

1 Eric P. Early, State Bar Number 166275
2 *early@earlysullivan.com*
3 Peter Scott, State Bar Number 247786
4 *pscott@earlysullivan.com*
5 EARLY SULLIVAN WRIGHT
6 GIZER & McRAE LLP
7 6420 Wilshire Boulevard, 17th Floor
8 Los Angeles, California 90048
9 Telephone: (323) 301-4660
10 Facsimile: (323) 301-4676

11 Attorneys for Plaintiffs
12 FAIR EDUCATION SANTA
13 BARBARA, INC.

14 **SUPERIOR COURT OF THE STATE OF CALIFORNIA**
15 **COUNTY OF SANTA BARBARA**

16 FAIR EDUCATION SANTA BARBARA,
17 INC., a 501(c)(3) organization

18 Plaintiff,

19 vs.

20 SANTA BARBARA UNIFIED SCHOOL
21 DISTRICT, a public-school district; CARY
22 MATSUOKA, in his official capacity; and
23 JUST COMMUNITIES CENTRAL
24 COAST, INC., a 501(c)(3) organization,

25 Defendants.

ELECTRONICALLY FILED
Superior Court of California
County of Santa Barbara
Darrel E. Parker, Executive Officer
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By: Terri Chavez, Deputy

Case No.: 19CV01875

**VERIFIED FIRST AMENDED
PETITION FOR WRIT OF MANDAMUS
AND COMPLAINT FOR
DECLARATORY AND INJUNCTIVE
RELIEF**



INTRODUCTION

A. Protecting California's Citizens

1. Plaintiff Fair Education Santa Barbara ("Fair Education SB") brings this action to help ensure that the Santa Barbara Unified School District ("SBUSD") (and its school board, as well as defendant School Superintendent Cary Matsuoka) provide every student, irrespective of race, ethnicity, culture and sexual orientation, the opportunity to achieve his or her highest ability and potential, including not having to attend classes in a racially, religiously and gender divisive setting.

B. "Just Communities" Central Coast, Which Has for Years Been Enabled and Paid By SBUSD, is Divisive and Discriminatory

2. This action is brought against the anti-Caucasian, anti-Christian organization calling itself, Just Communities Central Coast, Inc. ("JCCC"), and its willing enablers, SBUSD (and Matsuoka) – organizations that have had a veritable revolving door of employees working for each -- to obtain, among other relief, and without limitation, a declaratory judgment and writ of mandate to compel SBUSD, Matsuoka and JCCC to follow California state law by immediately halting their discriminatory actions and teaching, and also, to comply with the required public bidding procedures for contracts with third party service providers such as JCCC. JCCC, SBUSD and Matsuoka are sometimes collectively referred to herein as "Defendants".

3. Defendants have employed and continue to employ policies and procedures (for teaching SBUSD's teachers and students) that unlawfully discriminate on the basis of race, ethnicity, sex and religion. As but one of many examples, the following chart is *copied directly* from JCCC's materials and speaks for itself:



Forms of Oppression

Form of Oppression	Privilege Group	Target Group
Sexism	Men	Women
Racism	White People	People of Color
Heterosexism	Heterosexual People	LGBQ People
Genderism	Traditionally gendered people	Transgender and Genderqueer People
Classism	Wealthy People	Working Class & Poor
Ableism	Generic / "Able"	People living with Disabilities
Ageism	Adults, 18-65 years old	Youth & Elders
Religious Oppression	Christian People	All others

(Exh. B, p. 15.)

C. Just Communities' "Unconscious Bias" Training Violates State Law

4. Under the guise of promoting so-called "unconscious bias" and "inclusivity" instruction, SBUSD and Matsuoka employ and pay for JCCC -- and its band of uncredentialed non-professionals (who purport to act as educators) -- to teach district teachers and students with a curriculum which is overtly and intentionally anti-Caucasian, anti-male, and anti-Christian. SBUSD and Matsuoka have whole-heartedly supported and promoted JCCC's discriminatory program. Instead of rooting out discrimination, SBUSD, Matsuoka and JCCC actually do just the opposite, teaching teachers and students how best *to discriminate* in a manner that is acceptable to them and their politically like-minded comrades.¹ SBUSD has paid JCCC more than \$1,000,000 since 2013 alone, and on September 11, 2018, considered contracting with JCCC for an additional 4 years at a cost to the taxpayers of more than \$1.7 million. On October 9, 2018, SBUSD with

¹ The arrogance of SBUSD and Matsuoka continue when it comes to publicly flaunting their discriminatory actions. In the past few days alone, for example, they hired Analese Alvarez as Dean of Students at San Marcos High. As recently as March 13, 2019, Ms. Alvarez (commenting on the college admissions scandal) proudly posted on Facebook, "We already know the scales of opportunity are heavily balanced in the direction of the rich, and the rich white. So we aren't surprised about this admissions scandal, we aren't surprised that money talks when it comes to getting admitted to elite universities in this country. ..."

1 Matsuoka's support renewed its contract with JCCC for another year at a cost to the taxpayers of
2 nearly \$300,000.

3 5. California Public Contracts Code § 20111 requires SBUSD to follow California's
4 mandated competitive bidding procedures and put its "unconscious bias training" out for public
5 bidding. SBUSD and Matsuoka have failed to do so rendering SBUSD's contract with JCCC
6 void as a matter of law. There are scores of entities and individuals that provide "unconscious bias
7 training," and other forms of training, for reducing the achievement gap, including (unlike JCCC)
8 many fully credentialed teaching professionals and organizations such as the Santa Barbara
9 Pathways Program (run by the University of California, Santa Barbara), the Santa Barbara
10 Chapter of the Anti-Defamation League, as well as numerous online courses. But unlike JCCC,
11 they do not single out Caucasians, males and Christians as the cause of the ills purportedly
12 suffered by all others. And under the guise of "unconscious bias training", other providers *do not*
13 teach outrageous nonsense such as the following excerpt (another of scores of examples) from
14 JCCC's attached materials:

15 One way of looking at the history of public education in the United States is to see
16 how wealthy people and business shaped the schools to contain and control poor
17 people and turn them into useful workers and consumers. That's why rich people
are willing to support public schools with their tax dollars because they benefit.

18 (Exh. B, p. 87.) When put into the context of JCCC's other attached materials, this statement is
19 made even more outrageous by the plain implication that the "wealthy" and "rich" to whom JCCC
20 refers, are white people, and the "poor people" are "all others."

21 6. SBUSD's Board Policy No. 3600 requires SBUSD to obtain a conflict of interest
22 statement regarding the relationships between JCCC and SBUSD. SBUSD has failed to do so.
23 Fair Education SB is informed and believes, and based thereon alleges, that at least 7 individuals,
24 including former SBUSD Board member Ismael Paredes Ulloa (who voted to approve the JCCC
25 Contract), present Assistant Superintendent of Secondary Education Shawn Carey and present
26 Assistant Superintendent and Head of Student Services, Fran Wageneck, have been employed at
27 one time or another by both entities and/or JCCC's major donors. These conflicts of interest help
28 explain SBUSD's and Matsuoka's apparent zeal to contract with JCCC.



7. Defendants, recipients of state funds, are also in violation of several California state anti-discrimination laws by intentionally supporting, promoting and implementing JCCC's programming in SBUSD's schools with knowledge of its discriminatory content and application.

D. Relief Requested

8. Plaintiff respectfully requests that the Court grant a writ of mandate finding that SBUSD, JCCC and Matsuoka are in violation of California Public Contracts Code § 20111 and now declare as void, and terminate, JCCC's current contract with SBUSD. Plaintiff also respectfully requests that the Court issue a writ of mandate finding that SBUSD and Matsuoka are in violation of California Government Code § 11135, California Education Code §§ 201 and 220, California Education Code § 60044. Plaintiff further respectfully requests the additional declaratory relief set forth hereinbelow.

JURISDICTION AND VENUE

9. This Court has jurisdiction over Plaintiff's claims and is authorized to issue a writ of mandate pursuant to section 1085 of the California Code of Civil Procedure; to grant injunctive relief pursuant to sections 525, 526 and 526(a) of the California Code of Civil Procedure; and to grant declaratory relief pursuant to section 1060 of the California Code of Civil Procedure.

10. Venue is proper in this Court pursuant to sections 393 and 395 of the California Code of Civil Procedure. Venue is proper in Santa Barbara County because the Plaintiff and many of its constituent members reside in this county and the Defendants are located in this county.

THE PARTIES

A. Plaintiff

11. Plaintiff Fair Education Santa Barbara, Inc. is an Internal Revenue Code Section 501(c)(3) organization formed to advocate for and ensure fair, non-discriminatory and inclusive education policies in the Santa Barbara Unified School District and in Santa Barbara County that benefit all Americans educated in the Santa Barbara Unified School District through, among other methods, lobbying, grass roots organizing, community outreach, legal actions and education.

1 12. Fair Education Santa Barbara is a coalition of over 200 concerned citizens in and
2 outside of the Santa Barbara Unified School District, many of whom are residents and tax payers
3 within Santa Barbara County and the Santa Barbara Unified School District. Members of Fair
4 Education Santa Barbara are assessed for, liable to pay, and have paid real property taxes and
5 assessments on property located within the Santa Barbara Unified School District's boundaries
6 within one year before commencement of this action. Members of Fair Education Santa Barbara
7 include SBUSD taxpayers and parents of current minor students in the SBUSD system that
8 identify as Caucasian, Christian and/or male, including without limitation:

- 9 a. Sheridan Rosenberg who is, and at all relevant times mentioned in this pleading
10 was, a taxpaying resident of Santa Barbara County, residing within the boundaries
11 of the Santa Barbara Unified School District and who, until approximately April of
12 2019 had a minor child enrolled in the Santa Barbara Unified School District; and
13 b. James Fenkner who is, and at all relevant times mentioned in this pleading was, a
14 taxpaying resident of Santa Barbara County, residing within the boundaries of the
15 Santa Barbara Unified School District and who currently has minor children
16 enrolled in the Santa Barbara Unified School District.

17 **B. Defendants**

18 13. Defendant Santa Barbara Unified School District is a public-school district located
19 in Santa Barbara County, California, organized and existing under the laws of the State of
20 California. As a public educational institution and recipient of state funds, SBUSD has a duty to
21 enforce and comply with the California Constitution and California law by not enacting,
22 imposing, operating, or maintaining policies, operations, or goals that discriminate against or
23 grant preferential or detrimental treatment to any individual or group on the basis of race, sex,
24 color, religion, ethnicity or national origin.

25 14. SBUSD receives and benefits from state financial assistance, as well as taxes and
26 assessments paid by the members of Fair Communities Santa Barbara. SBUSD has utilized and
27 expended public monies in violation of the California Constitution. So long as Defendants



1 continue to implement, enforce, and maintain their discriminatory policies, procedures and
2 curriculum, they will continue to expend public funds in violation of California state law.

3 15. Defendant Cary Matsuoka is the current Superintendent of the Santa Barbara
4 Unified School District. As SBUSD's highest administrative officer, Matsuoka shares
5 responsibility with SBUSD to ensure that SBUSD complies with all laws. Matsuoka is sued in
6 his official capacity only.

7 16. Defendant Just Communities Central Coast is an Internal Revenue Code Section
8 501(c)(3) organization. From its website, JCCC purports to "work to ensure that Central Coast
9 schools, organizations and communities are places of opportunity, not places of limitations" and
10 to "bring together community members and empower them to be leaders who promote equity
11 around issues of race, socio-economic class, sexual orientation, [and] gender." JCCC's self-
12 serving statements to the contrary, its program materials and program methodology promote the
13 opposite. JCCC has contracted with the SBUSD to provide educational programs to the SBUSD
14 teachers and students that engage in impermissible discrimination on the basis of race, sex,
15 ethnicity and religion.

16 STANDING

17 17. Fair Education Santa Barbara has a direct beneficial interest as a non-profit
18 organization committed to improving educational opportunities for all students. Fair Education
19 SB seeks to ensure the quality and fairness of the education provided to the children of its
20 constituent members and all SBUSD students, including without limitation, that all students are
21 provided with an inclusive, non-discriminatory educational environment and curriculum; the
22 enforcement of all state education laws; and, ensuring that SBUSD's limited monetary resources
23 are spent in compliance with the law and in a way that maximizes utility and avoids favoritism
24 and conflicts of interest.

25 18. Fair Education Santa Barbara also has standing to sue to enforce the statutes set
26 forth herein, given the substantial public interest in having SBUSD's, Matsuoka's and JCCC's
27 statutory duties and obligations enforced, which have a direct impact on the fundamental right to
28 education grounded in the California Constitution. *See e.g. Save the Plastic Bag Coalition v. City*



1 of *Manhattan Beach*, 52 Cal.4th 155 (2011); *Hector F. v. El Centro Elementary School Dist.*, 227
2 Cal. App. 4th 331, 341 (2014) (“Plainly the public interest in ensuring public schools are free
3 from discrimination, harassment and bullying as articulated in Government Code section 11135,
4 and Education Code sections 200, 201, 220, 32261, 32280, 32281 and 32282, is ... great ...”)

