students. This action contributed to broader improvements in college and career readiness, including increases in graduation rate, CCI, A-G completion, AP exam success, and Seal of Biliteracy achievement. Continued focus is needed to ensure AVID access and outcomes remain strong for Emergent Multilingual Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Action 1.12: *Increasing College and Career Readiness for Unduplicated Students through CTE Programs*
Effective. CTE programming, dual enrollment, work-based learning, and college and career coordination expanded postsecondary opportunities for students. This action supported growth in overall college and career readiness, including a CCI increase to 63.0% and A-G completion increase to 64.1%. However, CTE pathway completion declined overall, indicating the need to strengthen pathway completion monitoring, student scheduling, and targeted support for unduplicated students.

Action 1.13: *Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services*
Effective. PEAC tutoring, academic mentoring, and college access supports provided targeted assistance to students at secondary schools. This action contributed to improved postsecondary readiness outcomes, including increases in graduation rate, CCI, A-G completion, AP exam

success, and Seal of Biliteracy achievement. Continued implementation will focus on ensuring students most in need of academic and college access support are consistently connected to services.

Action 1.14: *Enhance Special Education Support Outcomes to Increase College and Career Readiness*
Partially Effective. Professional learning for special education staff, paraeducator training, bilingual family support, and alternative pathway planning helped strengthen services for students with disabilities, including students who are also Emergent Multilingual Learners. Students with Disabilities improved by 6.7 points in ELA DFS and 6.4 points in Mathematics DFS, and their graduation rate increased to 81.0%. However, gaps remain in college and career readiness, CCI, and access to rigorous coursework, showing the need for continued coordination between special education, multilingual learner services, counseling, and site teams.

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.

SB Unified will continue building on the strong direction established in Goal 1, with the goal statement, metrics, and target outcomes remaining aligned to the District's academic priorities for the coming year. Based on reflection on prior implementation and student outcome data, the District will refine actions to strengthen consistency, progress monitoring, and impact across sites.

For 2026–27, refinements will focus on strengthening Tier I instruction, expanding and improving Tier II and Tier III interventions, deepening PLC implementation, and using data more consistently to adjust instruction. In ELA, the District will continue LETRS, mCLASS, DIBELS, STAR Reading, Power Hour, after-school interventions, and secondary literacy supports. In math, the District will continue IXL diagnostics, common assessments, Math Language Routines, targeted interventions, and expand Amplify Desmos to Math II and Math III.

The District will also continue strengthening Designated and Integrated ELD, implementation of the Master Plan for Emergent Multilingual Learners, and monitoring of EML and LTEL progress. Professional learning and coaching will be refined to support more consistent implementation of the SB Unified Instructional Framework, inclusive practices, and site-based feedback systems.

College and career readiness actions will continue, with added focus on equitable access to A-G coursework, CTE pathway completion, dual enrollment, AVID, PEAC tutoring, and counseling supports for unduplicated student groups. In response to Educational Partner feedback, the District will explore weekend intervention supports for students.

Overall, the changes for 2026–27 are refinements rather than major revisions. They are intended to reduce variability across sites, strengthen instructional coherence, and improve outcomes for student groups that continue to experience achievement and opportunity gaps.

Action 1.9 was revised to expand implementation of the Master Plan for Emergent Multilingual Learners into a more comprehensive system of support. The updated action broadens alignment to Chapters 1 and 3–6, strengthens data use to monitor EML and RFEP progress, clarifies the role of site-based EML Leads, and adds support for EMLAC and DEMLAC members to better understand EML programs, reclassification, student progress, and available academic supports.Action titles 1.5 and 1.9 have been changed for the 26-27 LCAP to bring clarity and more detail to the Goal's Action.

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 1 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) in English Language Arts (one Elementary, one Secondary), Mathematics (one Elementary, one Secondary), English Language Development (ELD), Ethnic Studies, and Universal Design for Learning (UDL) will support staff in implementing Tier I and Tier II curriculum, instruction, and assessment. They will also lead and coordinate professional learning and ongoing data analysis for staff. This work will help ensure that all Unduplicated Students make progress toward meeting or exceeding grade-level standards. **LREBG Alignment:** This action is identified as a Learning Recovery Emergency Block Grant (LREBG) action. LREBG funds will support Instructional Support Specialists who provide professional learning, coaching, curriculum support, and data analysis to strengthen Tier 1 and Tier 2 instruction in ELA, Math, ELD, Ethnic Studies, and UDL. Research supports sustained coaching and professional learning when connected to classroom practice, student needs, and data analysis. This action is designed to accelerate academic progress, support English language proficiency, and close learning gaps for unduplicated students and students performing below grade level. **Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.16, 1.17, 1.18, 1.19, 1.20 Implementation data will be used to measure effectiveness of action and will include staff participation and training completion rates and other metrics. **Expenditures:** Instructional Support Specialists (TOSA) **LREBG Funding:** $358,670 **Additional Funding:** CCEIS, LREBG, SSPDDBG	$1,376,347	Yes

2	Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support	**Description:** Elementary grade-level teachers will meet weekly in Professional Learning Communities (PLCs) throughout the school year to engage in data-driven routines focused on designing, analyzing, and improving Tier I instruction for Unduplicated students. To support this collaboration time, Music, PE, Visual Arts, and STEAM teachers will provide instruction to students. During PLCs, teachers will use formative data to plan targeted instruction, with support from the Instructional Coach and site leadership. This action strengthens Tier I and Tier II instruction by providing the right support, at the right time, for the right student, ensuring interventions are timely, targeted, and based on unduplicated student needs. **Monitoring Metric:** 1.1, 1.2, 1.3, 1.16, 1.17, 1.18, 1.19, 1.20 **Expenditures:** PE, Music, Visual Art, and STEAM Teachers **Additional Funding:** General Fund, Prop 28	$4,028,612	Yes

3	Enhance Teacher Proficiency to Deliver High-Quality Tier I ELA, ELD and Mathematics Instruction	**Description:** At each elementary school, the Instructional Coach will support teacher growth and instructional effectiveness through coaching cycles that include co-planning, co-teaching, lesson modeling, observation, and reflective feedback. Coaches will support differentiated instruction, evidence-based practices, and district curriculum initiatives while collaborating with site and district leaders to monitor instructional priorities. This action builds teacher capacity to deliver effective Tier I instruction and supports unduplicated students in meeting or exceeding grade-level standards. **LREBG Alignment:** This action is identified as a Learning Recovery Emergency Block Grant (LREBG) action. LREBG funds will support elementary Instructional Coaches who provide coaching cycles, co-teaching, lesson modeling, differentiated instruction support, and implementation monitoring to strengthen Tier I instruction in ELA, ELD, and Mathematics. Research supports sustained coaching when connected to classroom practice, student needs, and data analysis. This action is designed to accelerate academic progress and close learning gaps for unduplicated students and students performing below grade level. **Monitoring Metric:** 1.1, 1.2, 1.3, 1.16, 1.17, 1.18, 1.19, 1.20 **Expenditures:** Instructional Coaches (TOSA) **LREBG Funding:** $263,806 **Additional Funding:** LREBG, Literacy Grant	$1,468,379	Yes

4	Strengthen Tier II Instructional Support for Unduplicated Students with Curriculum Specialists	**Description:** In elementary and secondary schools, Curriculum Specialists will support teachers during small group instruction time (i.e. *Power Hour*). This allows classroom teachers to provide Tier II instruction while the specialists deliver Tier I 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. **Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.16, 1.17, 1.18, 1.19, 1.20 **Expenditures:** Curriculum Specialists (7-Hr Classified Position) **Additional Funding:** N/A	$2,211,139	Yes

5	Implement Before & Afterschool Targeted Tier II and Tier III ELA & Math Intervention for JHS Students	**Description:** At Junior High Schools, targeted Tier II and Tier III interventions in English Language Arts and Mathematics will be provided before and after school for Unduplicated students. Using diagnostic assessments and ongoing progress monitoring, students will receive individualized, accelerated learning support to help them meet or exceed grade-level standards. Additional targeted support will be offered to Homeless and Foster Youth in recognition of the challenges they face due to their living circumstances. **LREBG Alignment:** This action is identified as a Learning Recovery Emergency Block Grant (LREBG) action. LREBG funds will support before- and after-school Tier II and Tier III ELA and Math intervention for junior high students, including teacher hourly costs and transportation. Research supports targeted, data-driven intervention and expanded learning time when instruction is individualized, aligned to student needs, and monitored for progress. This action is designed to accelerate academic progress, close learning gaps, and increase access to intervention for unduplicated students, including Homeless and Foster Youth. **Monitoring Metric:** 1.1, 1.2, 1.3 **Expenditures:** Teacher Hourly Rate With Stdts & Busing **LREBG Funding:** $100,000 **Additional Funding:** LREBG	$105,000	Yes

6	Provide Comprehensive Tier II Math Instruction for High School Students	**Description:** At high schools, Tier II math support classes will be provided to students identified through screener and formative assessment data. Each comprehensive high school will offer one math intervention period during each semester, aligned with the block schedule, to help students build essential skills and progress toward grade-level standards.This model ensures unduplicated students receive targeted math support to help them make progress toward meeting or exceeding grade-level standards. **Monitoring Metric:** 1.2, 1.9 **Expenditures:** .33 Teacher positions (3 Total - 1 per HS) **Additional Funding:** N/A	$130,995	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. **Monitoring Metric:** 1.1, 1.2, 1.3, 1.4 **Expenditures:** Class-Size Reduction Teacher Positions **Additional Funding:** N/A	$5,616,478	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. **Monitoring Metric:** 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12 **Expenditures:** College & Career Counselor Positions **Additional Funding:** Title I	$640,643	Yes

9	Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement	**Description:** Educators will receive professional learning and implementation support aligned to the Master Plan for Emergent Multilingual Learners (Chapters 1, 3 - 6). Teachers and administrators will use ELLevation, ELPAC, reclassification data, and other progress-monitoring tools to identify student needs, monitor EML and RFEP progress, and guide targeted support. Site-based EML Leads will support data review, ELPAC administration, reclassification monitoring, and professional learning focused on Integrated and Designated ELD, language targets, academic discourse, and the Five Key Practices. This action will also strengthen EMLAC and DEMLAC member capacity to understand EML programs, student progress, reclassification criteria, and available academic supports. **Monitoring Metric:** 1.3, 1.4, 1.5 **Expenditures:** EML Leads at each JHS & HS; Instructional Materials; Supplies, Food, Teacher Hourly Rate W/O Stdts, Overtime for Curriculum Specialists, Director (.5 FTE) **Additional Funding:** General Fund	$530,287	Yes
10	Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy	**Description:** To support academic achievement for Emergent Multilingual Learners, bilingual paraeducators will work with teachers to provide classroom support aligned to ELD and ELA Standards. Paraeducators will support Tier I, II, and III instruction by reinforcing language objectives, scaffolding access to content, assisting with small-group instruction, and supporting individualized interventions. Priority support will be provided for Newcomer and Long-Term Emergent Multilingual Learners. Paraeducators will receive targeted professional learning to strengthen their understanding of language development, EML progress, and effective instructional support. **Monitoring Metric:** 1.3, 1.4, 1.5 **Expenditures:** FTEs - Hrly Bilingual Paraeducators at Elementary & Secondary Schools **Additional Funding:** N/A	$886,707	Yes

11	Increase College and Career Readiness for Unduplicated Students through AVID Programs	**Description:** AVID sections will be offered at the secondary level to support students in developing the academic, organizational, leadership, and college-readiness skills needed for postsecondary success. AVID-trained educators will provide evidence-based instruction, collaborative learning opportunities, enrichment activities, motivational supports, and college experiences, including field trips, to promote college and career readiness. **Monitoring Metric:** 1.1, 1.2, 1.6, 1.7 **Expenditures:** JHS & HS AVID Teachers; AVID/PEAC Manager (.5 FTE); Program Assistant; Field Trips; Contracted Services, Conference/Travel; Meals; Supplies **Additional Funding:** General Fund	$1,226,429	Yes
12	Increasing College and Career Readiness for Unduplicated Students through CTE Programs	**Description:** The College and Career Readiness (CCR) Coordinator, supported by the Career Technical Education (CTE) Program Assistant, works to increase the number of unduplicated students completing UC/CSU A-G requirements and becoming college and career ready. This includes expanding CTE programs, supporting dual enrollment opportunities, coordinating work-based learning, and creating district wide college and career readiness activities. The CCR team prioritizes support for EMLs, students with disabilities, and low-income students, while also overseeing career-focused classes in junior high and high schools. They coordinate AP study sessions, SAT administration, and ensure students gain the skills needed for success beyond high school. **Monitoring Metric:** 1.6, 1.7, 1.8, 1.11, 1.12 **Expenditures:** Director (.5 FTE); Program Assistant; Field Trips; Contracted Services; Teacher Hourly Rate With Stdts, Substitutes **Additional Funding:** CTEIG, General Fund	$389,874	Yes

13	Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services	**Description:** To increase college and career readiness for unduplicated students, the PEAC Program will provide tutoring, academic mentoring, counseling, and college access support for secondary students. Tutoring centers at the three comprehensive high schools and four junior high schools will provide academic assistance to help students strengthen coursework performance and stay on track for postsecondary readiness. High school students will receive additional support to maintain a 3.0 or higher GPA, complete A-G requirements, access college readiness programs, and prepare for college and career opportunities after graduation. **Monitoring Metric:** 1.6, 1.7, 1.9, 1.10, 1.11, 1.12 **Expenditures:** AVID/PEAC Manager (.5 FTE); Program Assistant; Hourly Classified Staff; Hourly Overtime; Supplies; Contracted Services **Additional Funding:** N/A	$565,752	Yes
14	Enhance Special Education Support for EML Students to Increase College and Career Readiness	**Description:** To improve outcomes for Emergent Multilingual Learners (EMLs) in special education, the district is building school-level capacity through professional learning for Special Education Department Chairs and designated administrators. Training focuses on delivering high-quality instruction, developing compliant IEPs, and promoting meaningful family engagement to support student progress. Bilingual Senior Office Assistants at comprehensive high schools will assist families to help ensure student success. Additionally, the curriculum will be expanded to include an Alternative Pathway to Graduation for students with extensive support needs. **Monitoring Metric:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 **Expenditures:** 3 HS Bilingual Senior Office Assistants for Special Education (1 per HS) **Additional Funding:** N/A	$287,838	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.