5 19. Plaintiff’s action addresses public rights and seeks to enforce the procurement of
6 public duties relating to education.

7 **FACTUAL BACKGROUND**

8 20. Plaintiff is informed and believes, and based thereon alleges, that for the past
9 several years, SBUSD has engaged JCCC to provide training and educational programs to
10 SBUSD staff and students with respect to “diversity, inclusion, and equity.” Plaintiff is further
11 informed and believes, and based thereon alleges, that SBUSD (with Matsuoka’s approval) funds
12 JCCC’s programming through state and federal funds earmarked in its LCAP (defined below).
13 JCCC’s programs consist of, among other things, several workshops and training sessions
14 provided to SBUSD staff and students throughout the year.

15 21. Enacted in 2013, the Local Control Funding Formula (“LCFF”) redirects a portion
16 of the State’s education dollars to high need students. Under LCFF, districts must create a Local
17 Control and Accountability Plan (“LCAP”) describing how they plan on using LCFF funding to
18 meet student goals. The legislature created LCFF to give California a framework for reducing
19 inequities among the State’s extremely diverse population and was intended to provide funding to
20 help close California’s persistent student achievement gap for English language learners, foster
21 case students, and low-income students.

22 22. LCAP funds must be used on eight areas identified as “State Priorities”. Priority
23 1 of LCAP’s State Priority Areas is “Basic Services”. As part of these Basic Services, all teachers
24 paid by LCAP funds must be *credentialed* and instructional materials *must align with* state
25 standards. Along these lines and without limitation, LCAP funds can be used to increase teacher
26 salary and to hire additional fully qualified and credentialed teachers with expertise and
27 experience teaching students who fall within the LCFF guidelines and requirements.

23. Plaintiff is informed and believes, and based thereon alleges, that *none* of the JCCC teachers and instructors paid by SBUSD and Matsuoka pursuant to the JCCC Contract, using LCAP funds, have proper teaching credentials and further, that JCCC's instructional materials *do not* align with state standards.

24. Priority 4 of LCAP's State Priority Areas is "Pupil Achievement". Pursuant thereto, and without limitation, all pupils are to achieve at or above grade level in ELA and math, all district graduates are to be college and career ready, and all students should be at grade level in ELA and math (within three years of instruction in SBUSD).

25. Plaintiff is informed and believes, and based thereon alleges, that *none* of the requirements of State Priority 4 have been met to the extent required by the State. Nor does Plaintiff see any nexus whatsoever, between the discriminatory teachings of the Defendants, on the one hand, and the ability of SBUSD to satisfy State Priority 4, on the other hand, by paying JCCC to continue with its indoctrination training.

26. Also, with respect to State Priority 4, and by way of further example only and without limitation, SBUSD's 2018-2019 LCAP and Annual Update Template (**Exhibit C** hereto) at page 4 provides in part that (notwithstanding the district's massive payments to JCCC since 2005):

"[T]he Fall 2017 CA School Dashboard also shows a substantial gap between the overall graduation rate (92.5%) and College Career Read (CCR) rate (50.1%). While there are no major gaps between graduation rates, there exist substantial gaps in CCR statuses across subgroups. Specifically, the following subgroups' CCR rates are substantially below the average for all students: English learner (EL) low, Homeless (low), socioeconomically disadvantaged (low), Hispanic/Latino (low), students with disabilities (very low).

Also according to the Fall 2017 CA School Dashboard, there exist significant proportionality gaps between student groups in suspension data. Students of color (African-American/Black and Latino/Hispanic), as well as English learner (EL), socioeconomically disadvantaged (SED), and students with disabilities (SWD) continue to comprise a disproportionate amount of total number of suspensions."

1 27. Plaintiff is further informed and believes, and based thereon alleges, that JCCC's
2 indoctrination programming *has not satisfied* these LCAP's State Priority Areas.

3 28. To date, SBUSD has paid JCCC well-over \$1,000,000 to provide its programs to
4 SBUSD staff and students. On or about October 9, 2018, for the 2018-2019 school year, SBUSD
5 entered into the no-bid JCCC Contract to again provide its so-called "diversity, inclusion and
6 equity" programs for a total cost to the tax payers of at least \$294,000 for the school year. A true
7 and correct copy of the JCCC Contract that was approved by SBUSD is by way of example only
8 and without limitation, is attached hereto as Exhibit A.

9 A. **SBUSD and Matsuoka Also Actively Continue to Move Hundreds of**
10 **Thousands of Additional LCAP Funds to Others Working in Concert With**
11 **JCCC, To Radically Transform SBUSD**

12 29. By way of example only, and without limitation, in just the past few months alone,
13 SBUSD and Matsuoka have worked with the Board to enter contracts with among others:

- 14 a. CALM, an organization with direct links to JCCC (including without limitation
15 that CALM's Chief Executive Officer is the mother of Jarrod Schwartz's children),
16 which purports to counsel schoolchildren in the schools. Plaintiffs are further
17 informed and believe, and based thereon allege, that at least \$375,000 has been
18 paid to-date by the district to CALM;
- 19 b. Dr. Carmel Saad of Westmont College, which also has direct links to those who
20 run JCCC, to provide additional "implicit bias" training at a cost of nearly \$64,000
21 for the 2018-2019 school year (and at a cost of nearly \$53,000 for the 2017-2018
22 school year); and
- 23 c. The Gervitz Graduate School of Education at University of California Santa
24 Barbara -- which also has direct ties to JCCC -- approximately \$54,084, for the
25 purported purpose of studying the effectiveness of JCCC's programming (in
26 addition to the nearly \$300,000 SBUSD is paying JCCC itself).
27

30. As these large sums are being paid by SBUSD to fund JCCC's and its partners' ongoing indoctrination of SBUSD's students and teachers, the district's buildings and facilities are falling into a massive state of disrepair.

B. JCCC's Racially and Religiously Divisive Agenda

31. While Defendants purport to provide "diversity, inclusion and equity" programs, JCCC's actual curriculum and programs are anything but. JCCC's actual programming is a radical, exclusionary and discriminatory curriculum, masquerading under the guise of "advancing justice" and making communities "more inclusive and just for all people." JCCC's curriculum and written materials attempt to indoctrinate staff and students with a warped view of the world where racism can only be perpetrated by "white people" and where the success of students in so-called "privileged" groups is due solely to their "unearned access to resources . . ."

32. True and correct copies of JCCC's materials are attached hereto as **Exhibit B**. These documents *are exactly* in the form obtained from JCCC. Nevertheless, JCCC has engaged in an ongoing effort to obfuscate and confuse the public to try to divert attention from JCCC's racist and divisive materials, by asserting that some of its materials have purportedly been altered. Making matters worse, JCCC (and SBUSD and Matsuoka) have ignored repeated demands to put the issue of alleged altered documents to rest, by repeatedly refusing (despite multiple demands therefore), to post JCCC's materials on the district's or another publicly available website, to allow all the citizens of Santa Barbara to see JCCC's agenda for themselves.

33. JCCC's materials contain the following direct quotes, among many others:

- a. "Privileged Groups" include "Men," "White People," "Christian People," and "Wealthy People," and "Target Groups" include "Women," "People of Color," "All Others [as to religion]" and "Working Class & Poor." (Exh. B, p. 15.)
- b. "Racism" is "[a] system of oppression based on race that privileges white people and targets people of color." (Exh. B, p. 17.)
- c. "Privilege" is "[u]nearned access to resources that enhance one's chances of getting what one needs or influencing others in order to lead a safe, productive and fulfilling life." (Exh. B, p. 19.)

d. JCCC's materials define "Religious Oppression" as "Christian People" targeting "All Others" and "Sexism" as "Men" targeting "Women." (Exh. B, p. 15.)

34. Utilizing this ideological framework, during the actual workshops and training sessions, JCCC physically separates participants into different racial groups, requiring all individuals that JCCC *perceives* to be "white" to be segregated in a separate room to receive instruction that differs from all perceived "non-white" participants.

35. In these racially segregated sessions, the "white" participants are instructed that, whether they are conscious of it or not, all "white people" are racist and collude to promote or perpetuate racism against non-whites. JCCC's program administrator, Jarrod Schwartz, admitted that JCCC splits its participants into separate racial groups to receive differing instruction in a recent interview with KCRW Santa Barbara, which can be found at: <https://kcrw.co/2R0a0s8>.

36. JCCC's written curriculum further states that "public schools teach 'skills' that business owners find useful like competition, obedience and respect for authority," and that "public schools create the illusion that everyone has an equal chance" and that "wealthy people and business shaped the schools to contain and control poor people." (Exh. B, pp. 87-88.)

37. Past participants in JCCC's programs for SBUSD have reported that, if any dissent or argument is expressed concerning JCCC's instruction, the dissenter is labeled as a racist. This has led to a situation where JCCC and SBUSD have effectively silenced any dissent to JCCC's indoctrination for fear of being publicly branded a "racist" or an "oppressor."

38. Plaintiff is informed and believes, and based thereon alleges, that the purportedly successful results JCCC, Matsuoka and SBUSD tout regarding closing the district's achievement gap, have neither been properly or correctly analyzed or vetted and, amount to nothing more than the self-serving and self-created statements of the Defendants that are intent on doing and saying whatever is necessary to continue their incestuous (and to JCCC – very profitable) relationship.

C. The SBUSD's School Board With Matsuoka's Support Contracts with JCCC

39. On September 11, 2018, SBUSD's Board considered entering into a four-year Memorandum of Understanding with JCCC for its programming at a cost of \$1,737,910. (Ex. C [JCCC Proposed MOU].)



1 40. At the September 11th meeting, JCCC's proposal was challenged by a group of
2 concerned teachers and parents within SBUSD. Concerns were expressed regarding JCCC's
3 discriminatory programming, the failure of the proposed JCCC MOU to adhere to district
4 contracting standards, numerous conflicts of interest between JCCC and the SBUSD School
5 Board, and the failure of SBUSD to open the contract for public bidding as required by California
6 Public Contracts Code § 20111. As a result of this initial challenge, SBUSD tabled approval of
7 the proposed JCCC MOU until October of 2018.

8 41. At the October 9, 2018 SBUSD Board meeting, the group of concerned teachers
9 and parents requested among other things:

- 10 a. That the Board publish JCCC's written materials on the Board's website so that all
11 of Santa Barbara's citizens could see for themselves exactly what JCCC is teaching
12 their teachers and students. SBUSD Assistant Superintendent of Secondary
13 Education Shawn Carey, a former instructor at JCCC, told the Board that JCCC's
14 materials *should not* be published. The Board did not publish the materials.
15 b. That the Board submit the district's "unconscious bias training" program for public
16 bidding. The Board refused.

17 42. Instead, a revised, no-bid one-year contract with JCCC for an aggregate cost of
18 \$294,000 was proposed and approved. (See Ex. A [JCCC Contract].)

19 43. JCCC is scheduled to give its next instructional program to SBUSD under the
20 JCCC Contract on June 17-21, 2019. Additionally, Matsuoka has stated publicly that in June
21 2019, SBUSD plans and intends to again contract with JCCC for the 2019-2020 school year.

22 **FIRST CAUSE OF ACTION**

23 **Writ of Mandate – Code of Civil Procedure § 1085**

24 **(Violation of Public Contract Code § 20111)**

25 **(Failure to Submit the JCCC Contract for Public Bidding)**

26 **Against SBUSD, MATSUOKA and JCCC**

27 44. Plaintiff incorporates by reference paragraphs 1 through 43 as though set forth in
28 full.



1 45. California Public Contract Code § 20111 requires, in pertinent part, that:

2 The governing board of any school district, in accordance with any requirement
3 established by that governing board pursuant to subdivision (a) of Section 2000,
4 shall let any contracts involving an expenditure of more than fifty thousand
5 dollars (\$50,000) for any of the following: [...] (B) Services, except construction
6 services. ...

7 46. California's laws requiring competitive bidding for government contracts "are for
8 the purpose of inviting competition, to guard against favoritism, improvidence, extravagance,
9 fraud and corruption, and to secure the best work or supplies at the lowest price practicable ... and
10 should be so construed and administered as to accomplish such purpose fairly and reasonably with
11 sole reference to the public interest." *Domar Electric, Inc. v. City of Los Angeles*, 9 Cal. 4th 161,
12 173 (1994).

13 47. SBUSD has contracted with JCCC to provide educational and training services to
14 SBUSD teachers and students for the next year under the JCCC Contract at a cost of \$294,430.

15 48. The JCCC Contract is not a contract for professional services or advice, insurance
16 services, or any other purchase or service otherwise exempt from the provisions of California
17 Public Contracts Code § 20111. The JCCC Contract is also not a contract for special services
18 under California Government Code § 53060.

19 49. Accordingly, SBUSD, Matsuoka and the Board were required to comply with the
20 provisions of California Public Contracts Code § 20111, *et seq.* and to seek public bidding prior to
21 accepting and executing the JCCC Contract.

22 50. However, neither SBUSD, Matsuoka or the Board let this proposed contract for
23 public bidding as required by California Public Contracts Code § 20111. Instead, it was
24 unanimously approved, and rubber stamped by the SBUSD school Board, Matsuoka and SBUSD
25 administration without any serious investigation into other viable alternative programs.

26 51. These actions are particularly concerning given the numerous real and potential
27 conflicts of interest between JCCC, SBUSD and the Board. Plaintiff, through its own research,
28 has discovered and alleges upon information and belief the following actual or potential conflicts
29 of interest to date (and there are likely more):



- a. Former SBUSD Board member, Ismael Ulloa, who voted to approve the JCCC Contract, was a paid teacher for JCCC in 2016;
- b. Annette Cordero was a two-term member of the SBUSD School Board, serving from 2004 through 2012 and is currently a member of JCCC's Board of Directors;
- c. Dave Cash was the Superintendent of SBUSD from 2011 through 2016 caused the Board to approve numerous of JCCC's prior contracts with the district. Dr. Cash was, until only 2 months ago, a member of JCCC's Board of Directors.
- d. Monique Limon was a SBUSD Board member from 2014 through 2017 and among other things, currently sits on the Grant Review Committee of the McCune Foundation, which is a major source of funding for JCCC;
- e. Pedro Paz was a SBUSD Board member from 2012 through 2016 (ending his tenure as Vice President) and is the current head of the Fund for Santa Barbara, which is another major contributor to JCCC;
- f. Current SBUSD Assistant Superintendent of Secondary Education, Shawn Carey, was an instructor for JCCC and a major promoter of JCCC within the district;
- g. Current Assistant Superintendent and Head of Student Services, Fran Wageneck, is on information belief, one of the people who has designed JCCC's curriculum;
- h. Current SBUSD administrative assistant, Alma Flores, was a paid teacher for JCCC and currently sits on JCCC's Board of Directors;
- i. Current SBUSD Director of English Learners and Parent Engagement, Maria Larios-Horton, was on JCCC's Board of Directors as recently as 2017.

52. Moreover, SBUSD (and Matsuoka) violated its own written Board Policy No. 3600 and failed and refused to obtain a written conflict of interest statement from JCCC prior to considering and approving the JCCC Contract.

53. Plaintiff lacks a plain, speedy, and adequate remedy at law, except by way of peremptory writ of mandate pursuant to Code of Civil Procedure § 1085.

54. SBUSD and Matsuoka have violated their public duties by failing to comply with California Public Contract Code § 20111.



55. Unless and until enjoined by this Court, Defendants' conduct will cause great and irreparable injury to Plaintiff, its members and the Santa Barbara Unified School District taxpayers. Plaintiff is entitled to the issuance of a writ of mandate finding: (a) that the JCCC Contract is null and void; (b) that SBUSD and Matsuoka must submit for public bidding any contract for unconscious bias training and the like at SBUSD in full compliance with California Government Code § 20111; (c) that SBUSD and Matsuoka must hire teachers for LCAP funded programs who are fully credentialed and do not teach in violation of California's anti-discrimination and other statutes; and (d) that SBUSD must use instructional materials that align with state standards for LCAP funded courses and programs.

SECOND CAUSE OF ACTION

Writ of Mandate – Code of Civil Procedure § 1085

(Violation of California Government Code § 11135)

(Intentional Discrimination On The Basis Of Race, Ethnicity, Religion And Sex)

Against SBUSD and MATSUOKA

56. Plaintiff incorporates the allegations and averments contained in paragraphs 1 through 55 as if fully set forth herein.

57. California Government Code § 11135, subdivision (a) provides that:

No person in the State of California shall, on the basis of race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color, genetic information, or disability, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state ...

58. Defendant SBUSD receives state funding, and Matsuoka is paid by state funding.

59. SBUSD and Matsuoka denied full and equal access to the benefits of public education and intentionally discriminated and continue to discriminate against Caucasian, male and/or Christian students and teachers on the basis of their race, ethnicity, religion and/or sex by intentionally supporting, promoting and implementing JCCC's programming in SBUSD's schools with knowledge of its discriminatory content and application.

1 60. SBUSD and Matsuoka have failed to comply with the mandatory duties imposed
2 on them by Government Code section 11135, by supporting and teaching programs that
3 intentionally discriminate against Caucasian, male and Christian students. They have responded
4 with deliberate indifference to complaints of such abuses and are tolerating a discriminatory
5 school environment.

6 61. Defendants SBUSD and Matsuoka have violated Plaintiff's, its members and the
7 Santa Barbara Unified School District taxpayer's rights under California Government Code §
8 11135 and its implementing regulations.

9 62. Plaintiff has a direct interest in ensuring that Defendants are enjoined from
10 engaging in these unlawful practices in violation of Government Code § 11135.

11 63. Plaintiff has been and will continue to be injured due to Defendants' unlawful and
12 discriminatory actions.

13 64. Plaintiff lacks a plain, speedy, and adequate remedy at law, except by way of
14 peremptory writ of mandate pursuant to Code of Civil Procedure § 1085.

15 65. Unless and until enjoined by this Court, Defendants' conduct will cause great and
16 irreparable injury to Plaintiff. Plaintiff is entitled to the issuance of a writ of mandate directing
17 Defendants to fully comply with California Government Code § 11135, including to stop
18 contracting with JCCC, instead to use LCAP funds to hire fully credentialed teachers who do not
19 teach in violation of § 11135, and use instructional materials which align with state standards and
20 which are not in violation of § 11135.

21 **THIRD CAUSE OF ACTION**

22 **Writ of Mandate – Code of Civil Procedure § 1085**

23 **(Violation of California Education Code §§ 201, 220)**

24 **(Intentional Discrimination On The Basis Of Race, Ethnicity, Religion And Sex)**

25 **Against SBUSD and MATSUOKA**

26 66. Plaintiff incorporates the allegations and averments contained in paragraphs 1
27 through 65 as if fully set forth herein.

1 67. California Education Code § 201 provides in pertinent part that:

2 (b) California’s public schools have an affirmative obligation to combat
3 racism, sexism, and other forms of bias, and a responsibility to provide
4 equal educational opportunity.

5 (c) Harassment on school grounds directed at an individual on the basis of
6 personal characteristics or status creates a hostile environment and
7 jeopardizes equal educational opportunity as guaranteed by the California
8 Constitution and the United States Constitution.

9 68. California Education Code § 220 provides that:

10 No person shall be subjected to discrimination on the basis of disability,
11 gender, gender identity, gender expression, nationality, race or ethnicity,
12 religion, sexual orientation, or any other characteristic that is contained in the
13 definition of hate crimes set forth in Section 422.55 of the Penal Code in any
14 program or activity conducted by an educational institution that receives, or
15 benefits from, state financial assistance or enrolls pupils who receive state
16 financial aid.

17 69. These statutes impose affirmative obligations and public duties on public school
18 districts and their superintendents to challenge racism, sexism and other forms of bias, and to
19 ensure that children can participate in all aspects of school without being subjected to
20 discrimination – and certainly that the public-school district and its vendors not participate in such
21 discrimination themselves and foster such discriminatory and harassing environments.

22 70. Defendants SBUSD and Matsuoka receive and/or benefit from state financial
23 assistance and are, thus, subject to California Education Code §§ 201 and 220.

24 71. SBUSD and Matsuoka intentionally discriminated and continue to discriminate
25 against SBUSD students who are Caucasian, Christian and/or male on the basis of their race,
26 ethnicity, religion and/or gender, by intentionally supporting, promoting and implementing
27 JCCC’s programming in SBUSD’s schools, with knowledge of its discriminatory content and
28 application.

29 72. Defendants SBUSD, Matsuoka and JCCC have violated California Education Code
30 §§ 201 and 220 and the implementing regulations of these statutes.

31 73. Plaintiff has been and will continue to be injured due to SBUSD’s and Matsuoka’s
32 unlawful and discriminatory actions.

74. Plaintiff is entitled to the issuance of a writ of mandate directing Defendants to fully comply with California Government Code §§ 201 and 220, including to stop contracting with JCCC, and instead to use LCAP funds to hire fully credentialed teachers who do not teach in violation of §§ 201 and 220 and use instructional materials that align with state standards which do not violate those statutes.

FOURTH CAUSE OF ACTION

Writ of Mandate – Code of Civil Procedure § 1085

(Violation of California Education Code § 60044)

Against SBUSD and MATSUOKA

75. Plaintiff incorporates by reference paragraphs 1 through 74 as though set forth in full.

76. California Education Code § 60044 prohibits a governing school board from adopting any instructional materials for use in the schools that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion or other characteristic listed in California Education Code § 220.

77. SBUSD's and Matsuoka's adoption of JCCC's discriminatory programs and curriculum is violative of California Education Code § 60044, because these materials reflect adversely on SBUSD students who identify as Caucasian, Christian and/or male on the basis of their race or ethnicity, gender and/or religion.

78. Plaintiff as well as SBUSD students have been and will continue to be injured due to SBUSD's and Matsuoka's, adoption of JCCC's educational curriculum and materials.

79. Plaintiff is entitled to the issuance of a writ of mandate directing Defendants to fully comply with California Government Code § 6044, including to stop contracting with JCCC, and instead to use LCAP funds to hire fully credentialed teachers who do not teach in violation of § 6044 and use instructional materials that align with state standards and do not violate that statute. Along these lines, Plaintiff is entitled to a declaratory ruling that SBUSD and Matsuoka do not adopt any instructional materials for use in the schools that contain any matter reflecting

adversely upon persons on the basis of race or ethnicity, gender, religion or other characteristic listed in California Education Code § 220.

FIFTH CAUSE OF ACTION

Declaratory Relief

Against SBUSD, JCCC and MATSUOKA

80. Plaintiff incorporates by reference paragraphs 1 through 79 as though set forth in full.

81. Plaintiff seeks a judicial determination of the respective rights of the parties caused by Defendants' violations of their mandatory duties under California Public Contracts Code § 20111, California Government Code § 11135, California Education Code §§ 201 and 220 and California Education Code § 60044, as set forth above.

82. Actual controversies have arisen and now exist between Plaintiff and Defendants regarding Defendants' violations of their mandatory duties under the foregoing California statutes, which Defendants do not believe have been violated.

83. A judicial determination is appropriate at this time and under these circumstances so that Plaintiff may ascertain their rights and so the public's interest in this action may be resolved. Specifically, Plaintiff desires a declaratory judgment that:

- a. SBUSD, Matsuoka and JCCC have violated California Public Contracts Code § 20111 by virtue of the no-bid JCCC Contract and that the JCCC Contract is null, void and terminated;
- b. SBUSD and Matsuoka have violated California Government Code § 11135, California Education Code §§ 201 and 220 and California Education Code § 60044 by allowing, and failing to develop a plan and policies to prevent, the teaching to students and teachers of JCCC's discriminatory positions, programs and materials;
- c. SBUSD and Matsuoka are required to maintain and review statistical data concerning each complaint of harassment and/or discrimination made by a student or parent.



1 **PRAYER FOR RELIEF**

2 WHEREFORE, Plaintiff respectfully prays for the following relief:

3 **AS TO THE FIRST CAUSE OF ACTION**

4 1. Plaintiff seeks the issuance of a writ of mandate directing Defendants that: (a) the
5 JCCC Contract is null and void and that SBUSD is enjoined from continuing its contractual
6 relationship with JCCC; (b) SBUSD and Matsuoka must submit for public bidding any contract
7 for unconscious bias training and the like at SBUSD in full compliance with California
8 Government Code § 20111; and (c) to the extent that SBUSD's LCAP funds are used to hire
9 instructors, only fully credentialed teachers utilizing instructional materials that align with
10 California state standards, who do not teach in violation of California's anti-discrimination
11 statutes, can be paid with such funds.

12 **AS TO THE SECOND CAUSE OF ACTION**

13 2. Plaintiff seeks the issuance of a writ of mandate directing Defendants to fully
14 comply with California Government Code § 11135, including that SBUSD and Matsuoka stop
15 contracting with JCCC, that SBUSD is enjoined from further using JCCC's services, and instead
16 that SBUSD and Matsuoka use LCAP funds in full compliance with § 11135.

17 **AS TO THE THIRD CAUSE OF ACTION**

18 3. Plaintiff seeks the issuance of a writ of mandate directing Defendants to fully
19 comply with California Government Code §§ 201 and 220, including to stop contracting with
20 JCCC, enjoining SBUSD and Matsuoka from continuing to use JCCC services, and instead to use
21 LCAP funds in full compliance with §§ 201 and 220.

22 **AS TO THE FOURTH CAUSE OF ACTION**

23 4. Plaintiff seeks the issuance of a writ of mandate directing Defendants to fully
24 comply with California Government Code § 60044, including to stop contracting with JCCC,
25 enjoining SBUSD and Matsuoka from continuing to use JCCC's services, and instead to use
26 LCAP funds in full compliance with § 60044.