Santa Barbara Unified School District developed Goal 2 to ensure every student learns in a supportive and inclusive school environment that promotes positive behavior, social-emotional growth, wellness, and a strong sense of belonging. These conditions are essential for student engagement, attendance, academic progress, and long-term success. Goal 2 is grounded in student outcome data, Panorama student survey results, attendance and dropout data, suspension trends, and feedback from Educational Partners, including students, families, staff, and community partners.

Attendance and engagement data show both progress and continued need. Chronic absenteeism declined from 22.5% in 2022–23 to 16.9% in 2023–24, and although it increased slightly to 17.9% in 2024–25, the District remained 4.6 percentage points below the 2022–23 baseline. Several student groups also showed improvement from the baseline, including Students with Disabilities, students experiencing homelessness, Socioeconomically Disadvantaged students, African American/Black students, Hispanic/Latino students, and White students. However, 2024–25 data show that chronic absenteeism remains elevated for Foster Youth at 40.0%, Students with Disabilities at 25.5%, students experiencing homelessness at 22.5%, Socioeconomically Disadvantaged students at 21.9%, Hispanic/Latino students at 20.6%, and Emergent Multilingual Learners at 18.6%. These data demonstrate the need to continue strengthening attendance, wellness, case management, family outreach, and Tier II/Tier III engagement supports.

Additional student engagement data further support the need for this goal. The District maintained a zero junior high dropout rate in 2024–25, while high school dropouts decreased from 118 students in 2023–24 to 78 students in 2024–25. While this represents improvement, high school dropout data continue to show the need for targeted supports for Emergent Multilingual Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students experiencing homelessness. These outcomes reinforce the importance of coordinated academic, behavioral, wellness, and re-engagement supports, especially at the secondary level.

Panorama student survey data also point to the importance of social-emotional learning and wellness supports. In 2025–26, 47% of students in Grades 3–6 and 53% of students in Grades 7–12 reported using emotional regulation strategies almost always or frequently. Self-management was reported favorably by 68% of students in Grades 3–6 and 71% of students in Grades 7–12. At the same time, social awareness declined to 57% in Grades 3–6 and 60% in Grades 7–12, and positive feelings remained an area for continued attention, with 63% of students in Grades

3–6 and 59% of students in Grades 7–12 reporting positive emotions. These results show that students benefit from continued instruction and support in emotional regulation, self-management, social awareness, coping strategies, and overall wellness.

Educational Partner feedback strongly affirmed the need for Goal 2. Students and families emphasized the importance of visible and accessible mental health supports, trusted adults, wellness resources, belonging, and clear communication about available services. PAC members recommended continued attention to elementary wellness supports, wellness tools or spaces, and ways to better understand wellness needs for younger students. Our partners expressed support for the District's shift toward increasing District-employed mental health clinicians to better serve students. SEAC emphasized the need for ongoing professional learning for general education teachers, paraeducators, administrators, A-OK staff, and site supervisors to better support students with disabilities, including students with behavioral needs and Emergent Multilingual Learners with IEPs. This feedback influenced the District's continued focus on mental health services, wellness centers, paraeducator training, inclusive practices, positive behavior supports, restorative approaches, and improved coordination across general education, special education, multilingual learner services, and expanded learning programs.

Goal 2 was developed to ensure that student wellness, behavior, and social-emotional development are addressed through a coordinated system of support. Through this goal, SBUSD will continue to invest in mental health clinicians, social-emotional curriculum, wellness centers, intervention coordinators, paraeducator professional learning, and targeted Tier II/Tier III supports. These actions are designed to reduce barriers to learning, improve attendance and engagement, strengthen adult-student relationships, reduce disproportionality, and ensure that every student, especially unduplicated students and student groups experiencing disproportionate outcomes, feels safe, connected, supported, and ready to learn.

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 2023 CA Dashboard as identified in this 2025-26 LCAP:

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, SED	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, Homeless, 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

Goal 2 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline (Year 2 vs. Baseline)
2.1	**School attendance rates**	**2022 - 2023** All Students: 92.42% EML: 90.87% Foster Youth: 90.10% Homeless Youth: 90.67% SWD: 88.53% SED: 91.58% Afric Am./Black: 91.73% Asian: 95.72% Hispanic/Latino: 91.69% White: 93.34%	**2023 - 2024** All Students: 93.24% EML: 92.38% Foster Youth: 92.73% Homeless Youth: 91.56% SWD: 89.57% SED: 92.35% Afric Am./Black: 93.68% Asian: 95.50% Hispanic/Latino: 92.56% White: 94.21%	**2024-2025** All Students: 93.16% EML: 92.11% Foster Youth: 83.15% Homeless Youth: 90.54% SWD: 89.79% SED: 92.26% Afric Am./Black: 93.58% Asian: 95.99% Hispanic/Latino: 92.43% White: 94.23%	**2025-2026** All Students: 96.42% EML: 95.87% Foster Youth: 95.10% Homeless: 95.67% SWD: 93.53% SED: 96.58% African A./Black: 96.73% Asian: 100% Hispanic/Latino: 96.69% White: 98.34%	All Students: +0.74 EML: +1.24 Foster Youth: -6.95 Homeless Youth: -0.12 SWD: +1.26 SED: +0.68 Afric Am./Black: +1.85 Asian: +0.27 Hispanic/Latino: +0.74 White: +0.89
2.2	**Chronic absenteeism rates**	**2022 - 2023** All Students: 22.5% EML: 24.3% Foster Youth: 29.4% Homeless: 23.4% SWD: 33.0% SED: 26.3% African A./Black: 32.5% Asian: 7.2% Hispanic/Latino: 25.1% White: 17.3%	**2023 – 2024** All Students: 16.9% EML: 16.1% Foster: * Homeless: 23.3% SWD: 25.9% SED: 20.1% AfricA/Blck: 17.5% Asian: 6.9% Hisp/Latino: 18.9% White: 12.4%	**2024 – 2025** **All Students: 17.9%** **EML: 18.6%** **Foster Youth: 40.0%** **Homeless: 22.5%** **SWD: 25.5%** **SED: 21.9%** **African A./Black: 16.7%** **Asian: 7.5%** **Hispanic/Latino: 20.6%** **White: 12.2%**	**2025-2026** All Students: 14.5% EML: 14.0% Foster Youth: 20.7% Homeless Youth: 20.0% SWD: 22.0% SED: 17.0% African A./Black: 15.0% Asian: 6.0% Hispanic/Latino: 16.5% White: 10.5%	All Students: -4.6 EML: -5.7 Foster: * Homeless: -0.9 SWD: -7.5 SED: -4.4 AfricA/Blck: -15.8 Asian: +0.3 Hisp/Latino: -4.5 White: -5.1
2.3	**Junior high dropout rates**	**2022-2023** All students: 0	**2023-2024** All students: 0	**2024-2025** **All students: 0**	**2025-2026** All students: 0	No Change
2.4	**High school dropout rate**	**2022-2023** All Students: 62 EML: 17 Foster Youth: NR Homeless: 24 SWD: 14 SED: 50	**2023-2024** All Students: 118 EML: 34 Foster Youth: NR Homeless: 31 SWD: 48 SED: 104	**2024-2025** **All Students: 78** **EML: 24** **Foster Youth: NR** **Homeless: 15** **SWD: 35** **SED: 67**	**2025-2026** All Students: 50 EML: 18 Foster Youth: 0 Homeless Youth: 6 SWD: 7 SED: 38	All Students: +16 EML: +7 Foster Youth: * Homeless: -9 SWD: +21 SED: +17

2.5	**Panorama Student Survey Data**	**2023-24** Emotional Regulation (% of students reporting they regulate emotions almost always or frequently) Grades 3-6: 47% Grades 7-12: 49%	**2024-25** Emotional Regulation (% of students reporting they regulate emotions almost always or frequently) Grades 3-6: 48% Grades 7-12: 50%	**2025-26** *Emotional Regulation* (% of students reporting they regulate emotions almost always or frequently) **Grades 3-6: 47%** **Grades 7-12: 53%**	**2026-27** Emotional Regulation (% of students reporting they regulate emotions almost always or frequently) Grades 3-6: 51% Grades 7-12: 53%	Grades 3-6: 0 Grades 7-12: +4
2.6	**Panorama Student Survey Data**	**2023-24** Self-Management (% of students reporting they manage their emotions, thoughts, and behaviors in different situations) Grades 3-6: 66% Grades 7-12: 71%	**2024-25** Self-Management (% of students reporting they manage their emotions, thoughts, and behaviors in different situations) Grades 3-6: 66% Grades 7-12: 69%	**2025-26** *Self-Management* (% of students reporting they manage their emotions, thoughts, and behaviors in different situations) **Grades 3-6: 68%** **Grades 7-12: 71%**	**2026-27** Self-Management (% of students reporting they manage their emotions, thoughts, and behaviors in different situations) Grades 3-6: 69% Grades 7-12: 72%	Grades 3-6: +2 Grades 7-12: 0
2.7	**Panorama Student Survey Data**	**2023-24** Social Awareness (% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others) Grades 3-6: 66% Grades 7-12: 63%	**2024-25** Social Awareness (% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others) Grades 3-6: 65% Grades 7-12: 62%	**2025-26** *Social Awareness* (% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others) **Grades 3-6: 57%** **Grades 7-12: 60%**	**2026-27** Social Awareness (% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others) Grades 3-6: 68% Grades 7-12: 65%	Grades 3-6: -9 Grades 7-12: -3
2.8	**Panorama Student Survey Data**	**2023-24** Positive Feelings (% of students reporting they almost always, frequently or sometimes feel positive emotions) Grades 3-6: 66% Grades 7-12: 56%	**2024-25** Positive Feelings (% of students reporting they almost always, frequently or sometimes feel positive emotions) Grades 3-6: 64% Grades 7-12: 57%	**2025-26** *Positive Feelings* (% of students reporting they almost always, frequently or sometimes feel positive emotions) **Grades 3-6: 63%** **Grades 7-12: 59%**	**2026-27** Positive Feelings (% of students reporting they almost always, frequently or sometimes feel positive emotions) Grades 3-6: 68% Grades 7-12: 60%	Grades 3-6: -3 Grades 7-12: +3

2.9	**Panorama Student Survey Data**	**2023-24** Challenging Feelings (% of students reporting they challenging feelings almost never or once in a while) Grades 3-6: 53% Grades 7-12: 51%	**2024-25** Challenging Feelings (% of students reporting they challenging feelings almost never or once in a while) Grades 3-6: 54% Grades 7-12: 54%	**2025-26** *Challenging Feelings* (% of students reporting they challenging feelings almost never or once in a while) **Grades 3-6: 57%** **Grades 7-12: 55%**	**2026-27** Challenging Feelings (% of students reporting challenging feelings almost never or once in a while) Grades 3-6: 57% Grades 7-12: 57%	Grades 3-6: +4 Grades 7-12: +4

Goal 2 Analysis for 2025-26

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.

Goal 2 was carried out during the previous year through continued implementation and refinement of districtwide behavioral, social-emotional, wellness, mental health, attendance, and student engagement supports. This goal is a central part of SBUSD's three-year LCAP strategy to strengthen student wellness and engagement through the RISE mental health clinician program, Tier I and Tier II social-emotional learning, relationship-based prevention supports, and coordinated Tier II and Tier III interventions.

Overall implementation included the following:

Continued implementation of the RISE mental health clinician program. SBUSD continued developing RISE, which was launched during this three-year LCAP cycle to increase access to school-based mental health services. Through District-employed mental health clinicians and interns, RISE improved consistency of care, strengthened coordination with school teams, and provided more timely support for students with social-emotional, behavioral, and wellness needs.

Implemented relationship-based prevention and engagement supports with mixed results. Youth Outreach Workers, classified support staff, and site teams supported student check-ins, attendance outreach, community-building activities, mentoring, and case management. These supports produced mixed results. Chronic absenteeism remained below the 2022–23 baseline, but results were uneven across student groups, showing the need for more consistent implementation, clearer referral and follow-up systems, and stronger progress monitoring for students with the greatest attendance and engagement needs.

Provided Tier II and Tier III wellness and behavior supports through secondary Intervention Coordinators, with uneven implementation. Intervention Coordinators provided services through wellness centers, group counseling, behavior intervention, restorative practices, and collaboration with site teams. While this model helped expand access to student wellness and behavioral supports, implementation varied across junior high and high school sites. Continued refinement is needed to clarify expectations, improve consistency of services, strengthen referral systems, and monitor the impact of Tier II and Tier III supports.

Implemented Tier I and Tier II social-emotional learning supports. Schools used SEL curriculum, wellness supports, intervention coordinators, and staff collaboration to support emotional regulation, self-management, social awareness, coping strategies, and overall

student wellness. Implementation occurred across sites, demonstrating the need to continue to strengthen consistency and better embed SEL into daily instruction and school culture.

Monitored student wellness through Panorama data. In 2025–26, emotional regulation remained stable for students in Grades 3–6 at 47% and increased for students in Grades 7–12 to 53%. Self-management improved to 68% in Grades 3–6 and returned to 71% in Grades 7–12. Challenging feelings also improved across both grade spans. At the same time, social awareness declined to 57% in Grades 3–6 and 60% in Grades 7–12, and positive feelings remained an area for continued attention, especially in Grades 3–6.

Built staff capacity to support student needs. Professional learning for paraeducators and support staff helped strengthen support for students with behavioral, academic, and social-emotional needs, including Emergent Multilingual Learners in special education. Continued refinement is planned to ensure consistent paraeducator deployment, job-embedded coaching, and alignment with student behavior plans, IEP goals, language needs, and classroom expectations.

There were no major substantive differences between planned actions and actual implementation. The core actions, including the RISE mental health clinician program, Youth Outreach Worker supports, SEL curriculum, paraeducator training, and secondary Intervention Coordinators, were implemented. However, implementation required continued adjustment based on staffing capacity, student need, and differences in site-level implementation.

In 2026–27, SBUSD will continue refining Goal 2 by strengthening the RISE mental health clinician program, improving Tier II and Tier III intervention systems, increasing consistency across sites, supporting paraeducator and staff capacity, and ensuring students most in need are connected to timely, coordinated, and effective support.

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

Goal 2, Action 1: No estimated material differences.

Goal 2, Action 2: No estimated material differences.

Goal 2, Action 3: Estimated actual expenditures were lower than budgeted because the District took a measured approach to purchasing social-emotional instructional materials. Rather than purchasing the full amount of materials at once, staff reviewed curriculum alignment, existing resources, and site implementation needs, resulting in lower-than-planned spending. Remaining purchases were deferred to ensure future expenditures are targeted, non-duplicative, and aligned to actual instructional use.

Goal 2, Action 4: No estimated material differences.

Goal 2, Action 5: No estimated material differences.

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

Action 2.1: *Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning*
Effective - The RISE mental health clinician program strengthened SBUSD's school-based mental health system by increasing access to consistent Tier II and Tier III wellness supports through District-employed clinicians and interns. This action improved coordination with site

teams and provided more timely support for students with social-emotional, behavioral, attendance, and wellness needs. Panorama data show some positive wellness trends, including improved secondary emotional regulation and improved challenging-feelings outcomes across both grade spans. Continued refinement is needed to measure the impact of services on students more directly, including referral patterns, service completion, attendance, behavior, wellness outcomes, and student progress after receiving support.

Action 2.2: *Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support*
Partially Effective - Youth Outreach Workers, classified support staff, and contracted mentorship services helped strengthen relationship-based engagement and contributed to chronic absenteeism remaining below the 2022–23 baseline. However, chronic absenteeism increased slightly in 2024–25 and remained elevated for select student groups. Implementation varied across sites, limiting the consistency of outreach, mentoring, and follow-up for the highest-need students. Continued refinement is needed to strengthen referral systems, ensure consistent individualized support, and measure the impact of these services on student attendance, engagement, belonging, and re-engagement outcomes.

Action 2.3: *Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction*
Effective - Tier I and Tier II social-emotional curriculum was implemented to support student wellness, emotional regulation, self-management, social awareness, and coping strategies. Panorama data show some positive trends, including improved secondary emotional regulation, improved elementary self-management, and improved challenging-feelings outcomes across both grade spans. However, results were mixed, with social awareness declining in both grade spans and positive feelings remaining an area of need, especially in Grades 3–6. Continued refinement is needed to strengthen consistency of implementation, increase staff readiness, embed SEL more clearly into daily instruction and school culture, and measure the impact of SEL supports on student wellness, behavior, attendance, and engagement.

Action 2.4: *Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education*
Moderately Effective - Professional learning for bilingual paraeducators was provided to improve behavioral and academic support strategies for students identified individually or dually as EML and SPED. While this training built foundational staff capacity, continued ongoing training is still needed. Building on initial implementation, the District will expand ongoing professional learning and job-embedded coaching to improve consistency, alignment, and impact across sites.

Action 2.5: *Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention*
Effective - Intervention Coordinators expanded Tier II and Tier III SEL, behavior, and wellness supports through wellness centers. This action helped increase access to student support services and contributed to broader wellness and engagement efforts. However, implementation varied across junior high and high school sites, limiting the consistency of services, referral processes, and progress monitoring. Continued refinement is needed to clarify expectations, strengthen site-level implementation, and measure the impact of Intervention Coordinator services on student wellness, behavior, attendance, engagement, and re-engagement outcomes.

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.

SB Unified will maintain the overall Goal 2 statement, metrics, and target outcomes for the coming year, as reflections on prior implementation and student outcome data confirm the continued need to strengthen student wellness, behavior supports, attendance, and social-emotional development. The District will continue the core actions under Goal 2, including the RISE mental health clinician program, Youth Outreach Worker supports, tiered social-emotional curriculum, paraeducator professional learning, and secondary Intervention Coordinator supports.

For 2026–27, refinements will focus on improving consistency, coordination, and expanding the ways the District measures the impact of Goal 2 actions on student outcomes. For Goal 2, Action 1, rather than expanding contracted mental health services through Family Services Agency (FSA), the District will increase clinician staffing and interns within the RISE mental health clinician program to strengthen internal capacity, improve continuity of care, and provide more consistent school-based mental health support. The District will also more directly monitor RISE referral patterns, service completion, and student outcomes connected to attendance, behavior, wellness, and engagement. Youth Outreach Worker and targeted prevention supports will be refined to improve referral systems, follow-up, and individualized support for students with the greatest attendance and engagement needs.

The District will also strengthen implementation of Tier I and Tier II social-emotional learning by improving staff readiness, embedding SEL more consistently into daily instruction and school culture, and using Panorama and other data to monitor student progress. Paraeducator professional learning will be expanded and delivered with more consistent deployment and job-embedded coaching to better support students' behavioral, academic, social-emotional, and language needs. Secondary Intervention Coordinator supports will also be refined to clarify expectations, strengthen site-level implementation, improve referral and progress-monitoring systems, and measure the impact of services on student wellness, behavior, attendance, engagement, and re-engagement outcomes.

Goal 2 Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning	**Description:** To improve wellness and mental health for unduplicated students, the District will provide research-based mental health services through both District staff and external providers. These services, available on school campuses, will help strengthen emotional resilience, reduce stress, and support overall academic success. **Monitoring Metric:** 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9 **Expenditures:** Mental Health Clinicians II; Mental Health Clinicians I; Interns **Additional Funding:** N/A	$2,726,775	Yes

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 Workers will facilitate community-building activities for unduplicated students to strengthen relationships with trusted adults, promote engagement, and build confidence and agency. Classified support positions will provide direct student support and case management. Contracted services to provide professional learning, mentorship and coaching services to staff and students will be provided. Transportation for Homeless and Foster Youth will be provided to remove barriers to school attendance and participation. **Monitoring Metric:** 2.1, 2.2, 2.3, 2.4 **Expenditures:** Lead Youth Outreach Worker **Additional Funding:** N/A	$262,210	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. **Monitoring Metric:** 2.5, 2.6, 2.7, 2.8, 2.9 **Expenditures:** Instructional Materials **Additional Funding:** N/A	$45,703	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 learning for bilingual and special education 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 EML student needs. **Monitoring Metric:** 2.5, 2.6, 2.7, 2.8, 2.9 **Expenditures:** Paraeducator Hourly Rate, Supplies **Additional Funding:** N/A	$25,000	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. **Monitoring Metric:** 2.3, 2.4**,** 2.5, 2.6, 2.7, 2.8, 2.9 **Expenditures:** Intervention Coordinators **Additional Funding:** N/A	$459,684	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.

SB Unified developed Goal 3 to strengthen student learning by ensuring that every school provides a positive, equitable, inclusive, safe, and respectful learning environment for students, staff, and families. This goal reflects the District's belief that academic success is closely connected to school climate, student belonging, strong relationships, family partnership, culturally responsive practices, and equitable access to welcoming school environments. This goal reflects SB Unified's commitment to creating school communities where every student feels safe, valued, connected, and ready to learn.

Goal 3 is grounded in student, staff, and family experience data, discipline data, basic services indicators, and Educational Partner feedback. Panorama data show that students continue to benefit from strong adult relationships, with 2025–26 favorable responses for supportive adult relationships at 89% in Grades 3–6 and 87% in Grades 7–12. However, other student experience data show continued need. Teacher-student relationships declined to 68% in Grades 3–6 and 54% in Grades 7–12. Sense of belonging was 58% in Grades 3–6 and 49% in Grades 7–12, while student engagement was 42% in Grades 3–6 and 30% in Grades 7–12. These results show that many students have access to

supportive adults, and the District will continue strengthening belonging, engagement, and relationship-centered school cultures across grade spans.

Discipline data also support the need for Goal 3. The District's suspension rate decreased from 3.2% in 2023–24 to 2.6% in 2024–25, showing improvement overall. However, disparities remain for several student groups, including Foster Youth at 12.0%, Students with Disabilities at 5.0%, African American/Black students at 4.8%, students experiencing homelessness at 3.8%, Emergent Multilingual Learners at 3.6%, Socioeconomically Disadvantaged students at 3.5%, and Hispanic/Latino students at 3.4%. Expulsions also decreased from 20 in 2023–24 to 6 in 2024–25, demonstrating progress while reinforcing the need to continue building restorative, inclusive, and prevention-oriented practices.

Family and staff data further demonstrate the importance of this goal. Family engagement improved districtwide from 24% in 2023–24 to 32% in 2025–26, with elementary family engagement increasing from 34.5% to 43.3%. Favorable responses related to barriers to engagement remained strong at 84% districtwide in 2025–26, including 84.4% at elementary schools, 85.0% at junior high schools, and 85.0% at high schools. Staff climate remained stable at 68%, and teacher climate was 65% in 2025–26. These data show that family engagement systems, language access, and staff culture remain central to building trust and supporting student success.

Educational Partner feedback strongly affirmed the need to continue Goal 3. Students, families, PAC, DEMLAC, SEAC, staff, CABAWE, and district and site leaders emphasized the importance of belonging, culturally responsive learning environments, anti-bias education, family engagement, language access, inclusive practices, restorative responses, and clear communication about supports.

Feedback also highlighted the need to strengthen systems that help families participate meaningfully, especially families of Emergent Multilingual Learners, students with disabilities, low-income students, students experiencing homelessness, and foster youth.

Through Goal 3, SBUSD will continue to invest in professional learning, cultural celebrations, family engagement liaisons, language access services, anti-bias education, inclusive school climate practices, and systems that support respectful and identity-affirming school communities.