27

28



EARLY
SULLIVAN
WRIGHT
GIZER &
MCRAE LLP
ATTORNEYS AT LAW

1 **AS TO THE FIFTH CAUSE OF ACTION**

2 5. Plaintiff seeks a declaratory ruling as follows:

- 3 a. SBUSD, Matsuoka and JCCC have violated California Public Contracts Code §
4 20111 by virtue of the no-bid JCCC Contract and that the JCCC Contract is null,
5 void and terminated;
- 6 b. SBUSD and Matsuoka have violated California Government Code § 11135,
7 California Education Code §§ 201 and 220 and California Education Code § 60044
8 by allowing, and failing to develop a plan and policies to prevent, the teaching to
9 students and teachers of JCCC's discriminatory positions, programs and materials;
- 10 c. SBUSD and Matsuoka are required to maintain and review statistical data
11 concerning each complaint of harassment and/or discrimination made by a student
12 or parent.

13 **AS TO ALL CAUSES OF ACTION**

- 14 6. An award of attorney's fees and costs to Plaintiff; and
- 15 7. Such other and further relief as the Court may deem just and proper.

16 Dated: May 9, 2019

EARLY SULLIVAN WRIGHT
GIZER & McRAE LLP

18

19 By: /s/ Eric P. Early
Eric P. Early
Peter Scott
Attorneys for Plaintiffs
FAIR EDUCATION SANTA
BARBARA, INC.



EXHIBIT A

Cover Sheet Text for Contract w/JCCC Agenda Item

The work of Just Communities with SB Unified in support of SBUSD's commitment to the priority of developing culturally proficient and equitable school communities is conducted through a Strategic Approach to Change. This approach is based on Just Communities' decades of experience in working with schools and other organizations on systems change efforts. In order to produce lasting and measurable systems change, 5 types of work must take place within the system concurrently:

- **Developing Awareness & a Sense of Urgency:** This work is designed to reach large groups of people within the system and to help those people develop an awareness about the issues at hand and feel that these issues are a vital priority.
- **Relationship Building:** Developing relationships between people of different backgrounds with a level of trust deep enough to have difficult conversations.
- **Leadership Development:** Developing a small but dedicated group of leaders with the passion, knowledge and skills to lead equity efforts.
- **Strategic Planning:** Developing strategies and plans for change.
- **Mobilizing and Organizing:** Orienting human, intellectual and financial resources towards implementing the change plans.

The proposed contract between Just Communities and SBUSD for 2018-2019 is grounded in this strategic approach to change and delineates specific programming and services in accordance with the District's ongoing commitment to prioritizing cultural proficiency and equity district-wide.

Contract for Services

By and Between

**Santa Barbara Unified School District
and
Just Communities Central Coast**

September 25, 2018

This contract for services is entered into by and between the Santa Barbara Unified School District (SBUSD) and Just Communities Central Coast (JCCC). Whereas the development of culturally proficient and equitable school communities is a priority of SBUSD, JCCC will provide programming and support for the execution of this priority for SBUSD for many reasons, including closing the educational achievement gap. This contract will go into effect upon approval by the Board of Education for SBUSD and remain in effect through June 30, 2019.

1. Services Provided and Fees

The fees SBUSD will pay to JCCC for services are set forth in the table below. A more detailed explanation of each service and the number of people served is included in Appendix A, which is attached to and a part of this contract.

Service	Cost to SBUSD
1. Institute for Equity in Education (IEE)	\$154,800
2. Talking in Class	\$42,255
3. Parent Involvement through Dialogue & Action (PIDA)	\$32,800
4. Parent Equity Workshops	\$23,600
5. Language Access Development	\$25,950
6. Culturally Relevant Curriculum Development Process	\$6,400
7. Implicit Bias Training	\$8,625
Total	\$294,430

2. Payment Schedule

SBUSD will pay JCCC a 50% deposit of the total \$294,430 in costs within 15 working days of the signing of this contract. This deposit will be used by JCCC to pay expenses related to JCCC's obligations to provide services under this agreement and for no other purpose. The balance of

costs under this agreement will be divided into equal monthly payments due on the first of each month for the remaining months on the contract.

3. Termination

SBUSD may terminate this agreement for cause if JCCC fails to satisfactorily perform all its responsibilities under this agreement in the reasonable judgment of SBUSD. Upon JCCC receiving from SBUSD that SBUSD has terminated this agreement, JCCC's right to use the deposit immediately ceases and the unused portion of the deposit will be returned by JCCC to SBUSD forthwith.

4. Securing Participants and Cancelling Events

SBUSD will partner with JCCC on a good faith basis to secure participants for each activity. SBUSD and JCCC will commit to execution of all programs provided under this contract. Except for IEE, should an event need to be cancelled, SBUSD will provide 60 days advance notice and SBUSD will pay JCCC 50% of the cost of that event. Because IEE involves the rental of third party residential facilities, unless SBUSD earlier terminates this contract for cause, SBUSD cannot cancel IEE events and must pay the entire IEE cost of \$154,800.

5. Indemnification

JCCC shall defend, indemnify and hold SBUSD, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of JCCC, its officers, employees or agents.

SBUSD shall defend, indemnify and hold JCCC, its officers, employees and agents harmless from and against any and all liability, loss, expense including reasonable attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Client, its officers, employees or agents.

6. Conflict of Interest

In signing this Agreement, the District representative acknowledges that he/she has no direct or indirect financial interest in the Consultant. The Consultant shall not hire a district employee as an independent contractor while the employee is under contract with the district.

7. Ownership of Program Materials

SBUSD acknowledges that the sessions designed for Client, all program materials, and any existing JCCC materials, worksheets, etc. provided by JCCC, are the creation and property of JCCC and that all rights thereto remain the sole property of JCCC. Receipt or possession of JCCC's proprietary information does not convey any rights to reproduce or disclose its contents, or to manufacture, use, or sell anything it contained therein.

8. Program Review and Evaluation

An external evaluation was sponsored by the Bower Foundation and Santa Barbara Foundation in November 2013 and provided in November 2013. SBUSD will work collaboratively with JCCC to develop a program review and evaluation process during 2018-19 to evaluate the work of JCCC over the last four years of our partnership. This program review and evaluation will be a separate process from the programming services provided by this contract, and will be governed by a separate agreement.

Santa Barbara Unified School District

Just Communities Central Coast

Cary Matsuoka, Superintendent

Jarrod Schwartz, Executive Director

Date

Date

Contract address for Just Communities

1528 Chapala Street, Suite 308
Santa Barbara, CA 93101

Appendix A:
SB Unified Cultural Proficiency & Equity Initiative
Just Communities' Proposals & Recommendations
2018/19 School Year

Program / Service	Recommendations	Cost to District
<p>Educators</p> <p><i>Institute for Equity in Education (IEE)</i></p> <p>IEE is a 4.5-day residential institute that helps educators develop a cultural proficiency and equity lens that they can apply in their jobs. IEE also helps schools develop a core group of educators who are committed to leading equity and cultural proficiency efforts in their schools.</p> <p><i>Just Communities Point Person:</i> Andrea Medina, amedina@just-communities.org</p>	<p>We continue to hear from graduates that IEE should be a requirement for all SBUSD personnel and we regularly have waitlists for all 3 institutes.</p> <p>We also hear questions from Principals about how many people they can send and how it gets decided which schools get to send how many people to each Institute. We'd like to work with Shawn and Raul to come up with a clear process for deciding how schools/people are accepted to IEE moving forward.</p> <p>Recommendation:</p> <ul style="list-style-type: none"> • Develop a more clear process for deciding how schools/people are accepted to IEE. • Continue with IEE as we have in the past with District covering the cost of the Institute and schools covering the costs for substitutes as needed. <p>2018/19 Numbers:</p> <ul style="list-style-type: none"> • 3 Institutes/year • 24 SBUSD participants per institute • Total of 72 people per year 	<p>\$154,800 total \$2,150 / person</p> <p><i>This includes 2 hour of Just Communities staff time for follow-up with the school per IEE participant that school year.</i></p>
<p>Students</p> <p>Talking in Class</p> <p>Talking in Class is a 3-day program to help bring student voices into conversations and action to improve equity, cultural proficiency, and, ultimately, student outcomes. Held once per week over 3-weeks on the school campus, Talking in Class works with a group of 35 students to identify existing barriers, existing supports and recommendations for future action while create a group of student</p>	<p>Since its launch all high schools, 2 junior high schools, and 1 elementary school have conducted Talking in Class programs – some of them multiple times. Students have generated a lot of recommendations for their schools. Some schools have had great success implementing these recommendations; others have not. We suggest focusing on implementation at these schools rather than running more Talking in Class programs. In addition, many of the recommendations from students are very similar across school sites. We recommend finding ways to share learnings across schools rather than holding a Talking in Class program at every school this year. This could take place in a variety of ways such as principal meetings, staff meetings, and other vehicles.</p> <p>At the same time, the LCAP identifies several student populations where focused work should take place. We therefore recommend shifting from a</p>	<p>\$42,255 total \$7,950 / Talking in Class Program</p>

**SBUSD Cultural Proficiency & Equity Initiative
Just Communities' Proposals & Recommendations
2018/19 School Year**

Program / Service	Recommendations	Cost to District
<p>leaders to work in partnership with educational and parent leaders.</p> <p><i>Just Communities Point Person: Lena Moran,</i> lmoran@just-communities.org</p>	<p>focus on school-based Talking in Class programs to identity-based Talking in Classes for the following groups of students/topics:</p> <ul style="list-style-type: none"> • Black/African American students • Undocumented students & students with undocumented family members • Housing Vulnerable Youth: Foster and Homeless Youth • Special Ed • Collaboration with What is Love? And Youth Mental Wellness Coalition on Misogyny, Sexism, and Dating Violence <p>We also recommend more elementary level Talking in Class programs based on the success of Monroe Elementary School during the 2017/18 school year.</p> <p>Finally, we'd love the district's help scheduling these earlier in the school year so that there is time within the school year to build on the students' energy and momentum coming out of the program.</p> <p>2018/19 Numbers:</p> <ul style="list-style-type: none"> • 7 Talking in class programs • Up to 35 students per high school level Talking in Class • Up to 30 students per junior high or elementary school level Talking in Class program • Total of 210 to 245 students 	
<p>Parents</p> <p>Parents for Inclusion, Diversity & Access (PIDA)</p> <p>PIDA is an 18-hour program to help bring parent voices into conversations and action to improve equity, cultural proficiency, parent engagement and, ultimately, student outcomes. Usually</p>	<p>Focus on implementation & reaching a larger audience.</p> <p>Several schools have run numerous programs over the years. They have lots of recommendations. Rather than simply running another session, we should focus on implementation of past recommendations as we did with San Marcos during the 2017/18 school year.</p> <p>We recommend several District-wide, identity-based PIDAs for groups of parents whose children fall under the LCAP priority areas:</p>	<p>\$32,800 total</p> <p>\$10,075 / PIDA for District-wide PIDA programs.</p> <p><i>Note: actual costs may be lower if no interpretation is needed or if there are</i></p>

**SBUSD Cultural Proficiency & Equity Initiative
Just Communities' Proposals & Recommendations
2018/19 School Year**

Program / Service	Recommendations	Cost to District
<p>held as a series of 2-hour sessions over 9 weeks, PIDA helps schools develop a core group of parent leaders to work in partnership with educational leaders.</p> <p><i>Just Communities Point Person: Ana Huynh,</i> ahuynh@just-communities.org</p>	<ul style="list-style-type: none"> • Parents of African-American / Black students • Newcomer parents (through Maria's office) – with an emphasis on STEM and Culture • Parents of foster youth and housing vulnerable students • Special Ed parents • Other? <p>There are some schools that would still benefit from a PIDA. And several such as Santa Barbara & La Colina Jr. High Schools, and Santa Barbara High School have already reached out. Just Communities can work with interested schools on a case by case basis with the schools paying for the program directly.</p> <p>2018/19 Numbers:</p> <ul style="list-style-type: none"> • 4-5 PIDA programs (4 if full interpretation is provided, 5 if 3 PIDAs are monolingual) • Up to 20 participants per PIDA • Total of 80-100 participants 	<p><i>existing childcare and options already in place.</i></p>
<p>Parents</p> <p>Parent Equity Workshops</p> <p>A series of 3-hour workshops to help parents understand key educational equity concepts and to build their support for SBUSD's educational equity efforts.</p> <p><i>Just Communities Point Person: Ana Huynh,</i> ahuynh@just-communities.org</p>	<p>In addition to the PIDA program, Just Communities recommends adding several parent-focused workshops on key equity issues designed to reach a much larger group of parents and requiring much less commitment of time than the PIDA program. We recommend four 3-hour workshops held over the course of the year with each workshop offered 2 times in different parts of town (alternating between Eastside, Westside and Goleta). Topics would focus on core equity concepts and the workshop would be designed to help parents better understand and be better able to support the District's equity efforts. Topics might include:</p> <ul style="list-style-type: none"> • Implicit Bias • The 4 R's: Relationships, Relevance, Rigor & Racial Justice/Equity • Language Justice / Creating an Inclusive Parent Group • A deeper dive on Relevance & Rigor that would include a focus on Ethnic Studies, Individualized Learning , and Depth of Knowledge 	<p>\$23,600 total \$2,950 per workshop</p> <p><i>Includes food, childcare, and interpretation. Fees may be reduced if childcare and food are provided by district.</i></p>