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:

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

Goal 3 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline (Year 2 vs. Baseline)
3.1	**Pupil suspension rates (% students with at least 1 suspension)**	**2022-2023** All Students: 2.7% EML: 3.4% Foster Youth: 3.8% Homeless Youth: 3.9% SWD: 5.6% SED: 3.7% African A./Black: 1.1% Asian: 1.3% Hispanic/Latino: 3.6% White: 0.5%	**2023-2024** All Students: 3.2% EML: 3.9% Foster Youth: 0% Homeless: 5.2% SWD: 6.8% SED: 4.5% AfricA./Blck: 7.2% Asian: 2.4% Hisp/Latino: 4.3% White: 1.3%	**2024-2025** All Students: **2.6%** EML: **3.6%** Foster Youth: **12.0%** Homeless Youth: **3.8%** SWD: **5.0%** SED: **3.5%** African A./Black: **4.8%** Asian: **0.7%** Hispanic/Latino: **3.4%** White: **1.3%**	**2025-2026** All Students: 2.0% EML: 3.0% Foster Youth: 2.0% Homeless Youth: 3.0% SWD: 4.0% SED: 2.0% African A./Black: 1.0% Asian: 0.5% Hispanic/Latino: 2.0% White: 0.5%	All Students: -0.1 EML: +0.2 Foster Youth: * Homeless: -0.1 SWD: -0.6 SED: -0.2 AfricA./Blck: +3.7 Asian: -0.6 Hisp/Latino: -0.2 White: +0.8
3.2	**Pupil expulsion rates**	**2022-2023** All Students: 17 EML: 4 of 17 Foster Youth: 0 of 17 Homeless: 3 of 17 SWD: 5 of 17 SED: 17 of 17 African A./Black: 0 of 17 Asian: 0 of 17 Hispanic/Latino: 16 of 17 White: 1 of 17	**2023-2024** All Students: 20 EML: 2 of 20 Foster Youth: 0 of 20 Homeless: 2 of 20 SWD: 9 of 20 SED: 18 of 20 African A./Black: 0 of 20 Asian: 1 of 20 Hispanic/Latino: 19 of 20 White: 0 of 20	**2024-2025** All Students: **6** EML: **2** Foster Youth: **0** Homeless: **1** SWD: **1** SED: **5** African A./Black: **0** Asian: **0** Hispanic/Latino: **5** White: **0**	**2025-2026** All Students: 14 EML: 2 Foster Youth: 0 Homeless Youth: 0 SWD: 0 SED: 23 African A./Black: 0 Asian: 0 Hispanic/Latino: 10 White: 10	All Students: -11 EML: -2 Foster Youth: 0 Homeless: -2 SWD: -4 SED: -12 African A./Black: 0 Asian: 0 Hispanic/Latino: -11 White: -1
3.3	**Panorama Student Survey Data**	**2023-2024** Supportive Adult Relationships (percentage responding favorably) Grades 3-6: 89% Grades 7-12: 85%	**2024-2025** Supportive Adult Relationships (percentage responding favorably) Grades 3-6: 88% Grades 7-12: 86%	**2025-2026** Supportive Adult Relationships (percentage responding favorably) **Grades 3-6: 89%** **Grades 7-12: 87%**	**2026-2027** Supportive Adult Relationships (percentage responding favorably) Grades 3-6: 90% Grades 7-12: 88%	Grades 3-6: 0 Grades 7-12: +2
3.4	**Panorama Student Survey Data**	**2023-2024** Teacher-Student Relationships (percentage responding favorably) Grades 3-6: 76% Grades 7-12: 56%	**2024-2025** Teacher-Student Relationships (percentage responding favorably) Grades 3-6: 71% Grades 7-12: 61%	**2025-2026** Teacher-Student Relationships (percentage responding favorably) **Grades 3-6: 68%** **Grades 7-12: 54%**	**2026-2027** Teacher-Student Relationships (percentage responding favorably) Grades 3-6: 75% Grades 7-12: 64%	Grades 3-6: -8 Grades 7-12: -2

3.5	**Panorama Student and Staff Survey Data**	**2023-2024** School Climate* (percent responding favorably) Grades 3-6: 60% Grades 7-12: 48% Teachers*: 63% Staff*: 60% *Data does not disaggregate by grade for teachers & staff	**2024-2025** School Climate* (percent responding favorably) Grades 3-6: 59% Grades 7-12: 51% Teachers*: 66% Staff*: 68% *Data does not disaggregate by grade for teachers & staff	**2025-2026** School Climate* (percent responding favorably) **Grades 3-6: 54%** **Grades 7-12: 49%** **Teachers*: 65%** **Staff*: 68%** *Data does not disaggregate by grade for teachers & staff	**2026-2027** School Climate* (percent responding favorably) Grades 3-6: 63% Grades 7-12: 54% Teachers*: 69% Staff*: 70% *Data does not disaggregate by grade for teachers & staff.	Grades 3-6: -6 Grades 7-12: +1 Teachers*: +2 Staff*: +8
3.6	**Panorama Student and Staff Survey Data**	**2023-2024** Sense of Belonging (percentage that feel valued members of school community) Grades 3-6: 67% Grades: 7-12: 40% Teachers*: 68% Staff*: 65% *Data does not disaggregate by grade for teachers & staff.	**2024-2025** Sense of Belonging (percentage that feel valued members of school community) Grades 3-6: 59% Grades: 7-12: 42% Teachers*: 65% Staff*: 73% *Data does not disaggregate by grade for teachers & staff.	**2025-2026** Sense of Belonging (percentage that feel valued members of school community) **Grades 3-6: 58%** **Grades: 7-12: 49%** **Teachers*: 69%** **Staff*: 67%** *Data does not disaggregate by grade for teachers & staff.	**2026-2027** Sense of Belonging (percentage that feel valued members of school community) Grades 3-6: 64% Grades: 7-12: 46% Teachers*: 70% Staff*: 75% *Data does not disaggregate by grade for teachers & staff.	Grades 3-6: -9 Grades 7-12: +9 Teachers*: +1 Staff*: +2
3.7	**Panorama Student Survey Data**	**2023-2024** Engagement (how attentive and invested student are in class) Grades 3-6: 56% Grades 7-12: 26%	**2024-2025** Engagement (how attentive and invested student are in class) Grades 3-6: 46% Grades 7-12: 26%	**2025-2026** Engagement (how attentive and invested student are in class) **Grades 3-6: 42%** **Grades 7-12: 30%**	**2026-2027** Engagement (how attentive and invested student are in class) Grades 3-6: 66% Grades 7-12: 36%	Grades 3-6: -14 Grades 7-12: +4

3.8	**Panorama Parent Survey Data**	**2023-2024** Family Engagement * (responded favorably) District 24% Elementary 34.5% JHS 18.5% HS 20.5% Barriers to Engagement * (percentage responding favorably) District 83% Elementary 86.0% JHS 82.5% HS 80.5%	**2024-2025** Family Engagement * (responded favorably) District 28% Elementary 41% JHS 19.5% HS 20.5% Barriers to Engagement * (percentage responding favorably) District 84% Elementary 84.0% JHS 83.5% HS 84.3%	**2025-2026** Family Engagement * (responded favorably) **District 32%** **Elementary 43.3%** **JHS 20.0%** **HS 27.0%** Barriers to Engagement * (percentage responding favorably) **District 84%** **Elementary 84.4%** **JHS 85.0%** **HS 85.0%**	**2026-2027** Family Engagement * (responded favorably) District 32% Elementary 44% JHS 23% HS 24% Barriers to Engagement * (percentage responding favorably) District 87% Elementary 88% JHS 86% HS 86%	Family Engagement * (responded favorably) District +8 Elementary +8.8 JHS +1.5 HS +6.5 Barriers to Engagement * (percentage responding favorably) District +1 Elementary -1.6 JHS +2.5 HS +4.5
3.9	**Williams Act Facilities Compliance**	**2023-2024** Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant	**2024-2025** Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant	**2025-2026** Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant	**2026-2027** 100% Compliant	No Change
3.10	**Williams Instructional Materials**	**2023-2024** Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant	**2024-2025** Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant	**2025-2026** Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant	**2026-2027** 100% Compliant	No Change
3.11	**Teacher Credentialing**	**2023-24** Local Indicator Basics: Teachers, Instructional Materials, Facilities Credentialed Rate: 100% Outside Subject Rate: 1% Misassignment Rate: 1.1%	**2024-25** Local Indicator Basics: Teachers, Instructional Materials, Facilities Credentialed Rate: 100% Outside Subject Rate: 0.12% Misassignment Rate: 0.12%	**2025-26** Local Indicator Basics: Teachers, Instructional Materials, Facilities Credentialed Rate: 100% Outside Subject Rate: 0.1% Misassignment Rate: 0.1%	**2026-2027** Credentialed Rate: 100% Outside Subject Rate: 0% Misassignment Rate: 0%	Credentialed Rate: Maintained Outside Subject Rate: Decreased by 0.02% Misassignment Rate: Decreased by 0.02%

Goal 3 Analysis for 2025-26

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.

Goal 3 was carried out during the previous year through continued implementation of actions designed to strengthen school climate, student belonging, family engagement, language access, and inclusive school culture. The District focused on creating safe, respectful, culturally responsive, and identity-affirming school environments through professional learning, cultural celebrations, family engagement supports, interpretation and translation services, anti-bias education, and inclusive practices.

Overall implementation included continued use of Panorama student, staff, and family survey data to monitor school climate, supportive adult relationships, teacher-student relationships, sense of belonging, engagement, and family engagement. Student data showed areas of strength and continued need. Supportive adult relationships remained strong, with 89% favorable responses in Grades 3–6 and 87% in Grades 7–12 in 2025–26. However, teacher-student relationships, sense of belonging, and engagement showed mixed results, particularly in elementary grades. In 2025–26, sense of belonging was 58% in Grades 3–6 and 49% in Grades 7–12, while engagement was 42% in Grades 3–6 and 30% in Grades 7–12. These results reinforced the need to continue strengthening student voice, relationship-centered practices, culturally responsive learning environments, and schoolwide belonging.

Family engagement and language access were implemented as planned and represented a key area of success. Family Engagement Liaisons supported outreach, family learning opportunities, advisory committees, school events, and connections to resources for unduplicated students and families. Districtwide family engagement improved from 24% in 2023–24 to 32% in 2025–26, with elementary family engagement increasing from 34.5% to 43.3%. Favorable responses related to barriers to engagement remained strong at 84% districtwide in 2025–26. The Language Access Unit also continued providing interpretation and translation services for families, including support for IEP meetings, advisory committees, family meetings, and school events. These actions helped strengthen family participation, communication, and access to school and district information.

The District also implemented professional learning, anti-bias education, and inclusive school climate practices to support safe and affirming learning environments. This included continued work connected to culturally responsive practices, identity-affirming school events, and efforts to recognize, respond to, and report incidents of harm or bias. These actions supported the District's broader commitment to equity, belonging, and inclusive school communities. Staff climate remained stable at 68% in 2025–26, and teacher climate was 65%, indicating that staff continue to experience generally positive school climate while also showing the need for ongoing professional learning and implementation support.

Discipline data showed both success and continued challenge. The District's suspension rate decreased from 3.2% in 2023–24 to 2.6% in 2024–25, and expulsions decreased from 20 in 2023–24 to 6 in 2024–25. These improvements suggest that school climate, prevention, restorative, and inclusive practices are contributing to reduced exclusionary discipline overall. However, disproportionality remains a concern. Suspension rates remained elevated for Foster Youth at 12.0%, Students with Disabilities at 5.0%, African American/Black students at 4.8%, students experiencing homelessness at 3.8%, Emergent Multilingual Learners at 3.6%, Socioeconomically Disadvantaged students at 3.5%, and Hispanic/Latino students at 3.4%. These outcomes show the need for continued focus on restorative practices, bias awareness, inclusive behavior supports, and consistent site-level implementation.

There were no major substantive differences between planned actions and actual implementation. The core actions, including professional learning and cultural celebrations, family engagement supports, language access services, and anti-bias/inclusive school culture work, were implemented. However, implementation varied by site based on local needs, staffing capacity, student and family participation, and the maturity of site-level systems. The challenges included mixed student experience outcomes, especially in belonging and engagement; continued discipline disparities; and the need to better measure the impact of culture and climate actions on specific student groups.

Overall, Goal 3 implementation produced meaningful progress in family engagement, language access, staff climate, reduced suspensions, and reduced expulsions. At the same time, Panorama and discipline data show that SBUSD must continue strengthening belonging, engagement, teacher-student relationships, restorative practices, and inclusive school culture. In 2026–27, the District will continue refining Goal 3 actions by improving consistency across sites, strengthening implementation of anti-bias and culturally responsive practices, deepening family partnership, expanding student voice, and increasing the ways the District measures the impact of Goal 3 actions on student, staff, and family outcomes.

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, Action 1: Estimated actual expenditures were higher than budgeted due to increased costs for instructional materials, including platform license used to monitor student and family experiences and support ongoing school climate improvement at school sites and the District level.

Goal 3, Action 2: No estimated material differences.

Goal 3, Action 3: No estimated material differences.

Goal 3, Action 4: No estimated material differences.

Goal 3, Action 5: No estimated material differences.

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

Action 1: *Enhance the School Climate Through Professional Learning and Cultural Celebrations*
Partially Effective - Schools implemented cultural events and professional learning to affirm student identity, strengthen belonging, and improve school climate. Staff climate improved from baseline, and secondary student climate and belonging also increased. However, elementary results declined in school climate, sense of belonging, and engagement. Continued refinement is needed to improve consistency across sites and better measure the impact of this action on student belonging, engagement, and school climate.

Action 3.2: *Increase Family Engagement and Support for Student Success*
Effective - Family Engagement Liaisons expanded outreach, supported advisory committees, connected families to resources, and strengthened family participation. Family engagement improved districtwide from 24% in 2023–24 to 32% in 2025–26, with elementary engagement increasing from 34.5% to 43.3%. Continued refinement will focus on strengthening two-way communication, increasing secondary family participation, and measuring the impact of family engagement on student attendance, wellness, belonging, and academic progress.

Action 3.3: *Comprehensive Language Access and Support for Families and Students to Foster Academic Success*
Effective - The Language Access Unit provided interpretation and translation services that supported communication with families and participation in IEPs, advisory committees, family meetings, and school events. Favorable responses related to barriers to engagement remained strong at 84% districtwide in 2025–26, reflecting continued access to school information and participation opportunities. Continued refinement will focus on maintaining timely services, improving coordination with sites, and measuring the impact of language access on family engagement and student support.