**SBUSD Cultural Proficiency & Equity Initiative
Just Communities' Proposals & Recommendations
2018/19 School Year**

Program / Service	Recommendations	Cost to District
	<ul style="list-style-type: none"> Other topics to be determined by SBUSD, Just Communities, and individual schools that are interested. <p>In addition to District-sponsored workshops to which all schools may send parents at no cost, individual schools could schedule these workshops for their parents.</p> <p>2018/19 Numbers:</p> <ul style="list-style-type: none"> 4 Parent Equity Workshops Each held twice for a total of 8 workshops Each for up to 80 parents Total of 640 parents served 	
<p>Language Access Development</p> <p>Language Access Development efforts consist of several programs all designed to improve communication between limited- and non-English speaking community members and the school district. Programs and services will help SB Unified develop a larger number of skilled interpreters, ensure on-going skill development of those interpreters, and ensure key district personnel understand and implement best practices for working with interpreters and translators thereby creating effective cross-language communication.</p> <p><i>Just Communities Point Person: Lena Moran,</i> lmoran@just-communities.org</p>	<p>Key Components:</p> <p>Interpreting for Social Justice</p> <p>A 20-hour workshop that helps bilingual or multilingual school staff, faculty, and volunteers become effective interpreters. The workshop includes: interpretation ethics, best practices, how to set up a space that facilitates effective cross language dialogue, and interpretation practice. Graduates of the program are also invited to participate in monthly meetings designed to help them continue to build their skills.</p> <p>One Room, Many Voices</p> <p>A 90-minute to 3-hour workshop designed to help schools understand and implement best practices for creating cross-language engagement and partnership. The program can help school administrators, faculty, staff, PTSAs, and others understand best practices for successful meetings, presentations, IEPs, Back to School Nights, etc. where a common language does not exist amongst all participants.</p> <p>Recommendations:</p>	<p>\$25,950 total \$8,150 / 20-hour workshop</p> <p><i>Does not include meals and snacks which can be arranged by Just Communities for an additional fee.</i></p> <p>One Room, Many Voices: \$1,225 / 3-hour workshop</p>

**SBUSD Cultural Proficiency & Equity Initiative
Just Communities' Proposals & Recommendations
2018/19 School Year**

Program / Service	Recommendations	Cost to District
	<p>We heard during the November 2017 IEE reunion that some of the best practices the district had developed are starting to be relaxed.</p> <p>Newer principals haven't been through the training.</p> <p>We recommend offering a workshop early in the school year to all principals, AP's, parent liaisons, and anyone else who is actively involved with supporting PTAs, ELACs, DELAC, School Site Councils, planning orientations, back to school nights, or other big parent events.</p> <p>We have also heard that best practices have slipped during IEP meetings so it would also be helpful to be able to train all teachers, school psychologists and other District personnel who are involved in IEP meetings. In addition, we recommend specialized workshops for all district interpreters focusing on topics such as:</p> <ul style="list-style-type: none"> • The Language of Special Ed: Interpreting for IEPs • Simultaneous Interpretation <p>We've also observed that one of the biggest areas of needed growth for interpreters is simply improving their Spanish Language skills. While this is not something Just Communities does, we recommend SBUSD develop a partnership with a language instruction program whether that be at Santa Barbara City College, UCSB, or even the district's own Spanish teachers to improve interpreters language skills.</p> <p>2018/19 Numbers:</p> <ul style="list-style-type: none"> • 2 Interpreting for Social Justice Workshops • Up to 22 people each • Total of up to 44 people served • One Room, Many Voices workshops: numbers to be determined 	
<p>Educators</p> <p>Culturally Relevant Curriculum Development Process</p> <p>Just Communities' Culturally Relevant Curriculum Development</p>	<p>When we first started IEE in 2005, there was active resistance to the idea of culturally relevant curricula. Today, the idea has been widely accepted across the district as an important component of an equitable, engaging, and effective education. Virtually every Talking in Class program has included "more culturally relevant content" as a recommendation from students. IEE grads are requesting more content and assistance from Just Communities. A significant number of IEE action plans are focused on</p>	<p>\$6,400 total</p> <p>\$3,200 per full-day workshop</p> <p><i>Planned for June Professional Learning week</i></p>

**SBUSD Cultural Proficiency & Equity Initiative
Just Communities' Proposals & Recommendations
2018/19 School Year**

Program / Service	Recommendations	Cost to District
<p>Process (NepanTiahui) takes a multi-disciplinary approach to education that crosses traditional boundaries between subject areas, traditions, and practices, while also crossing boundaries between educators, students and families. While the initiative seeks to improve outcomes especially for cultural groups whose needs are currently not being met by these systems, we anticipate outcomes improving for all groups. The program provides educators with the skills, knowledge, and practical tools they need to develop and implement culturally relevant curriculum in their classrooms and culturally proficient practices.</p> <p><i>Just Communities Point Person:</i> <i>Andrea Medina,</i> amedina@just-communities.org</p>	<p>Mirrors & Windows. While IEE provides the theoretical framework for Mirrors & Windows, Just Communities Culturally Relevant Curriculum Development Process (NepanTiahui) offers a learning lab in which educators can create curricula that provides both mirrors and windows for their students across the curricula. Even the community is echoing this call through the Ethnic Studies Now Coalition. We recommend a shift this school year from teaching about the importance of cultural relevance to helping educators implement it in their classrooms. To that end, we recommend:</p> <p>One or two days of workshop focusing on cultural relevance during the June 2019 PL Week.</p> <p>Potentially work with individual schools on a case-by-case basis as their interest develops and as supported by SBUSD Education Services (schools would be responsible for these costs).</p> <p>2018/19 Numbers:</p> <ul style="list-style-type: none"> To be determined 	
<p>Customized Professional Development</p> <p>Just Communities can work with Principals to design customized professional development workshops and coaching sessions focused on a range of equity and cultural proficiency efforts. We can design programs and processes that meet a range of desired outcomes, time-frames, and budgets.</p> <p><i>Just Communities Point Person:</i> <i>Jarrod Schwartz,</i> jschwartz@just-communities.org</p>	<p>Implicit Bias work will continue as a separate contract for the 2018/19 school year.</p> <p>School-based customized PD to be determined on a case-by-case basis.</p> <p>2018/19 Numbers:</p> <ul style="list-style-type: none"> Implicit Bias Training <ul style="list-style-type: none"> 2 workshops Up to 150 per workshop Total of up to 300 participants Customized workshops: <ul style="list-style-type: none"> To be determined 	<p>Implicit Bias Training: \$8,625</p> <p>Additional Customized Professional Development \$400/hour for a workshop or training \$250/hour for coaching</p>

**SBUSD Cultural Proficiency & Equity Initiative
Just Communities' Proposals & Recommendations
2018/19 School Year**



Program / Service	Recommendations	Cost to District
<p>On-Going Coaching & Consultation</p> <p>Just Communities will work with the Principal, her or his leadership team, and graduates of IEE, PIDA, Talking in Class and CLI to help schools implement lessons learned from their participation in these Just Communities Programs. Just Communities offers 1 hour of on-going coaching & consultation to the school for every person sent to IEE during that school year.</p> <p><i>Just Communities Point Person:</i> Andrea Medina, amedina@just-communities.org</p>	<p>We recommend working closely with District leadership to explore specific areas of change in the district and how we can weave equity in from the start (or close to the start) rather than waiting until the end.</p> <p>Allies for Equity: The model has been very successful at DPHS and is showing promise at San Marcos. We would like to explore how to launch similar models at other schools where they have invested in educator, parent and student equity work.</p> <p>Additional school-specific coaching and consultation as requested by the schools</p>	<p><i>No cost to District covered through outside funding.</i></p>

EXHIBIT B

Developing a Common Language around the Dynamics of Oppression

“You can’t deal with a problem if you don’t name it; once you name it, you can think, talk and write about it. You can make sense of it by seeing how it is connected to other things that explain it and point towards solutions.”

- Allan G. Johnson
Privilege, Power and Difference

Socio-Economic Class/Status

- A person's "socio-economic class/status" depends on the educational attainment, income, and the type of employment of the person and/or their family members.

Race

- A **socially constructed concept** used to put people in categories, often based on **physical characteristics** and geographic ancestry.
- Biologically speaking, there is no such thing as different human races.

Race – Key Terms

- **WHITE PEOPLE:** A term used to describe people of European ancestry who have who have historically held positions of dominance and social power in Western society. This term has changed over time based on societal notions of those in power.
- **PEOPLE OF COLOR:** A term of solidarity referring to people of Latino/a, African, Arab/Middle Eastern, Asian & Pacific Islander, Native American, Indigenous, and Multiracial heritages. This term is sometimes preferred to other common terms, such as minority and non-white.

Dynamics of Oppression

	Intrapersonal (Individual)	Interpersonal (Group)	Institutional / Systemic (Society)
Thoughts			
Feelings / Beliefs			
Behaviors / Actions			
Policies, Procedures, Practices, Structures, Culture, Laws, Norms, Values			

Key Terms

Stereotype:

- A stereotype is a **THOUGHT**
- A fixed image, exaggerated idea, or distorted truth about a person or group of people that allows for **no individuality**, critical judgment, or social variation.

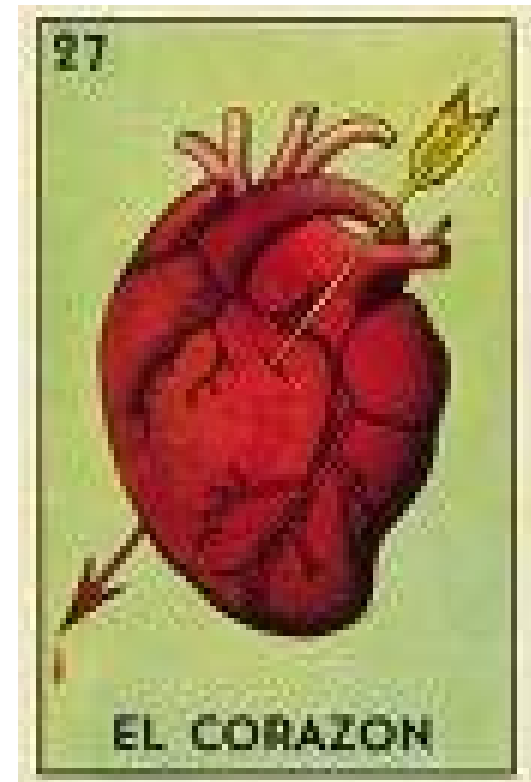
Dynamics of Oppression

	Intrapersonal (Individual)	Interpersonal (Group)	Institutional / Systemic (Society)
Thoughts	STEREOTYPE		
Feelings / Beliefs			
Behaviors / Actions			
Policies, Procedures, Practices, Structures, Culture, Laws, Norms, Values			

Key Terms

Prejudice:

An adverse judgment or **FEELING** formed beforehand or without knowledge or examination of the facts.



Dynamics of Oppression

	Intrapersonal (Individual)	Interpersonal (Group)	Institutional / Systemic (Society)
Thoughts	STEREOTYPE		
Feelings / Beliefs	PREJUDICE		
Behaviors / Actions			
Policies, Procedures, Practices, Structures, Culture, Laws, Norms, Values			

Key Terms

Discrimination:

ACTIONS, behaviors, or treatment that come from prejudice and favor a person or group of people and disadvantage others.



Dynamics of Oppression

	Intrapersonal (Individual)	Interpersonal (Group)	Institutional / Systemic (Society)
Thoughts	STEREOTYPE		
Feelings / Beliefs	PREJUDICE		
Behaviors / Actions		DISCRIMINATION	
Policies, Procedures, Practices, Structures, Culture, Laws, Norms, Values			

Key Terms

Oppression:

A **SYSTEM** that **benefits** some groups (often called “privileged” groups) and **disadvantages** other groups (often called “target groups”).