Action 3.4: *Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness*
Effective - Anti-bias education, culturally sustaining professional learning, and the Committee Addressing Black Achievement, Wellness and Excellence (CABAWE) recommendations supported more inclusive and affirming school cultures. Suspension rates improved overall, decreasing from 3.2% in 2023–24 to 2.6% in 2024–25, and expulsions decreased from 20 to 6. However, disproportionality remains for several student groups. Continued refinement will focus on deepening anti-bias and restorative practices, improving data use and transparency, and measuring impact on belonging, behavior, and school climate.

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.

SB Unified will maintain the overall Goal 3 statement, metrics, and target outcomes for the coming year, as reflections on prior implementation and outcome data confirm the continued need to strengthen school climate, belonging, family engagement, language access, and inclusive school culture. The District will continue the core actions under Goal 3, including professional learning and cultural celebrations, Family Engagement Liaisons, the Language Access Unit, and anti-bias and culturally sustaining practices.

For 2026–27, refinements will focus on improving consistency across sites and expanding the ways the District measures the impact of Goal 3 actions on student, staff, and family outcomes.

For Goal 3, Action 1, responsibility for cultural celebrations is shifting from designated staffing at select schools to a broader schoolwide approach. High schools will use existing staff, student leadership, schedules, and school structures to plan and support cultural celebrations and identity-affirming activities. The LCAP reduced funding will focus primarily on instructional materials and other resources needed for implementation.

Professional learning will also be refined to more directly support student belonging, engagement, and a positive school climate. Family Engagement Liaisons will continue strengthening two-way communication, increasing secondary family participation, and connecting families to academic, wellness, and engagement supports.

The District will continue improving language access by maintaining timely interpretation and translation services, strengthening coordination with school sites, and measuring how language access supports family participation and student success.

For Goal 3, Action 4, the 2026-27 approach shifts from grant-funded activities, funding identified in 2025-26 LCAP, to sustaining and strengthening the work across District departments, with resources supported through departmental budgets. The District will build on the practices, resources, and learning developed through the grant and integrate them into existing professional learning, instructional support, and departmental structures. The work will also advance CABAWE recommendations related to anti-racism and restorative practices, data

transparency, student and family engagement, culturally sustaining curriculum, and community partnerships that strengthen belonging and student success.

These refinements respond to areas of progress and continued need. Family engagement improved districtwide, staff climate remained positive, suspensions decreased from 3.2% in 2023–24 to 2.6% in 2024–25, and expulsions decreased from 20 to 6. However, student belonging and engagement remain areas for growth, and suspension disproportionality continues for several student groups. As a result, the coming year will emphasize more consistent implementation, stronger site-level follow-through, and clearer measurement of how Goal 3 actions improve belonging, engagement, behavior, school climate, and family partnership.

Goal 3 Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance the School Climate Through Professional Learning and Cultural Celebrations	**Description:** Staff will engage in professional learning focused on building safe, inclusive, and affirming school environments. Each school will regularly monitor student and family experiences to ensure ongoing improvement. Schools will also support cultural celebrations and identity-affirming activities that honor the diverse backgrounds, histories, languages, and experiences of students and families. These efforts will strengthen belonging, promote positive relationships, and contribute to a more welcoming and respectful school climate. **Monitoring Metric:** 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 **Expenditures:** Instructional Materials **Additional Funding:** N/A	$83,000	Yes

2	Increase Family Engagement and Support for Student Success	**Description:** 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 Liaisons will support the District Emergent Multilingual Learner Advisory Committee (DEMLAC) and Special Education Advisory Committee (SEAC). **Monitoring Metric:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 **Expenditures:** Elementary Family Engagement Liaisons; Secondary Family Engagement Liaisons **Additional Funding:** Title I, General Fund	$1,558,063	Yes
3	Comprehensive Language Access and Support for Families and Students to Foster Academic Success	**Description:** The Language Access Unit (LAU) will provide interpretation and translation services to support unduplicated students, their families, and school sites. These services ensure meaningful family engagement by offering bilingual communication and learning opportunities in families' home languages, helping to support student academic progress. The LAU will also assist families of students in special education by ensuring clear, accessible communication during IEP meetings and throughout the educational process. **Monitoring Metric:** 3.1, 3.2, 3.3, 3.8 **Expenditures:** 4 Interpreter/Translators; Supplies; Contracted Services **Additional Funding:** Special Education & General Fund	$996,832	Yes

4	Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness	**Description:** Staff will receive professional learning in evidence-based anti-bias education to build a more equitable, inclusive, and healing-centered school culture. Instruction and direct services for unduplicated students will increase to support culturally sustaining practices and inclusive school communities. Educators will be trained to identify and address racism and bias, helping to create a safe and welcoming environment for all TK–12 students and their families. These efforts aim to improve student engagement, academic achievement, and overall well-being. **Monitoring Metric:** 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 **Expenditures:** Instructional Materials; Contracted Services; Teacher Hourly Rate w/o Stdts **Additional Funding:** N/A	$20,000	Yes

Goal 4

Goal #	Description	Type of Goal
4	**By June 2027, La Cuesta Continuation High School will increase its graduation rate from 60.9% to 70.9% (+10 percentage points), and Alta Vista High School will increase its graduation rate from 87.1% to 90% or higher. During the same period, both schools will increase the percentage of students who are Prepared on the College/Career Indicator (CCI) by 15 percentage points, as measured by the California School Dashboard. By June 2027, Alta Vista students will decrease their suspension rate to no more than 3%.**	**Equity Multiplier Focus Goal**

State Priorities addressed by this goal.

LCFF Priority 1: Basic Services (Teacher Credentialing) LCFF Priority 5: Student Engagement
LCFF Priority 6: School Climate LCFF Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Goal 4 is an Equity Multiplier goal focused on improving outcomes for students served by SBUSD's three alternative education sites: Alta Vista, Alta Vista Alternative High School, and La Cuesta Continuation High School. This goal addresses identified needs in graduation, college and career readiness, suspension, academic performance, attendance, engagement, and school climate.

The 2025 California School Dashboard data show significant needs for La Cuesta Continuation High and Alta Vista Alternative High Schools.

La Cuesta Continuation HS

Graduation Rate	Red (60.9%) for all students; Red (60.5%) for Hispanic/Lat; Red (60.9%) for SED
Suspension Rate	Red (10.2%) for all students; Red (11.2%) for Hispanic/Lat; Red (11.2%) for SED
CCI	Orange (4.8%) for all students; Red (5.1%) for Hispanic/Lat; Red (4.8%) for SED
ELA	No Color (-154.1 DFS) for all students
Mathematics	Orange (-253.1 DFS) for all students

Alta Vista Alternative HS

Graduation Rate	Yellow (87.1%) for all students
Suspension Rate	Yellow (2%) for all students; Orange (2.7%) for SED
CCI	Orange (37.9%) for all students; Yellow (21.6%) for Hispanic/Lat; Yellow (28.3%) for SED
ELA	Orange (-207.5 DFS) for all students
Mathematics	Orange (-246.6 DFS) for all students

Alta Vista School does not have publicly available Dashboard data; however, it is included in this goal as an Equity Multiplier site, with a focus on reducing suspension rates for 7th–8th grade students and strengthening academic, behavioral, and engagement supports.

Goal 4 also addresses underlying educator assignment and staffing needs at Alta Vista School and Alta Vista Alternative High School. Because credentialing, subject matter preparation, and educator retention can affect student outcomes, the District has included new metrics to monitor appropriately assigned teachers relating to the staffing indicators at these sites.

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 2023 CA Dashboard as identified in this 2026-27 LCAP:

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, 4.3

Goal 4 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline (Year 2 vs. 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** All: 35.4% (-41.5) Hisp/Latin: 34.9% (-41.4) SED: 36.2% (-40.4) EML: 28.6% (-57.1) SWD: 14.3% (-55.7) Homeless: 29.2% (-55.2) FY: N/A (0% Enrollment)	**2023-2024** All Students: 31.0% Hisp/Latin: 27.0% SED: 32.5% EML: * Less than 11 students SWD: 47.1% Homeless: 38.1% FY:	**2024-2025** All Students: 60.9% Hisp/Latin: 60.5% SED: 60.9% EML: * Less than 11 students SWD: * Less than 11 students Homeless: * Less than 11 students FY: N/A	**2025-2026** All Students: 40% Hisp/Latin: 38% SED: 45% EML: 40% SWD: 52% Homeless: 45% FY: 20%	All Students: +25.5 Hisp/Latin: +25.6 SED: +24.7 EML: * SWD: * Homeless: * FY: N/A
4.2	**Graduation Rate Indicator for Alta Vista HS Currently status is very low (lowest status) 67.9% or less in Current Year**	**2022-2023** All: 84.0% (-5.9%) Hisp/Latin: 79.6% SED: 79.0% (+1.4) EML: Less than 11 Students SWD: 78.9% (-6.8%) Homeless: 83.3% (+8.3%) FY: N/A (0% Enrollment)	**2023-2024** All Students: 87.2% Hisp/Latin: 83.3% SED: 83.1% EML: *Less than 11 students SWD: *Less than 11 students Homeless: 88.9% FY: *Less than 11 students	**2024-2025** All Students: 87.1% Hisp/Latin: 84.9% SED: 87.7% EML: 84.6% SWD: 72.2% Homeless: 90.0% FY: N/A	**2025-2026** All Students: 92.0% Hisp/Latin: 88.0% SED: 88.0% EML: 20.0% SWD: 86.9% Homeless: 89.3% FY: 30.0%	All Students: +3.1 Hisp/Latin: +5.3 SED: +8.7 EML: * SWD: -6.7 Homeless: +6.7 FY: N/A
4.3	**Suspension Rate Indicator for La Cuesta Continuation HS**	**2022-2023** All Students: 4.3% (+1.1) Hisp/Latin: 5.0% SED: 4.7% (+1.4) EML: 8.3% (-7.3) SWD: 5.3% (+0.3) Homeless: 0.0% FY: N/A (0% Enrollment)	**2023-2024** All Students: 10.1% Hisp/Latin: 10.6% SED: 11.2% EML: 16% SWD: 3.6% Homeless: 5.3% FY: *Less than 11 students	**2024-2025** All Students: 10.2% Hisp/Latin: 11.2% SED: 11.2% EML: 11.5% SWD: 6.5% Homeless: 11.8% FY: N/A	**2025-2026** All Students: 1.3% SED: 1.7% EML: 4.3% SWD: 2.3% Homeless: 0.0% FY: 0%	All Students: +5.9 Hisp/Latin: +6.2 SED: +6.5 EML: +3.2 SWD: +1.2 Homeless: +11.8 FY: *
4.4	**Suspension Rate Indicator**	**2022-2023** **Alta Vista Alternative HS** All Students: 0% Hisp/Latin: 0% SED: 0% EML:0% SWD: 0% Homeless: 0% FY: N/A (0% Enrollment) **Alta Vista** All Students: 0% Hisp/Latin: 0% SED: 0% EML:*Less than 11 students SWD: *Less than 11 students Homeless: *Less than 11 students FY: N/A (0% Enrollment)	**2023-2024** **Alta Vista Alternative HS** All Students: 1.8% Hisp/Latin: 2.9% SED: 2% EML: 0% SWD: 4.5% Homeless: 0% FY: *Less than 11 students **Alta Vista** All Students: 0% Hisp/Latin: 0% SED: *Less than 11 students EML:*Less than 11 students SWD: *Less than 11 students Homeless: *Less than 11 students FY: N/A (0% Enrollment)	**2024-2025** **Alta Vista Alternative HS** All Students: 2.0% Hisp/Latin: 2.7% SED: 2.7% EML: 11.5% SWD: 2.3% Homeless: 9.1% FY: N/A **Alta Vista** All Students: *Less than 11 students Hisp/Latin: *Less than 11 students SED: *Less than 11 students EML:*Less than 11 students SWD: *Less than 11 students Homeless:*Less than 11 students FY: N/A (0% Enrollment)	**2025-2026** **Alta Vista Alternative HS** All Students: 0% Hisp/Latin: 0% SED: 0% EML: 0% SWD: 0% Homeless: 0% FY: 0% **Alta Vista** All Students: 0% Hisp/Latin: 0% SED: 0% EML: 0% SWD: 0% Homeless: 0% FY: 0%	**Alta Vista Alternative HS** All Students: +2.0 Hisp/Latin: +2.7 SED: +2.7 EML: +11.5 SWD: +2.3 Homeless: +9.1 FY: N/A **Alta Vista** All Students: N/A Hisp/Latin: N/A SED: N/A EML:N/A SWD: N/A Homeless: N/A FY: N/A

4.5	**College and Career Readiness for La Cuesta Continuation HS**	**2022-2023** All Students: 2.1% Hisp/Latin: 2.4% EML: 0.0% SED: 2.2% SWD: Less than 11 students Homeless: 0.0% FY: N/A (0% Enrollment)	**2023-2024** All Students: 0% Hisp/Latin: 0% EML: Less than 11 students SED: 0% SWD: 0% Homeless: 0% FY: *Less than 11 students	**2024-2025** All Students: 4.8% Hisp/Latin: 5.1% SED: 4.8% EML: * Less than 11 students SWD: * Less than 11 students Homeless: 5.9% FY: N/A	**2025-2026** All Students: 12.1% Hisp/Latin: 7.0% EML: 10.0% SED: 12.2% SWD: 10.0% Homeless: 10.0% FY: 10.0%	All Students: +2.7 Hisp/Latin:+2.7 EML: N/A SED: +2.6 SWD: N/A Homeless: +5.9 FY: N/A
4.6	**College and Career Readiness for Alta Vista HS**	**2022-2023** All Students: 40.5% Hisp/Latin: 30.2% EML: Less than 11 SED: 29.1% SWD: 23.5% Homeless: 15.0% FY: N/A (0% Enrollment)	**2023-2024** All Students: 40% Hisp/Latin: 12.9% EML: *Less than 11 SED: 20.0% SWD: * Less than 11 students Homeless: * Less than 11 students FY: *Less than 11 students	**2024-2025** All Students: 37.9% Hisp/Latin: 21.6% SED: 28.3% EML: * Less than 11 students SWD: 0% Homeless: 18.2% FY: N/A	**2025-2026** All Students: 50.5% Hisp/Latin: 36.0% EML: 10.0% SED: 39.1% SWD: 33.5% Homeless: 25.0% FY: 10.0%	All Students: -2.6 Hisp/Latin: -8.6 EML: * SED: -0.8 SWD: -23.5 Homeless: +3.2 FY: N/A
4.7	**Teacher Credentialing for Alta Vista,** **Alta Vista Alternative HS,** **La Cuesta Continuation HS**	**2023-24** Local Indicator Basics: Teachers **Alta Vista Alternative HS** Cleared Rate: 55.4% **Alta Vista** Cleared Rate: 52.4% **La Cuesta Continuation HS** Cleared Rate: 79.5%	**N/A**	**2024-25** Local Indicator Basics: Teachers **Alta Vista Alternative HS** Cleared Rate: 100.0% **Alta Vista** Cleared Rate: 100.0% **La Cuesta Continuation HS** Cleared Rate: 95.2%	**2025-2026** Local Indicator Basics: Teachers **Alta Vista Alternative HS** Cleared Rate: 100.0% **Alta Vista** Cleared Rate: 100.0% **La Cuesta Continuation HS** Cleared Rate: 100.0%	Local Indicator Basics: Teachers **Alta Vista Alternative HS** Cleared Rate: +44.6 **Alta Vista** Cleared Rate: +47.6 **La Cuesta Continuation HS** Cleared Rate: +20.5

Goal 4 Analysis for 2025-26

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.

During the 2025-26 school year, SBUSD implemented Goal 4 by strengthening targeted supports at La Cuesta Continuation High School and Alta Vista Alternative School to improve graduation outcomes, attendance, student engagement, sense of belonging, and post-secondary readiness. Both schools focused on the shared need to re-engage students through supportive school communities, meaningful relationships with trusted adults, high-quality Tier 1 instruction, Universal Design for Learning (UDL), credit recovery, wellness supports, and more coordinated Multi-Tiered Systems of Support (MTSS).

At La Cuesta, implementation focused on addressing significant barriers related to chronic absenteeism, credit deficiency, academic disengagement, and social-emotional need. The school expanded the use of individualized academic supports, Guided Studies, credit recovery, literacy and math intervention tools, student progress monitoring, attendance outreach, home visits, family engagement, transportation supports, and wellness partnerships. La Cuesta also deepened its use of local data systems to track credits attempted and earned, graduation progress, attendance patterns, student engagement, and intervention follow-up. These efforts contributed to a substantial improvement in the graduation rate, which increased from 31.0% in 2023-24 to 60.9% in 2024-25. Hispanic/Latino students and socioeconomically disadvantaged students also showed similar gains, increasing to 60.5% and 60.9%, respectively. This represents a significant success and demonstrates that targeted, relationship-based supports and credit recovery systems are beginning to have a positive impact.

At Alta Vista, implementation focused on maintaining strong graduation outcomes while improving attendance, credit completion, student wellness, and engagement across its alternative education programs, including AVIS, FLEX, Middle College, and Quetzal. Mentor teacher relationships, individualized student planning, tutoring, case management, mental health referrals, family engagement, transportation support, and program-specific academic interventions remained central to implementation. Alta Vista continued to show strong graduation outcomes, with an overall graduation rate of 87.1% in 2024-25. Graduation rates for socioeconomically disadvantaged students increased to 87.7%, Hispanic/Latino students increased to 84.9%, and homeless students increased to 90.0%. These results indicate that Alta Vista's personalized support model continues to be effective for many students, particularly when students are consistently connected to trusted adults and individualized academic pathways.

There were some differences between planned actions and actual implementation. While the planned actions centered on mentorship, counseling, wellness, transportation, credit recovery, and college and career preparation, implementation required ongoing adjustments based on staffing, student need, and site conditions. Counseling and case management supports were impacted by staffing transitions and capacity challenges, which affected the consistency of some services. Tier II intervention systems also required additional refinement, particularly in creating clear tracking systems and consistent follow-up processes. At both schools, staff recognized the need for stronger local progress monitoring because state Dashboard data does not fully capture the unique structure of alternative education programs, student mobility, fifth-year completion pathways, credit recovery progress, or students who return to their boundary schools to graduate.

Several successes emerged through implementation. La Cuesta made significant progress in graduation outcomes and continued to strengthen systems for monitoring credit completion and student progress. Alta Vista maintained a high graduation rate and continued to demonstrate strong student-adult relationships and low suspension rates. Both schools expanded their focus on college and career readiness through SBCC connections, CalSOAP support, STRIVE, college visits, career exploration, and planning for more hands-on career pathway experiences. Both schools also continued to build more trauma-informed and relationship-centered environments through wellness services, mental health supports, restorative practices, student check-ins, family outreach, and community partnerships.

At the same time, challenges remain. La Cuesta continues to face high levels of chronic absenteeism, elevated suspension rates, low College/Career Indicator outcomes, and significant credit recovery needs. Alta Vista continues to face challenges with attendance, work completion, program-specific data tracking, and college/career readiness gaps for some student groups, especially students with disabilities and Hispanic/Latino students. Across both sites, implementation showed that transportation, counseling, wellness supports, family engagement, and academic recovery systems are necessary but not sufficient on their own. Continued improvement will require more consistent MTSS implementation, clearer progress monitoring, stronger Tier I instruction, expanded post-secondary pathways, and deeper coordination between school sites and district departments.

Overall, Goal 4 was implemented with meaningful progress and clear evidence of impact, particularly in graduation outcomes and student support systems. The work also revealed the need to continue refining actions so that supports are more consistently monitored, more clearly connected to student outcomes, and more directly responsive to the needs of students in alternative education settings.

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 4, Action 1: No estimated material differences.

Goal 4, Action 2: No estimated material differences.

Goal 4, Action 3: No estimated material differences.

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

Action 4.1: *Implement School-Based Mentorship and Counseling Program to Improve Student Engagement*
Effective - The action showed evidence of impact through improved adult-student connection, stronger school climate, and improved graduation outcomes, particularly at La Cuesta. Panorama data showed an 11-point increase in La Cuesta students identifying a trusted adult on campus, from 78% to 89%, and a 14-point increase in favorable perceptions of the school environment. La Cuesta's graduation rate also increased from 31.0% in 2023-24 to 60.9% in 2024-25, including gains for Hispanic/Latino students, from 27.0% to 60.5%, and socioeconomically disadvantaged students, from 32.5% to 60.9%. Alta Vista sustained strong graduation outcomes at 87.1% overall, including 84.9% for Hispanic/Latino students and 87.7% for socioeconomically disadvantaged students.

However, implementation was not fully consistent due to staffing transitions, high student need, and the need for stronger MTSS tracking. Continued refinement is needed to ensure mentorship and counseling supports are consistently connected to attendance, credit completion, behavior support, and post-secondary planning.

Action 4.2: *Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career*
Partially Effective. College and career readiness efforts expanded through SBCC application support, CalSOAP workshops, career exploration, field trips, project-based learning, and planning for hands-on CTE experiences. La Cuesta showed early progress on the

College/Career Indicator, increasing from 0% prepared in 2023-24 to 4.8% in 2024-25, including 5.1% for Hispanic/Latino students and 4.8% for socioeconomically disadvantaged students. Alta Vista continued to have stronger overall college/career outcomes at 37.9% prepared in 2024-25, though this declined from 40.0% in 2023-24. Alta Vista's Hispanic/Latino students increased from 12.9% to 21.6%, and socioeconomically disadvantaged students increased from 20.0% to 28.3%.

Despite these gains, implementation remains only partially effective because college/career readiness outcomes are still low at La Cuesta and uneven across Alta Vista student groups, including 0% prepared for students with disabilities. Continued refinement is needed to strengthen CTE pathways, dual enrollment, SBCC/STRIVE access, work-based learning, and progress monitoring tied to graduation and post-secondary readiness.

Action 4.3: *Improve Transportation Services for Students to Increase Attendance and Participation*
Limited Effectiveness. Transportation services were provided to reduce barriers for students experiencing hardships, and La Cuesta reported that transportation helped improve attendance for some students. However, the action was not sufficient to address the deeper causes of chronic absenteeism and disengagement. La Cuesta continued to report significant attendance challenges, with only 24% of students attending 80% or more of school days, and the school identified chronic absenteeism as a major barrier to credit completion and graduation. Alta Vista also identified attendance and work completion as ongoing challenges, particularly because attendance in independent study is tied to assignment completion.

While transportation remains an important support, the results indicate that it must be paired with stronger Tier II interventions, home visits, family outreach, case management, mentor check-ins, and MTSS progress monitoring. Continued refinement is needed to ensure transportation is connected to a broader re-engagement strategy focused on attendance, credit completion, and graduation progress.

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.

Based on reflections, both schools will refine Goal 4 actions to more clearly align Equity Multiplier and Supplemental/Concentration funds with the needs of students at La Cuesta Continuation School, Alta Vista Alternative School, and Alta Vista. The overall goal remains focused on improving graduation outcomes, attendance, belonging, academic support, and post-secondary readiness; however, the planned actions for the coming year place greater emphasis on targeted intervention, student engagement, wellness, and local progress monitoring.

La Cuesta will use Supplemental/Concentration to strengthen academic mentoring, grade checks, graduation progress monitoring, skill-gap support, and student well-being. The school will also use Equity Multiplier funds to support engagement and enrichment opportunities intended to improve attendance, increase elective and CTE orientation credit completion, and expand career readiness experiences. These changes are justified by La Cuesta's continued need to improve attendance, credit completion, graduation outcomes, and College/Career readiness.

Alta Vista Alternative School and Alta Vista will use Supplemental/Concentration funds for professional learning, collaboration, model school visits, and schoolwide events that support student engagement, family connection, and school climate. Alta Vista will also use Equity

Multiplier funds for tutoring, embedded academic support, Tier II/Tier III intervention through ISS TOSA support, mental wellness spaces, student leadership opportunities, and research into best practices for alternative, remote, and competency-based learning. These changes are justified by Alta Vista's need to strengthen attendance, work completion, credit accrual, student belonging, and program-specific supports across AVIS, FLEX, Middle College, and Quetzal.

Together, these refinements reflect a shift toward more intentional use of site funds to address the root causes identified: chronic absenteeism, credit deficiency, disengagement, mental health needs, and uneven post-secondary readiness. The coming year will emphasize stronger MTSS tracking, more consistent follow-up, and clearer connections between funded supports and student progress toward attendance, credit completion, graduation, and college/career readiness.

The Goal description has been updated to reflect newly identified student needs at La Cuesta Continuation School, Alta VIsta, and Alta Vista Alternative High School. Action titles 4.1, 4.2, and 4.3 have been changed for the 26-27 LCAP to bring clarity and more detail to the Goal's Action.

Goal 4 Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Mentorship, Counseling, Wellness, and Student Belonging	**Description:** Provide academic mentoring, grade checks, graduation progress monitoring, wellness and health education, mental health supports, student leadership opportunities, and Tier II/Tier III intervention through coordinated site-based support systems. This action includes La Cuesta academic mentoring and wellness supports, Alta Vista wellness spaces and coordinator/support services, mentor teacher supports, and ISS TOSA support to strengthen student belonging, engagement, and progress toward graduation. **Monitoring Metrics:** 4.1, 4.2, 4.3, 4.4, 4.5 **Expenditures:** Teacher Hourly w/o Students; Classified Overtime; Instructional Materials; Supplies; Contracted Services **Additional Funding Source:** LCFF	$59,736	Yes

2	Strengthen College/Career Readiness, Credit Completion, and Alternative Pathways	**Description:** Provide enrichment and engagement courses to improve attendance, support elective credit completion, and introduce students to CTE pathways. Responsibilities include monitoring student progress, communicating with families and school staff, and collecting attendance and course completion data. **Monitoring Metrics:** 4.1, 4.2, 4.3, 4.5, 4.6 **Expenditures:** Staffing; Instructional Materials; Field trips **Additional Funding Source:** LCFF	$88,878	Yes
3	Advance Attendance Re-engagement and MTSS Progress Monitoring	**Description:** Address attendance barriers, work completion, family outreach, case management, credit monitoring, transportation, and intervention follow-up through coordinated MTSS systems. This action includes targeted supports such as Alta Vista tutoring/ISS TOSA support and La Cuesta's Student Engagement and Pathways Teacher to improve attendance, credit completion, and progress toward graduation. **Monitoring Metrics:** 4.1, 4.2, 4.5, 4.6 **Expenditures:** Staffing; Supplies; Contracted Services **Additional Funding Source:** LCFF	$67,794	Yes

Increased or Improved Services for Foster Youth, Emergent Multilingual Learners, and Low-Income Students for LCAP Year 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,638,425	$994,345

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
13.69%	0%	$0	13.69%

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).