Dynamics of Oppression

	Intrapersonal (Individual)	Interpersonal (Group)	Institutional / Systemic (Society)
Thoughts	STEREOTYPE		
Feelings / Beliefs	PREJUDICE		
Behaviors / Actions		DISCRIMINATION	
Policies, Procedures, Practices, Structures, Culture, Laws, Norms, Values			OPPRESSION (I.E. STRUCTURAL INEQUALITY / "ISMS")

Dynamics of Oppression

	Intrapersonal (Individual)	Interpersonal (Group)	Institutional / Systemic (Society)
Thoughts	STEREOTYPE		
Feelings / Beliefs	PREJUDICE		
Behaviors / Actions		DISCRIMINATION	
Policies, Procedures, Practices, Structures, Culture, Laws, Norms, Values			OPPRESSION (I.E. STRUCTURAL INEQUALITY / "ISMS")

Forms of Oppression

Form of Oppression	Privilege Group	Target Group
Sexism	Men	Women
Racism	White People	People of Color
Heterosexism	Heterosexual People	LGBTQ People
Genderism	Traditionally gendered people	Transgender and Genderqueer People
Classism	Wealthy People	Working Class & Poor
Ableism	Generic / “Able”	People living with Disabilities
Ageism	Adults, 18-65 years old	Youth & Elders
Religious Oppression	Christian People	All others

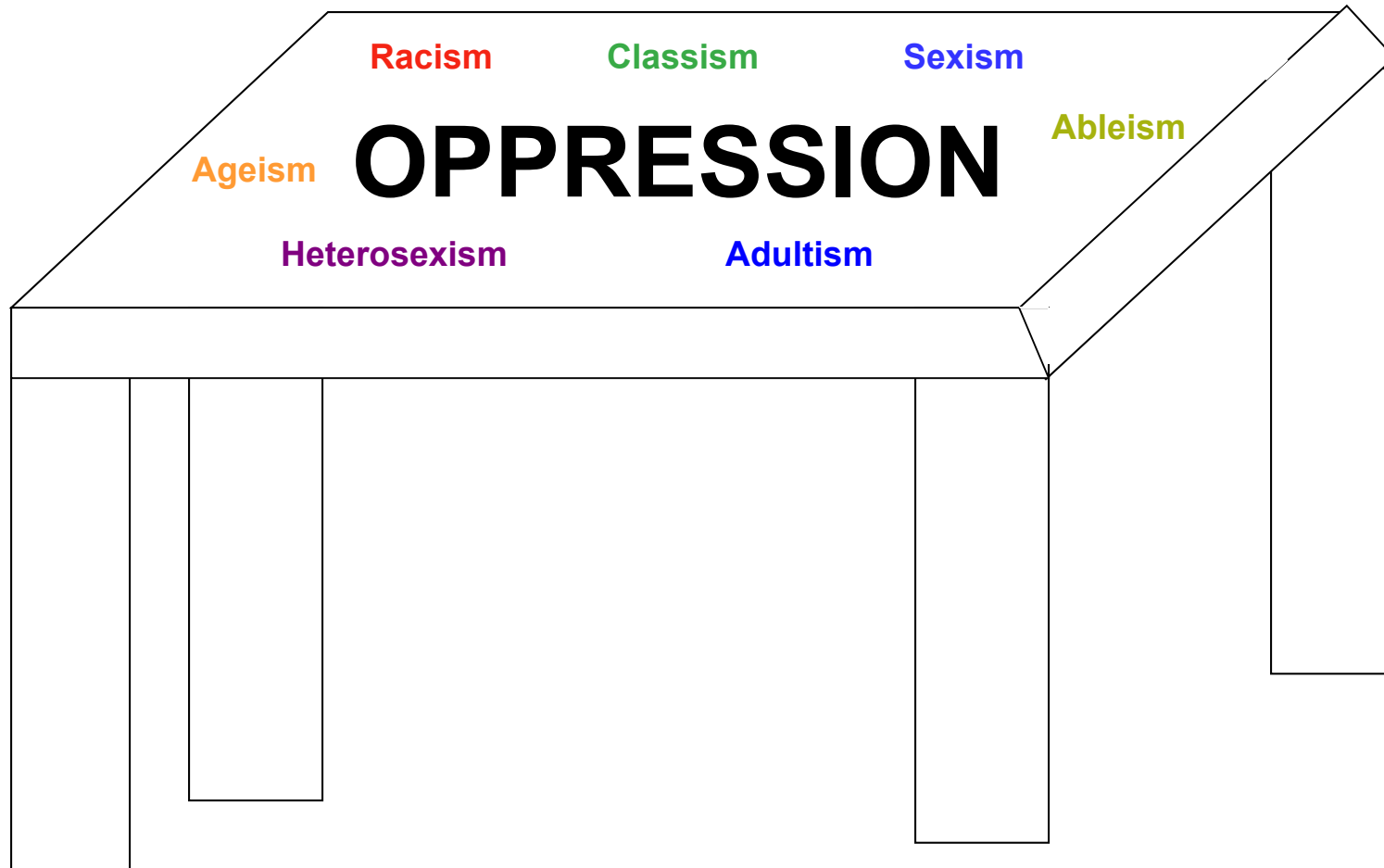
Classism

- A **system of oppression** based on **socio-economic class** that privileges people who are wealthy and targets people who are poor or working class.
- Classism also refers to the economic system that creates excessive inequality and causes basic human needs to go unmet.

Racism

- A **system of oppression** based on **race** that privileges white people and targets people of color.

Table of Oppression

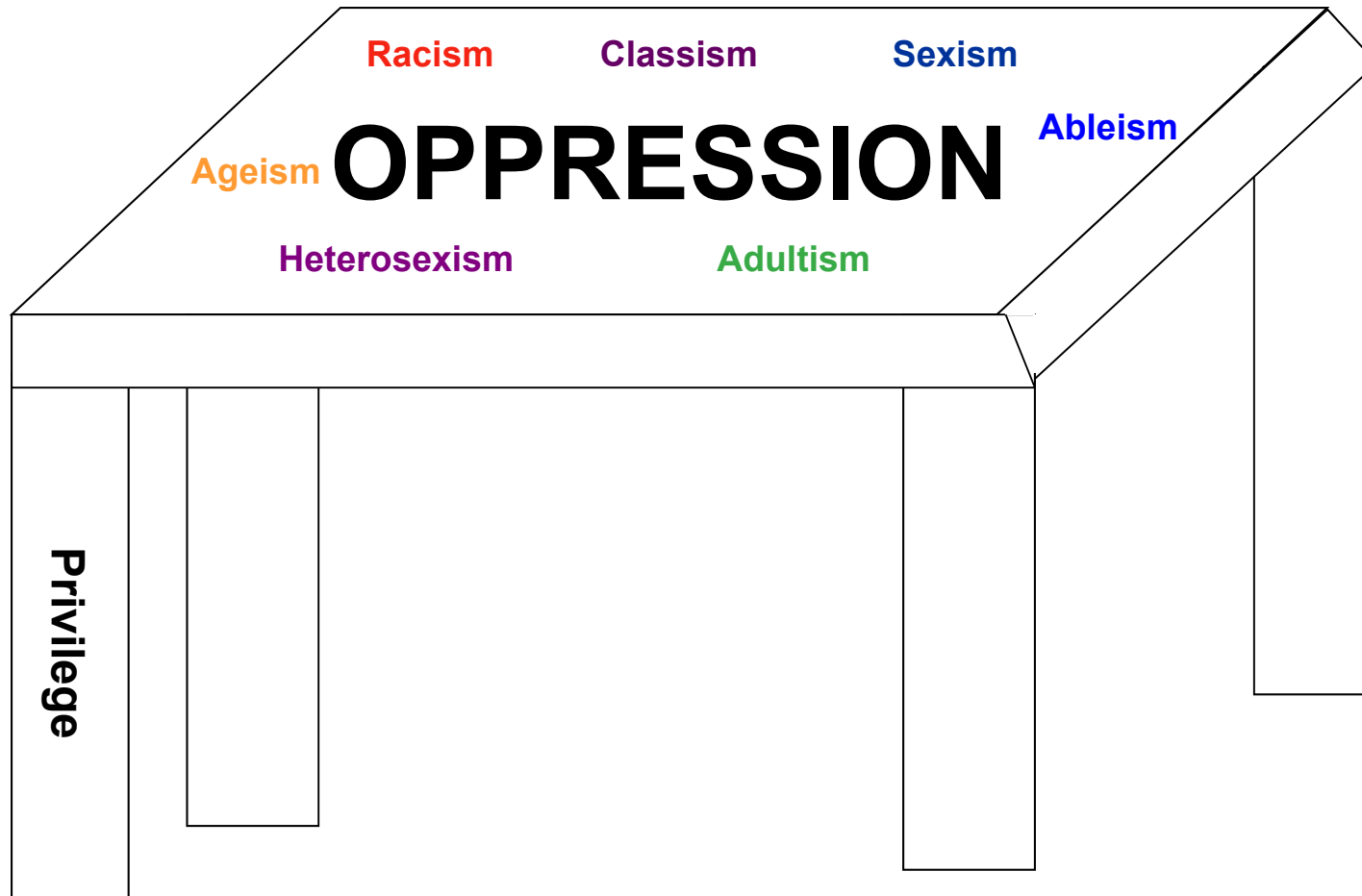


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Privilege:

Unearned access to resources that enhance one's chances of getting what one needs or influencing others in order to lead a safe, productive, fulfilling life.

Table of Oppression

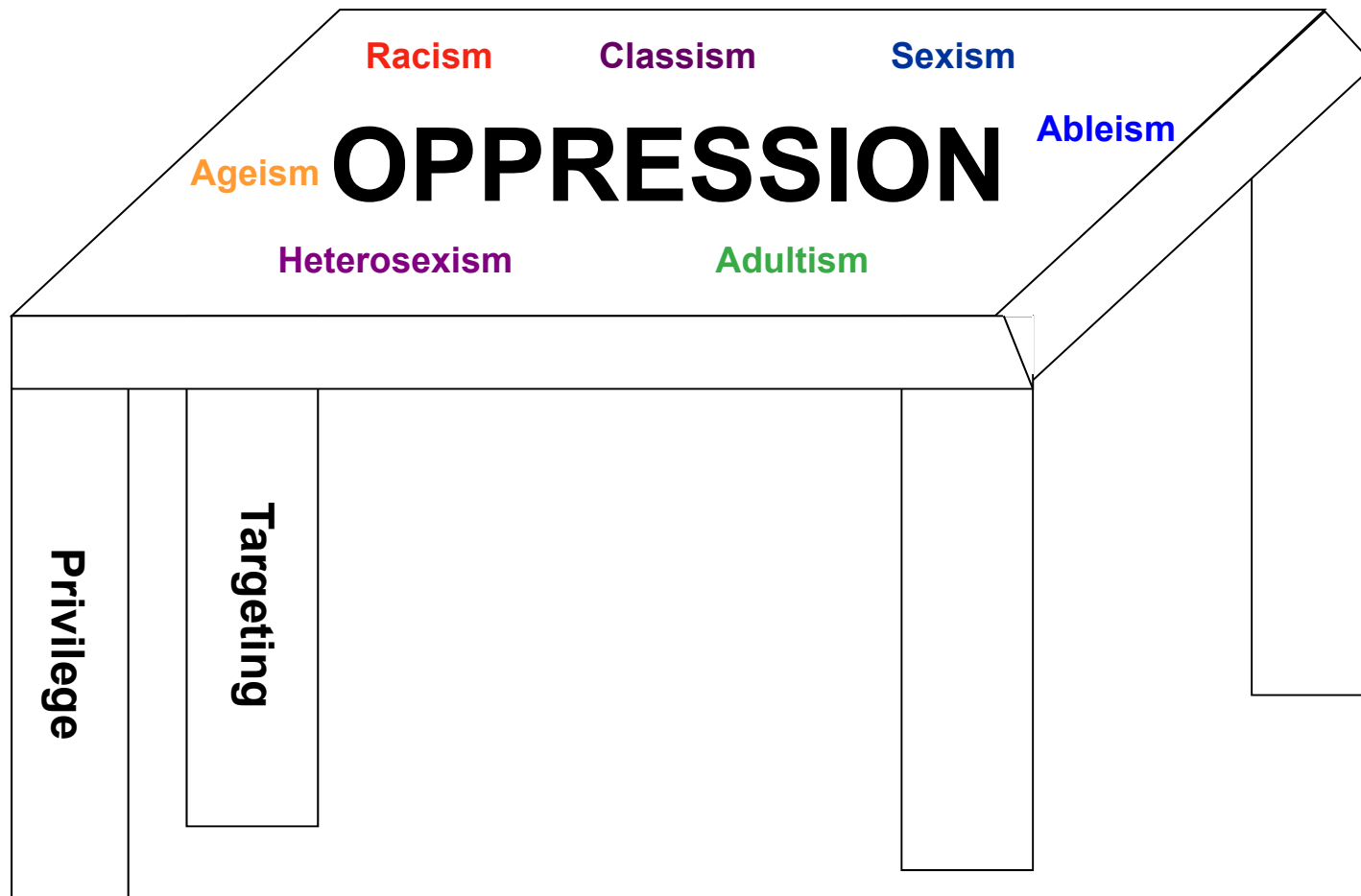


Targeting:

The denial of access, resources and opportunities that might enhance chances of getting what one wants and influencing others.

Systemic harmful treatment directed towards members of target groups (also called systemic discrimination).