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 (ELA): **Action 1.1** **Action 1.2** **Action 1.3** **Action 1.4** **Action 1.5** **Action 1.9** **Action 1.14**	**NEED** **All Students** Status: (Green) Medium Change: Increased DFS: -2.5 (+3.0) **Long-Term English Learners (LTELs)** Status: (Orange) Very Low Change: Increased Significantly DFS: -108.6 (+20.3) **Students with Disabilities (SWDs)** Status: (Orange) Very Low Change: Increased DFS: -95.9 (+6.7) **Emergent Multilingual Learners (EMLs)** Status: (Orange) Low Change: Maintained DFS: -69.0 (+0.7) **Homeless Youth** Status: (Yellow) Low Change: Increased DFS: -47.6 (+6.2) **Socioeconomically Disadvantaged (SED)** Status: (Orange) Low Change: Maintained DFS: -37.9 (-0.6)	**Goal 1: Improve Academic Outcomes for Unduplicated Students (ELA)** The 2024–25 ELA Dashboard shows districtwide progress, with All Students improving from -5.5 to -2.5 DFS. However, All Students remain below standard, and significant gaps persist for LTELs (-108.6), Students with Disabilities (-95.9), EMLs (-69.0), Homeless students (-47.6), and SED students (-37.9). These results show the need to continue strengthening Tier I ELA instruction, ELD, targeted literacy intervention, and progress monitoring. **To address these disparities, SBUSD implemented the following LEA-wide actions:** **Action 1.1: Instructional Support Specialists** Instructional Specialists provide coaching, facilitate data cycles, and support implementation of ELA/ELD strategies, with a focus on LTELs, EMLs, SWDs, and SED students. **Action 1.2: Structured Weekly PLC Time** Protected collaboration time enables teachers to analyze data, differentiate instruction, and align practices. Emphasis is placed on identifying and supporting students below benchmark. **Action 1.3: Instructional Coaching** Coaches deliver real-time feedback and modeling on high-leverage practices such as structured academic discourse and foundational skills, particularly beneficial for EMLs and students with IEPs. **Action 1.4: Classified Curriculum Specialists** Push-in support for small-group literacy instruction, especially in TK-3, helps address early reading needs for ELs, SWDs, and SED students.	**METRICS** 1.1 English Language Arts CAASPP Distance from Standard (DFS) 1.3 English Language Progress Indicator ELPI 1.4 Reclassification Rate 1.5 Percentage of LTEL Students 1.16 1st Grade Early Literacy Assessment (Winter) 1.17 1st Grade Star Reading Assessment (Winter) 1.18 2nd Grade Star Reading Assessment (Winter)

		Action 1.5: Extended Learning & Intervention Before/after-school programs provide targeted academic support for students below benchmark, especially LTELs and SWDs who need additional time to close gaps. **Action 1.9: Capacity Building for Educators and Families Supporting EMLs** EML Leads will support school leaders to provide targeted student guidance, track reclassification data, and work collaboratively with teachers using iELD strategies and tools to enhance language targets for EMLs and LTELs. **Action 1.14: Enhance Special Education Support for EML Students** To address the needs of EMLs and LTELs, Bilingual Senior Office Assistants at comprehensive high schools will support families with communication and access to school services that promote student success. Bilingual Paraeducators will participate in monthly institute-based professional learning to enhance their ability to provide targeted academic and language support in the classroom. ***Why is it Provided on an LEA-wide or Schoolwide Basis?*** These actions are provided LEA-wide because ELA needs exist across multiple student groups and school sites. LTELs, EMLs, Students with Disabilities, Homeless students, and SED students continue to perform below standard, demonstrating the need for coordinated Tier I instruction, targeted intervention, ELD support, instructional coaching, progress monitoring, and family access supports. LEA-wide implementation ensures consistent access to these supports for unduplicated students regardless of school placement or student mobility.	

Goal 1 (Mathematics): **Action 1.1** **Action 1.2** **Action 1.3** **Action 1.4** **Action 1.5** **Action 1.6** **Action 1.7**	**NEED** **All Students** Status: Yellow (Low) Change: Increased DFS: -27.2 (+8.8) **Long-Term English Learners (LTELs)** Status: Orange (Very Low) Change: Increased DFS: -157.3 (+8.0) **Students with Disabilities (SWDs)** Status: Orange (Very Low) Change: Increased DFS: -128.5 (+6.4) Slight gains, but performance remains far below grade level. **Emergent Multilingual Learners (EMLs)** Status: Yellow (Low) Change: Increased DFS: -86.0 (+7.5) No measurable progress despite ongoing supports. **Socioeconomically Disadvantaged (SED)** Status: Yellow (Low) Change: Increased DFS: -66.3 (+5.7)	**Goal 1: Improve Academic Outcomes for Unduplicated Students (Mathematics)** The 2024–25 Mathematics Dashboard shows districtwide progress, with All Students improving from -36.0 to -27.2 DFS. However, All Students remain below standard, and significant gaps persist for LTELs (-157.3), Students with Disabilities (-128.5), EMLs (-86.0), Homeless students (-73.4), and SED students (-66.3). These results show the need to continue strengthening Tier I math instruction, language-rich math practices, targeted intervention, and progress monitoring. **Action 1.1: Instructional Support Specialists** Instructional Support Specialists partner with school sites to strengthen Tier I math instruction through lesson modeling, data-driven planning, and implementation support aligned to the California Math Framework. Their focus on differentiation and equitable access to high-quality instruction helps elevate the learning experience for all students, particularly Long-Term English Learners (LTELs) and Students with Disabilities (SWDs), who thrive with structured, language-rich math environments. Having designated specialists to serve districtwide ensures every school benefits from expertise and shared instructional leadership. **Action 1.2: Structured PLC Time** Weekly Professional Learning Community (PLC) time empowers educators to collaboratively analyze student data, surface learning trends, and refine instruction in real time. This systemwide structure supports responsive teaching practices that meet the diverse strengths and needs of Socioeconomically Disadvantaged (SED) and English Learner (EL) students, among others. **Action 1.3: Instructional Coaching**	**METRICS** 1.2 Mathematics CAASPP Distance from Standard (DFS) 1.13 Panorama Student Survey Data 1.19 1st Grade Star Math Assessment (Winter) 1.20 2nd grade STAR Math Assessment

	Continued low performance with no year-over-year growth.	Instructional Coaches enhance teacher practice by providing co-teaching, modeling, and feedback grounded in high-impact math strategies, such as math language routines. These practices deepen conceptual understanding and make math accessible for all learners, particularly multilingual students and students with disabilities. The districtwide coaching model ensures all educators, regardless of site, benefit from expert guidance and professional learning, while also fostering consistency and alignment in math instruction across grade levels. **Action 1.4: Classified Curriculum Specialists** Classified Curriculum Specialists support teachers in delivery of small-group math support during core instruction, targeting early numeracy, fluency, and problem-solving. Their push-in model reinforces inclusive practices by allowing students, especially English Learners and socioeconomically disadvantaged students, to receive individualized support without missing key instruction. By embedding this role across elementary sites, SBUSD strengthens early intervention and builds a strong foundation for long-term success in mathematics. **Action 1.5: Extended Learning & Intervention** Extended learning programs offer students additional time and space to deepen their understanding of math concepts through before and after-school instruction. These opportunities are designed to reinforce daily classroom learning and support continued growth for students who benefit from more time to master foundational skills. **Action 1.6: Comprehensive Tier II Math Instruction in Secondary Schools**	

		To address persistent math underperformance among unduplicated students, SBUSD will implement targeted Tier 2 interventions at the secondary level based on screener and formative assessment data. At junior high schools, designated staff such as Math Teachers or Curriculum Specialists will provide small-group support within core math classes. At comprehensive high schools, a dedicated math intervention period will be offered throughout the year for students needing both Tier 1 and Tier 2 instruction. These models are designed to strengthen foundational skills and accelerate progress toward meeting grade-level standards. **Action 1.7: Enhance Tier I Instruction through Class Size Reduction** To address persistent underperformance in mathematics among unduplicated students, SBUSD has implemented reduced class sizes in elementary and secondary schools. Smaller class sizes support stronger Tier I instruction, allow for more individualized support, and increase student engagement, key strategies for improving outcomes in math and closing achievement gaps. ***Why is it Provided on an LEA-wide or Schoolwide Basis?*** These actions are provided LEA-wide to address persistent mathematics gaps that affect unduplicated students across the district. LTELs, EMLs, Students with Disabilities, Homeless students, and SED students remain well below standard, requiring a consistent system of math instruction, intervention, coaching, professional learning, and progress monitoring. Implementing these supports districtwide helps ensure students have access to aligned mathematics support regardless of school placement, mobility, or prior learning gaps.	

Goal 1 (College & Career Readiness) Action 1.8 Action 1.11 Action 1.12 Action 1.13	**NEED** SED students showed improvement in several college and career readiness indicators. The graduation rate increased to 93.0%, the College/Career Indicator increased to 51.3%, UC/CSU A–G completion increased from 47.6% to 54.6%, and AP exam success increased from 15.7% to 37.8%. Despite this progress, SED students continue to perform below the districtwide outcomes in CCI and A–G completion, and CTE pathway completion declined to 28.5%. These results demonstrate the need to sustain targeted counseling, tutoring, AVID, PEAC, dual enrollment, and academic monitoring while strengthening CTE pathway completion and access to rigorous college and career opportunities.	**Goal 1** **(College & Career Readiness)** These actions are provided LEA-wide to ensure all SED students, regardless of school site, have equitable access to the academic supports, college readiness programs, and postsecondary opportunities needed to address persistent achievement gaps. Centralized coordination allows the district to deploy resources strategically, promote consistency in implementation, and respond effectively to the systemwide decline in A–G completion and stagnant AP performance among SED students. **Action 1.8: Enhance College & Career Readiness with Additional Counselors** By providing targeted outreach, mentoring, and guidance, additional College and Career Counselors help SED students navigate course selection, A–G requirements, and postsecondary planning. This support reduces barriers and increases access to college- and career-aligned opportunities, addressing declines in A–G completion and stagnant AP performance. **Action 1.11: Expand AVID to Promote College & Career Readiness** To strengthen college readiness for SED students, AVID sections at the secondary level will provide targeted support through evidence-based instruction, collaborative learning, leadership development, and college exposure. AVID-trained educators will guide students in building the skills and experiences needed to access and succeed in rigorous coursework and postsecondary opportunities. **Action 1.12: CTE Pathways to Promote Postsecondary Success**	**METRICS** 1.6 Graduation Rate Four-Year Adjusted Cohort Graduation Rate 1.7 College / Career Indicator (CCI) 1.8 CTE Pathway Completion: 1.9 Graduates Meeting UC/CSU Requirements: 1.10 Scored 3 or Higher on the Advanced Placement Exams 1.11 Met UC/CSU Requirements and CTE Pathway Completion in at least one CTE Pathway

		To address declining A–G completion and stagnant AP performance among SED students, the College and Career Readiness (CCR) team expands access to dual enrollment, CTE pathways, and AP supports. Prioritizing low-income students, they coordinate college readiness activities and provide targeted guidance to improve postsecondary outcomes. **Action 1.13: PEAC Tutoring and College Access Support** To address declining A–G completion and stagnant AP performance among SED students, the PEAC Program offers targeted tutoring, mentoring, and counseling at three high schools and four junior highs. These supports help SED students improve academic performance, maintain a 3.0+ GPA, and stay on track to meet college eligibility requirements. ***Why is it Provided on an LEA-wide or Schoolwide Basis?*** These actions are implemented LEA-wide to expand equitable access to college and career readiness supports for SED students and other unduplicated students across secondary schools. While SED students improved in graduation rate, A–G completion, CCI, and AP exam success, gaps remain and CTE pathway completion declined. A districtwide approach allows SBUSD to align counseling, AVID, tutoring, dual enrollment, CTE access, academic monitoring, and postsecondary planning so students receive consistent support. Unduplicated students are prioritized through targeted outreach, intervention, and counseling to reduce barriers to rigorous coursework, college eligibility, and career pathway completion.	

Goal 2: **Action 2.1** **Action 2.2** **Action 2.3** **Action 2.4** **Action 2.5**	**NEED** Chronic absenteeism increased districtwide from 16.9% to 17.9%, with elevated rates for Foster Youth (40.0%), Students with Disabilities (25.5%), Homeless Youth (22.5%), SED students (21.9%), and EML students (18.6%). Attendance also remained below the districtwide rate for Foster Youth, Homeless Youth, and Students with Disabilities.	**Goal 2 - Behavior, Social Emotional & Wellness** **Action 2.1: Enhance District Capacity to Provide Essential Mental Health Services** The district expanded Tier I through Tier III mental health services by allocating both district-employed and contracted mental health clinicians to all school sites. This action was designed to address significantly elevated suspension rates among Long-Term English Learners (10.9%), Students with Disabilities (6.6%), and Homeless Youth (5.2%). The District ensures that students, regardless of their school location, receive essential emotional and behavioral health support by implementing trauma-informed care through a centralized delivery model. **Action 2.2: Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support** Youth Outreach Workers will facilitate community building activities for unduplicated Students to strengthen relationships with trusted adults, promote engagement, and build confidence and agency. **Action 2.3: Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction** Tier II involves targeted interventions to address specific behavioral and social-emotional needs of individual students and groups using social-emotional curriculum to support educator instruction to students to enhance positive interactions and overall wellness. **Action 2.4: Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education**	**METRICS** 2.1 Attendance 2.2 Chronic Absenteeism **Panorama Survey:** 2.5 Emotional Regulation 2.6 Self-Management 2.7 Social Awareness 2.8 Positive Feelings 2.9 Challenging Feelings

		Bilingual paraeducators will participate in an institute at the start of the year and ongoing professional learning focused on behavior intervention, crisis response, and academic support. This training will strengthen their ability to support EMLs in Special Education settings and promote positive, inclusive learning environments, reducing suspension rates. **Action 2.5: Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention** Seven Intervention Coordinators are placed at all junior high and high school campuses to provide Tier II and Tier III interventions, lead restorative practices, and support students through site-based Wellness Centers. ***Why is it Provided on an LEA-wide or Schoolwide Basis?*** These actions are provided LEA-wide because chronic absenteeism and suspension rates remain elevated for Foster Youth, Homeless students, EMLs, SED students, and Students with Disabilities. Together, these actions create a districtwide system of prevention, early intervention, and responsive support through mental health services, social-emotional curriculum, Wellness Centers, Intervention Coordinators, trained bilingual paraeducators, and restorative practices. While these supports benefit all students, they are principally directed toward unduplicated students through targeted referrals, progress monitoring, intervention coordination, and prioritized access to services.	

Goal 3: **Action 3.1** **Action 3.2** **Action 3.3** **Action 3.4**	**NEED** Districtwide suspension rate declined from 3.2% to 2.6%, but rates remained elevated for Foster Youth (12.0%), Students with Disabilities (5.0%), African American/Black students (4.8%), Homeless Youth (3.8%), EML students (3.6%), and SED students (3.5%).	**Goal 3 - Culture & Climate** Collectively, these actions under **Goal 3** provide a coherent districtwide strategy to improving **suspension rates** by focusing on student well-being, reducing disciplinary disparities, and promoting inclusive learning environments across all SBUSD schools. **Action 3.1: Enhance the School Climate Through Professional Learning and Cultural Celebrations** To help reduce suspensions among EML, SED, and other unduplicated students, staff will engage in professional learning to create safe, inclusive, and affirming school environments and implement practices in all schools. Ongoing climate monitoring and student-led cultural celebrations will foster a stronger sense of belonging, helping students feel valued and supported, key factors in improving behavior and reducing exclusionary discipline. **Action 3.2: Increase Family Engagement and Support for Student Success** This action supports lower suspension rates by connecting families, especially of foster, homeless, and EML students, with resources and early interventions. Stronger family engagement helps address root causes of behavior, improve attendance, and promote student success in supportive, inclusive environments. **Action 3.3: Comprehensive Language Access and Support for Families and Students to Foster Academic Success** This action helps reduce suspension rates by ensuring families, especially those of EML and special education students, can fully engage in their child's education through accessible, bilingual communication. When families understand and participate in school processes, students receive more consistent support, improving behavior, reducing misunderstandings, and strengthening connections that prevent exclusionary discipline.	**METRICS** 3.1: Suspension Rate 3.2: Expulsion Rate

		Action 3.4 Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness This action addresses the need to reduce suspension rates by training staff to address bias and create inclusive, culturally responsive environments. These efforts improve student belonging, reduce disciplinary disparities, and support the success of unduplicated students. ***Why is it Provided on an LEA-wide or Schoolwide Basis?*** These actions are provided LEA-wide because suspension, belonging, family access, and school climate needs exist across the district. Unduplicated students, including EMLs, SED students, Homeless students, Foster Youth, and Students with Disabilities, benefit from consistent practices that strengthen inclusive environments, family engagement, language access, and early supports. While these actions improve the climate for all students and families, they are principally directed toward unduplicated students by reducing barriers to belonging, participation, communication, and equitable discipline outcomes.	

Goal 4: **Action 4.1** **Action 4.2** **Action 4.3**	**NEED** La Cuesta showed significant graduation growth, increasing from 31.0% to 60.9%, but suspensions remained high at 10.2%, including 11.2% for SED students, 11.5% for EML students, and 11.8% for Homeless students. Alta Vista maintained a strong graduation rate at 87.1%, but suspensions increased to 2.0%, with elevated rates for EML students at 11.5% and Homeless students at 9.1%. These results show the need to continue strengthening mentorship, counseling, wellness supports, attendance re-engagement, restorative practices, and credit completion systems.	**Goal 4 - La Cuesta and Alta Vista Graduation Rates** **Action 4.1 Improve Mentorship, Counseling, Wellness, and Student Belonging** This action provides coordinated academic mentoring, grade checks, graduation progress monitoring, wellness supports, student leadership opportunities, and Tier II/Tier III interventions. It includes La Cuesta academic mentoring and wellness supports, Alta Vista wellness spaces, coordinator services and mentor supports strengthen belonging, engagement, and progress toward graduation. **Action 4.2 Strengthen College/Career Readiness, Credit Completion, and Alternative Pathways** This action provides enrichment and engagement courses to improve attendance, support elective credit completion, and introduce students to CTE pathways. This schoolwide approach helps students stay connected to school, build career awareness, and make progress toward graduation through consistent monitoring, family communication, and attendance and course completion tracking. **Action 4.3 Advance Attendance Re-engagement and MTSS Progress Monitoring** This action addresses attendance barriers, work completion, family outreach, case management, credit monitoring, transportation, and intervention follow-up through coordinated MTSS systems. These supports help students stay connected to school, improve attendance, complete coursework, recover credits, and make progress toward graduation. ***Why is it Provided on an LEA-wide or Schoolwide Basis?***	**METRICS** 4.1 Graduation Rate Indicator for La Cuesta 4.2 Graduation Rate Indicator for Alta Vista HS 4.3 Suspension Rate Indicator for La Cuesta Continuation HS 4.4 Suspension Rate Indicator for Alta Vista HS 4.5 College and Career Readiness for La Cuesta ContinuationHS 4.6 College and Career Readiness for Alta Vista HS

		These actions are provided schoolwide at La Cuesta Continuation High School, Alta Vista Alternative High School, and Alta Vista because attendance, engagement, behavior, credit completion, graduation, and college/career readiness needs are connected across each site. A schoolwide approach allows staff to coordinate mentorship, counseling, wellness supports, attendance re-engagement, family outreach, MTSS monitoring, enrichment, and credit completion throughout the school day. While supports may be available to all students, unduplicated students are prioritized through targeted intervention, case management, academic mentoring, and individualized attendance and graduation supports.	

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 Action 1.10	**Unique Identified Needs:** Emergent Multilingual Learners (EMLs), particularly Long-Term Emergent Multilingual Learners (LTELs) and Newcomer students, continue to experience academic gaps and require targeted language and instructional support in core classrooms. In 2024–25, LTELs improved in both English Language Arts and Mathematics, but remained significantly below standard, with a Distance from Standard (DFS) of -108.6 in ELA and -157.3 in Mathematics. EMLs also remained below standard, with a DFS of -69.0 in ELA and -86.0 in Mathematics. Although LTELs showed progress on the English Learner Progress Indicator, with 56.6% making progress, and the LTEL reclassification rate increased to 15.7%, continued support is needed to accelerate language development and academic achievement. For students who are dually identified as EMLs and students with disabilities, the need is even greater because they require instructional support that integrates language development, access to grade-level content, and IEP-aligned accommodations. These needs demonstrate the importance of trained bilingual paraeducators who can provide structured scaffolding, academic language support, and targeted assistance aligned with the District's Master Plan for Emergent Multilingual Learners.	**How the Action Addresses Needs:** This action focuses on the integration of trained bilingual paraeducators into classrooms at both elementary and secondary schools. These paraeducators work alongside teachers to deliver Tier I, II, and III instruction aligned with ELD and ELA standards. Their work focuses on scaffolding content, reinforcing language objectives, and providing small-group and individualized academic support. Priority is placed on LTELs and Newcomer students. To ensure instructional quality and alignment, paraeducators receive targeted professional learning and ongoing coaching in formative assessment, reclassification strategies, and academic language supports. The action also supports collaboration between paraeducators and case managers to better serve LTELs with disabilities through inclusive practices.	**Effectiveness Metrics:** **1.1** English Language Arts CAASPP Distance from Standard (DFS) **1.2** Mathematics CAASPP Distance from Standard (DFS) **1.3** English Language Progress Indicator ELPI **1.4** Reclassification Rate (LTEL subgroup) **1.5** Percentage of LTEL Students **1.6** Graduation Rate Four-Year Adjusted Cohort Graduation Rate

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, Emergent Multilingual Learners, and low-income students, as applicable.

SBUSD is strategically increasing staffing and services at schools with the highest enrollments of Foster Youth, Emergent Multilingual Learners (including Long-Term Emergent Multilingual Learners), and Low-Income Students based on student enrollment data. These investments directly support the implementation of academic and wellness systems designed to address both instructional access and mental health needs.

To strengthen Tier I and Tier II academic instruction (Goal 1, Action 4), The District is providing Curriculum Specialists at school sites with higher student need to increase direct academic support for unduplicated students. Their primary role is to support educators in providing small-group instructional interventions within core academic areas, including ELA, Math, and English Language Development. Site assignments are data-driven and determined by the number and percentage of English Learners (EMLs), including LTELs, enrolled at each school. Schools with higher concentrations of EMLs will receive a greater number of specialists to accelerate standards-based learning and language development.

In support of inclusive, multilingual classrooms (Goal 1, Action 10), SBUSD is providing Bilingual Paraeducators at schools with higher student needs. These paraeducators assist with Tier I instruction and deliver Tier II support aligned with the district's Master Plan for English Learners. Their assignments are prioritized at schools serving the highest numbers of EMLs and students dually identified as EMLs with disabilities or LTELs, ensuring differentiated instruction is accessible during core instructional blocks.

To address the social-emotional and mental health needs of unduplicated students (Goal 2, Action 1), the district has expanded its team of Mental Health Clinicians, allowing for full-time placement across all four Junior High Schools and elementary schools participating in the RISE model. This model eliminates reliance on external agencies and provides on-site, school-connected mental health supports within a Multi-Tiered System of Support (MTSS). The expansion is driven by Panorama survey data showing only **59%** of secondary students report almost always, frequently, or sometimes feel positive emotions, and **53%** report they regulate emotions almost always or frequently.

Together, these targeted investments will improve academic growth, increase reclassification rates for LTELs, reduce chronic absenteeism and suspensions, and expand direct access to culturally responsive wellness supports for our most at-promise student populations.

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 43:1 Junior High School 46:1 Senior High School 44:1	Elementary School 32:1 Junior High School 34:1 Senior High School 36:1
Staff-to-student ratio of certificated staff providing direct services to students	Elementary School 23:1 Junior High School 25:1 Senior High School 26:1	Elementary School 20:1 Junior High School 22:1 Senior High School 24:1

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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 cause 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 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, Emergent Multilingual Learners, including long-term Emergent Multilingual 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 Emergent Multilingual Learners as a separate and distinct pupil subgroup with a numerical significance of 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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, Emergent Multilingual 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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, Emergent Multilingual Learners 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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 Emergent Multilingual Learners 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.

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.
    - 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.
- 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 schoolsite 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.
    - 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,
    - 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.

- 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:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic 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 schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) 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.
- 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, Emergent Multilingual Learners, including long-term Emergent Multilingual 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.
    - 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:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.

- 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).
- 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.
- Indicate the school year to which the baseline data applies.
- 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.
- 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.
  - 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.
  - 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.
    - 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.
    - 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.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - 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 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.

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.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *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.
    - 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, Emergent Multilingual Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, Emergent Multilingual Learners, including long-term Emergent Multilingual 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.
    - 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.
    - **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.

***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

For Emergent Multilingual Learners and Long-Term Emergent Multilingual Learners

- LEAs with 30 or more Emergent Multilingual Learners and/or 15 or more long-term Emergent Multilingual Learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more Emergent Multilingual Learners and 15 or more long-term Emergent Multilingual Learners, the LEA must include actions for both Emergent Multilingual Learners and long-term Emergent Multilingual Learners.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, Emergent Multilingual 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 Emergent Multilingual Learners are included in the Emergent Multilingual Learners 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, Emergent Multilingual 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, Emergent Multilingual 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, Emergent Multilingual Learners, 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

- 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 schoolwide 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).

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, Emergent Multilingual 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.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

Complete the 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 schoolsite 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, Emergent Multilingual Learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, 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 displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of 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)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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