Table of Oppression

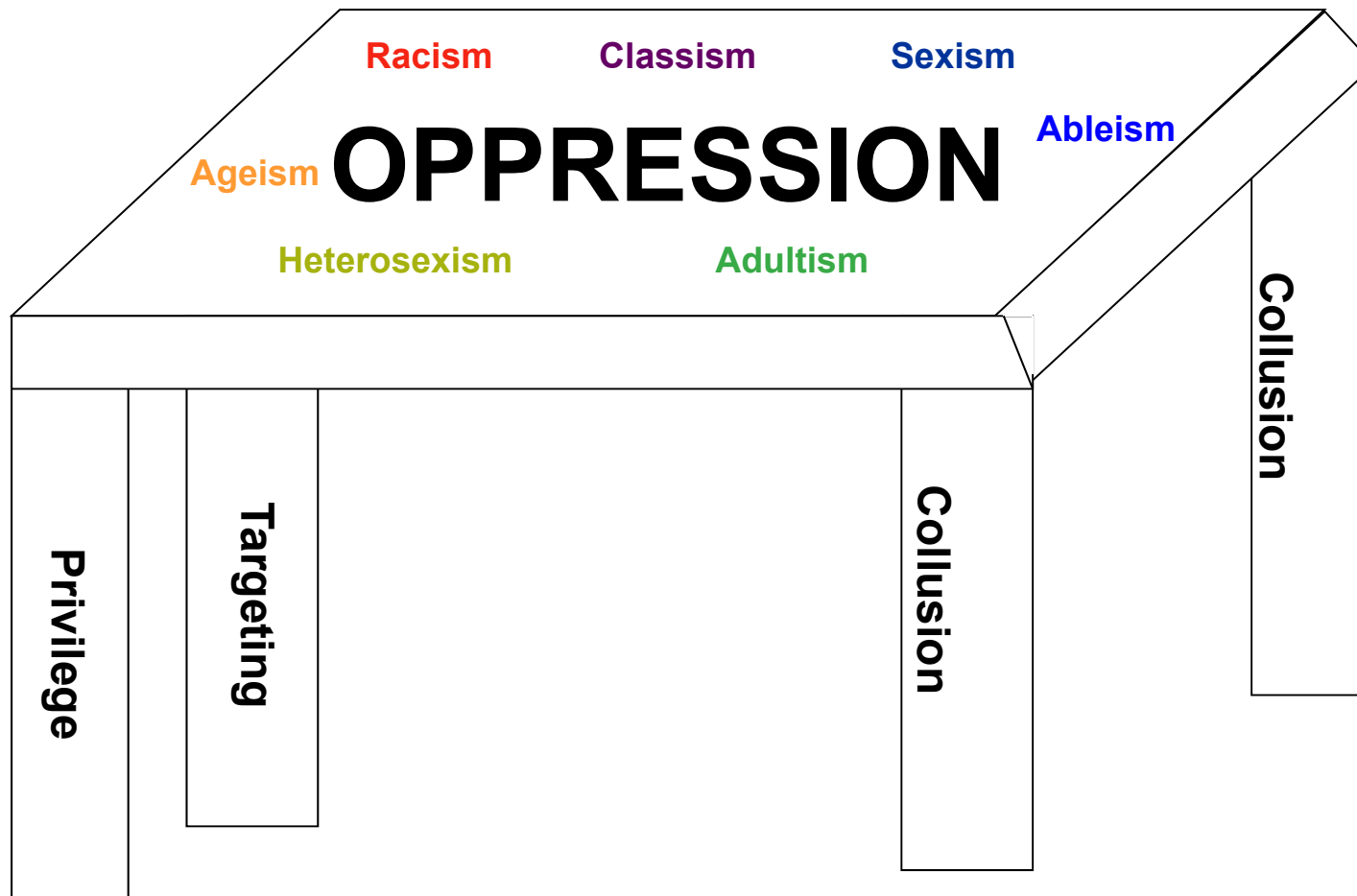


Collusion:

Working together to make something happen . . .

- Intentionally or unintentionally
- Consciously or unconsciously
- by action, inaction or silence

Table of Oppression



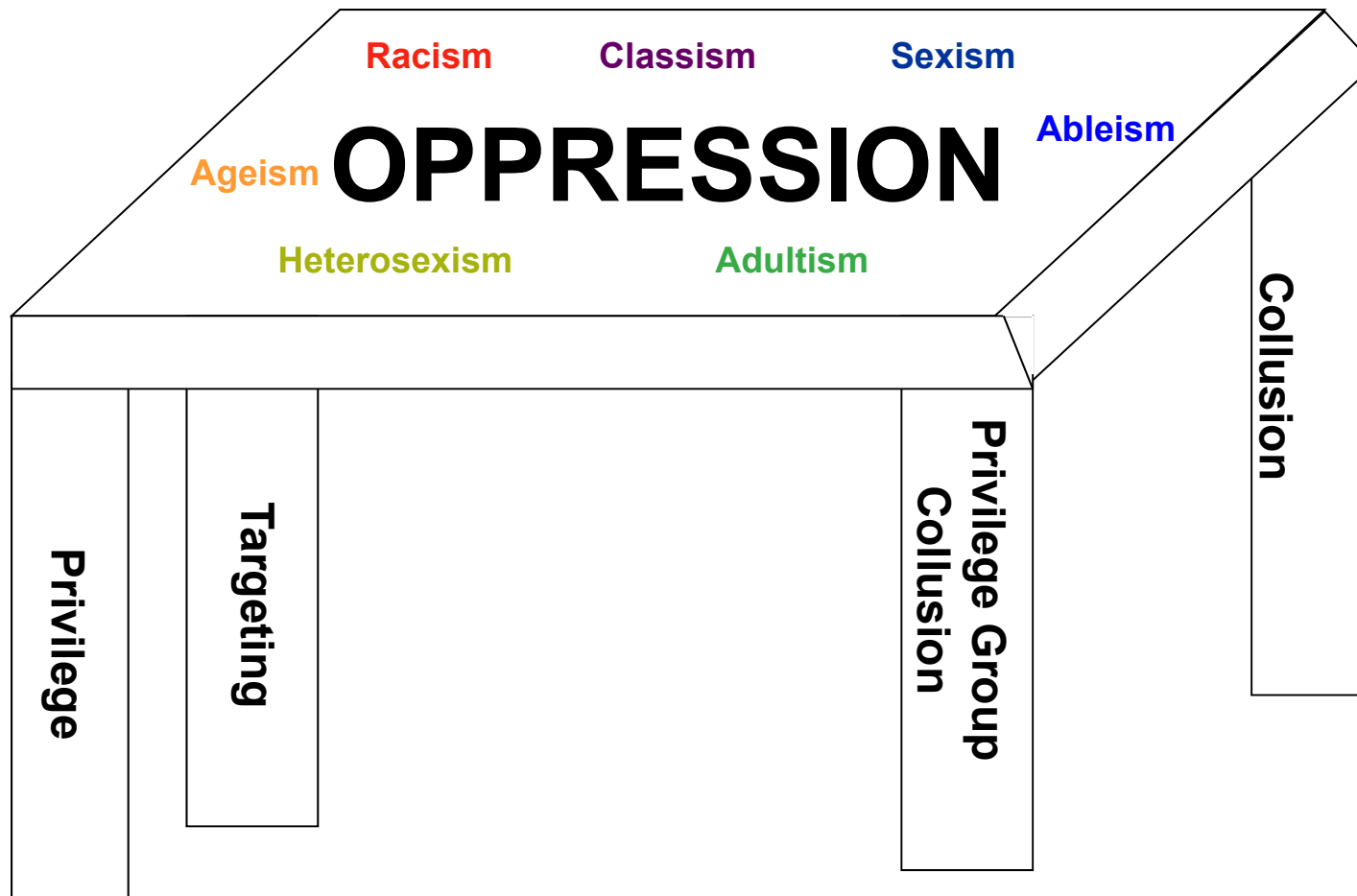
Privilege Group Collusion:

The things privilege groups and privilege group members do to perpetuate systems of oppression.

Internalized Superiority:

When members of privilege groups either consciously or unconsciously learn to look at themselves, each other, and society through a distorted lens such that the structural privileges they enjoy and the cultural practices and values of their group are represented as, seen as, and felt and believed to be normal and universal.

Table of Oppression



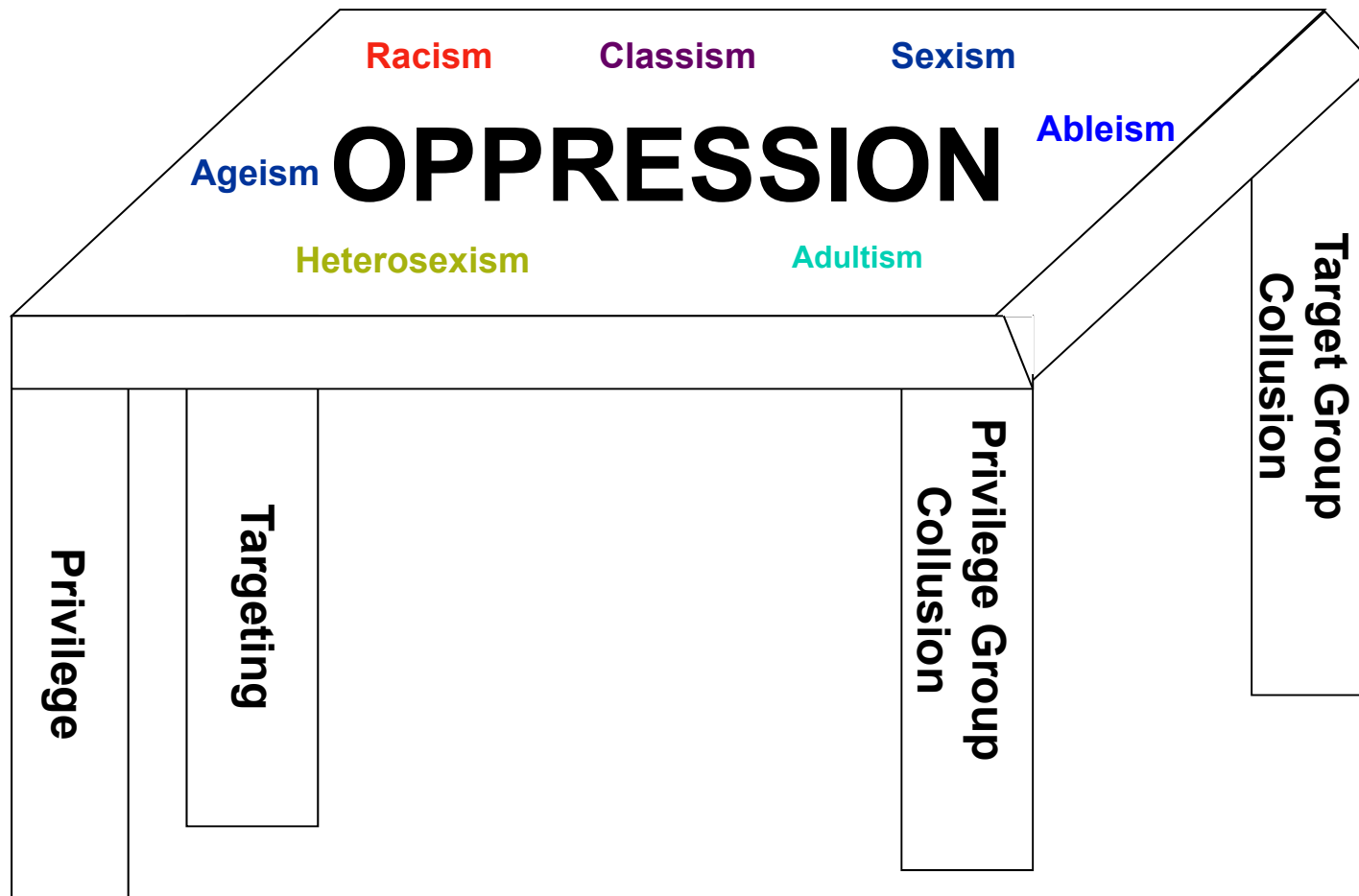
Target Group Collusion:

Things target groups and target group members do to perpetuate their own oppression.

Internalized Oppression:

Destructive patterns of feelings and behaviors experienced by the targets of oppression, turned inward upon themselves and directed at each other.

Table of Oppression



Ally:

- Someone who **stands up for the rights and dignity** of groups other than their own, especially when no one from the targeted group is present.
- A person who **takes action against oppression** out of the belief that eliminating oppression will benefit all people in both privilege and target groups.



Desarrollando un lenguaje común en torno a las dinámicas de opresión

“No se puede solucionar un problema si no se le puede nombrar; una vez nombrado se puede pensar, hablar y escribir sobre él. Puedes darle sentido y ver cómo se conecta con otras cosas que lo pueden explicar y apuntar hacia soluciones.”

- Allan G. Johnson
Privilegio, poder y diferencia

Estatus/clase socio-económica

- El estatus/clase socio-económica de una persona depende de su **logro educacional**, **ingresos**, y el **tipo de empleo** de la persona y/o sus familiares.

Raza

- Un **concepto construido socialmente** utilizado para poner etiquetas en las personas generalmente basados en **características físicas** y geografía ancestral.
- Biológicamente hablando, no hay tal cosa como las razas humanas.

Raza – Términos Clave

- **GENTE BLANCA:** Un término utilizado para describir a la gente de descendencia europea quienes históricamente han tomado posiciones de dominio y poder en la sociedad Occidental. Este término ha cambiado con el tiempo basado en las nociones sociales de poder.
- **GENTE DE COLOR:** Un término utilizado en solidaridad refiriéndose a la gente: Latino/a, Afro-americana, Árabe/medio oriente, asiática y de las islas pacíficas, Nativos americanos, Indígenas, y herencias multiculturales . Este término es a menudo preferido en vez de minoría o no-blanco.

Dinámicas de Opresión

	Intrapersonal (Individual)	Interpersonal (Grupo)	Institucional / Sistémico (Sociedad)
Pensamientos			
Sentimientos / Creencias			
Comportamientos / Acciones			
Políticas, procedimientos, prácticas, estructuras, cultura, leyes, normas, valores			

Términos Clave

Estereotipo:

- Un estereotipo es un PENSAMIENTO
- Una imagen fija, idea exagerada o verdad distorsionada acerca de una persona o grupo de personas que no permite **individualidad**, juicio crítico o variación social.

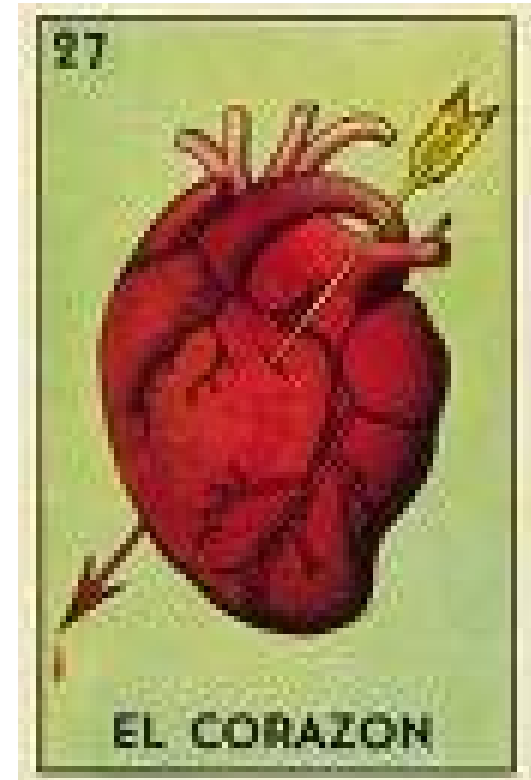
Dinámicas de Opresión

	Intrapersonal (Individual)	Interpersonal (Grupo)	Institucional / Sisstémico (Sociedad)
Pensamientos	ESTEREOTIPO		
Sentimientos / Creencias			
Comportamientos / Acciones			
Políticas, procedimientos, prácticas, estructuras, cultura, leyes, normas, valores			

Términos Clave

Prejuicio:

Un juicio adverso o SENTIMIENTO formado de antemano o sin conocimiento o examinación de los hechos.



Dinámicas de Opresión

	Intrapersonal (Individual)	Interpersonal (Grupo)	Institucional / Sistémico (Sociedad)
Pensamientos	ESTEREOTIPO		
Sentimientos / Creencias	PREJUICIO		
Comportamientos / Acciones			
Políticas, procedimientos, prácticas, estructuras, cultura, leyes, normas, valores			

Términos Clave

Discriminación:

ACCIONES,

comportamientos, o tratos que vienen de prejuicios y favorecen a una persona o un grupo de personas y ponen en desventaja a otros.



Dinámicas de opresión

	Intrapersonal (Individual)	Interpersonal (Grupo)	Institucional / Sistémico (Sociedad)
Pensamientos	ESTEREOTIPOS		
Sentimientos / Creencias	PREJUICIOS		
Comportamientos / Acciones		DISCRIMINACIÓN	
Políticas, procedimientos, prácticas, estructuras, cultura, leyes, normas, valores			

Términos claves

Opresión:

Un **sistema** que **beneficia** algunos grupos (frecuentemente llamados grupos “privilegiados”) y otros grupos **en desventaja** (frecuentemente llamados “grupos oprimidos o target”).



Dinámicas de Opresión

	Intrapersonal (Individual)	Interpersonal (Grupo)	Institucional / Sistémico (Sociedad)
Pensamientos	ESTEREOTIPOS		
Sentimientos / Creencias	PREJUICIOS		
Comportamientos / Acciones		DISCRIMINACIÓN	
Políticas, procedimientos, prácticas, estructuras, cultura, leyes, normas, valores			OPRESIÓN (Ejemplo. INEQUIDAD ESTRUCTURAL / "ISMOS")

Dinámicas de Opresión

	Intrapersonal (Individual)	Interpersonal (Grupo)	Institucional / Sistémico (Sociedad)
Pensamientos	ESTEREOTIPOS		
Sentimientos / Creencias	PREJUICIOS		
Comportamientos / Acciones		DISCRIMINACIÓN	
Políticas, procedimientos, prácticas, estructuras, cultura, leyes, normas, valores			OPRESIÓN (Ex. ESTRUCTURAL INEQUIDAD/ "ISMOS")

Formas de Opresión

Forma of Opresión	Grupo Privilegiado	Grupo en desventaja
Sexismo	Hombres	Mujeres
Racismo	Gente blanca	Gente de Color
Heterosexismo	Personas Heterosexuales	Personas LGBTQ
Generismo	Personas con género tradicional	Personas Transgénero o Genderqueer
Clasismo	Personas adineradas	Clase trabajadora y pobre
Ableismo	Genérico/ "Able"	Gente viviendo con discapacidades
Discriminación por edad	Adultos, 18-65 años de edad	Jóvenes y ancianos
Opresión religiosa	Personas cristianas	Todos los demás

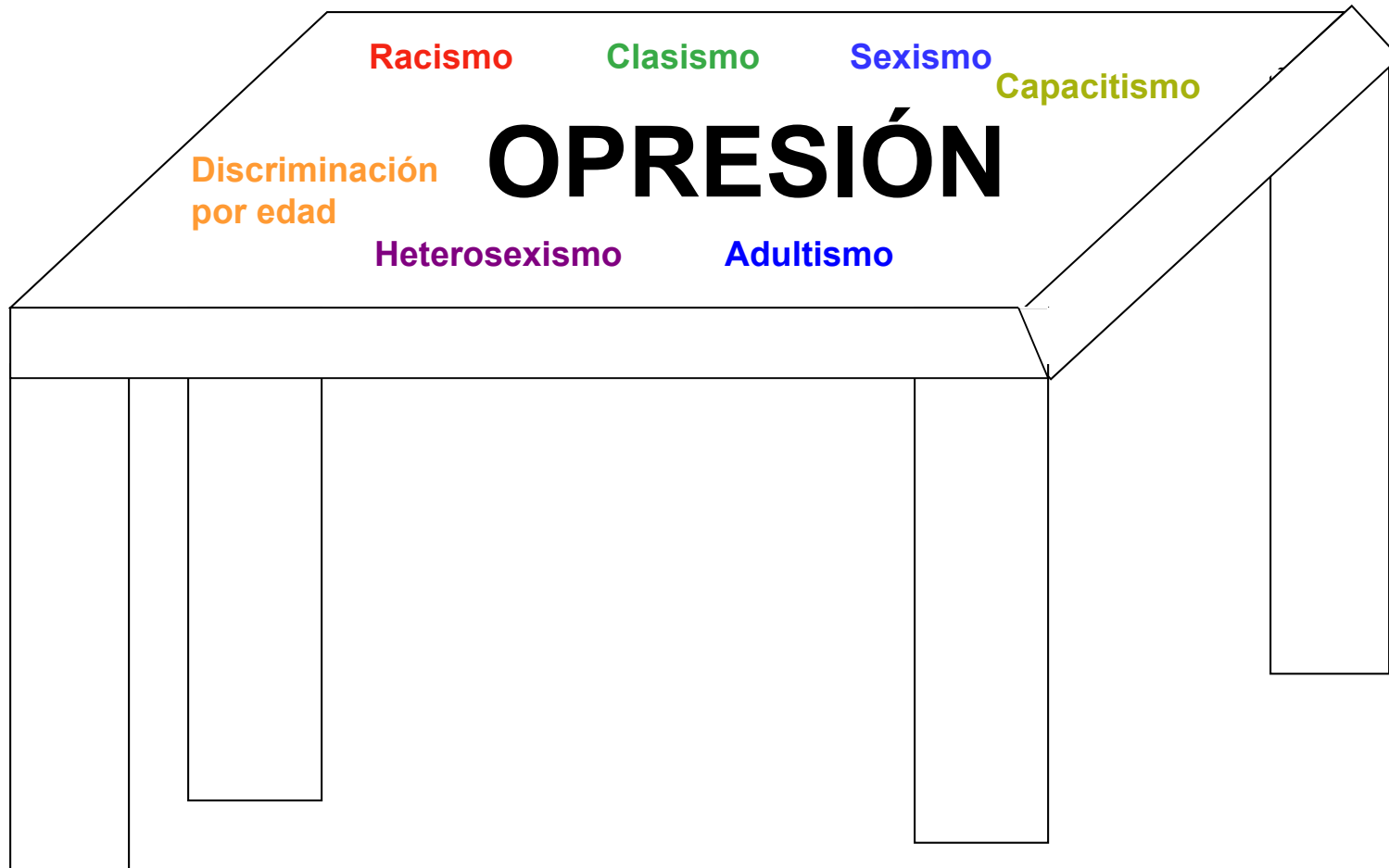
Clasismo

- Un sistema de opresión basado en la clase socio-económica que da privilegio a las personas adineradas y pone en desventaja a aquellos que son pobres o de la clase trabajadora.
- Clasismo también se refiere al sistema económico que crea desigualdad excesiva y causa que las necesidades humanas básicas queden insatisfechas.

Racismo

- Un **sistema de opresión** basado en **raza** que da privilegio a la gente blanca y ataca a la gente de color.

Mesa de Opresión

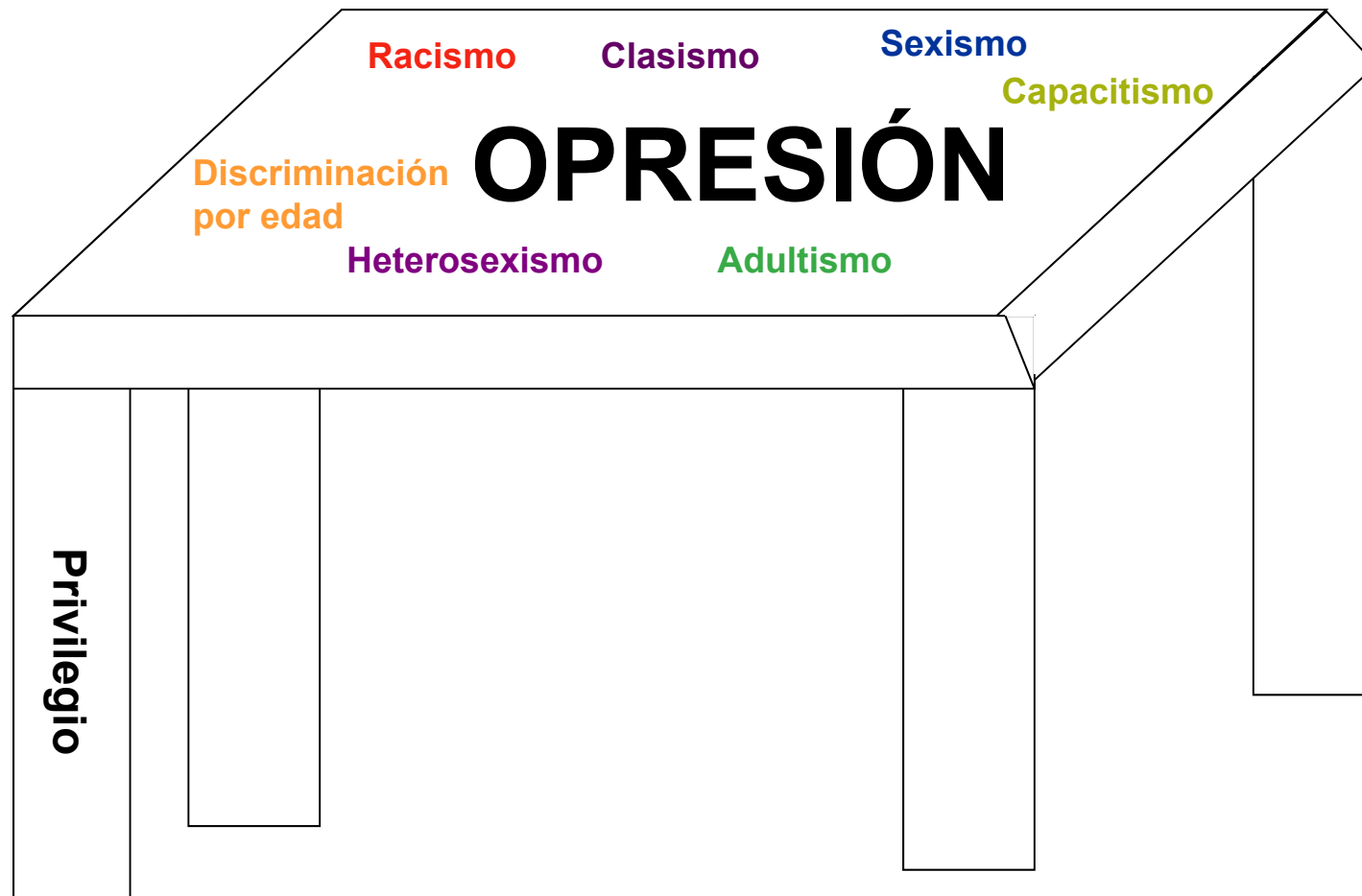


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Privilegio:

Acceso no devengado a los recursos que aumentan la probabilidad de conseguir lo que uno necesita o influenciar a otros con el fin de llevar una vida sana, productiva y plena.

Mesa de Opresión

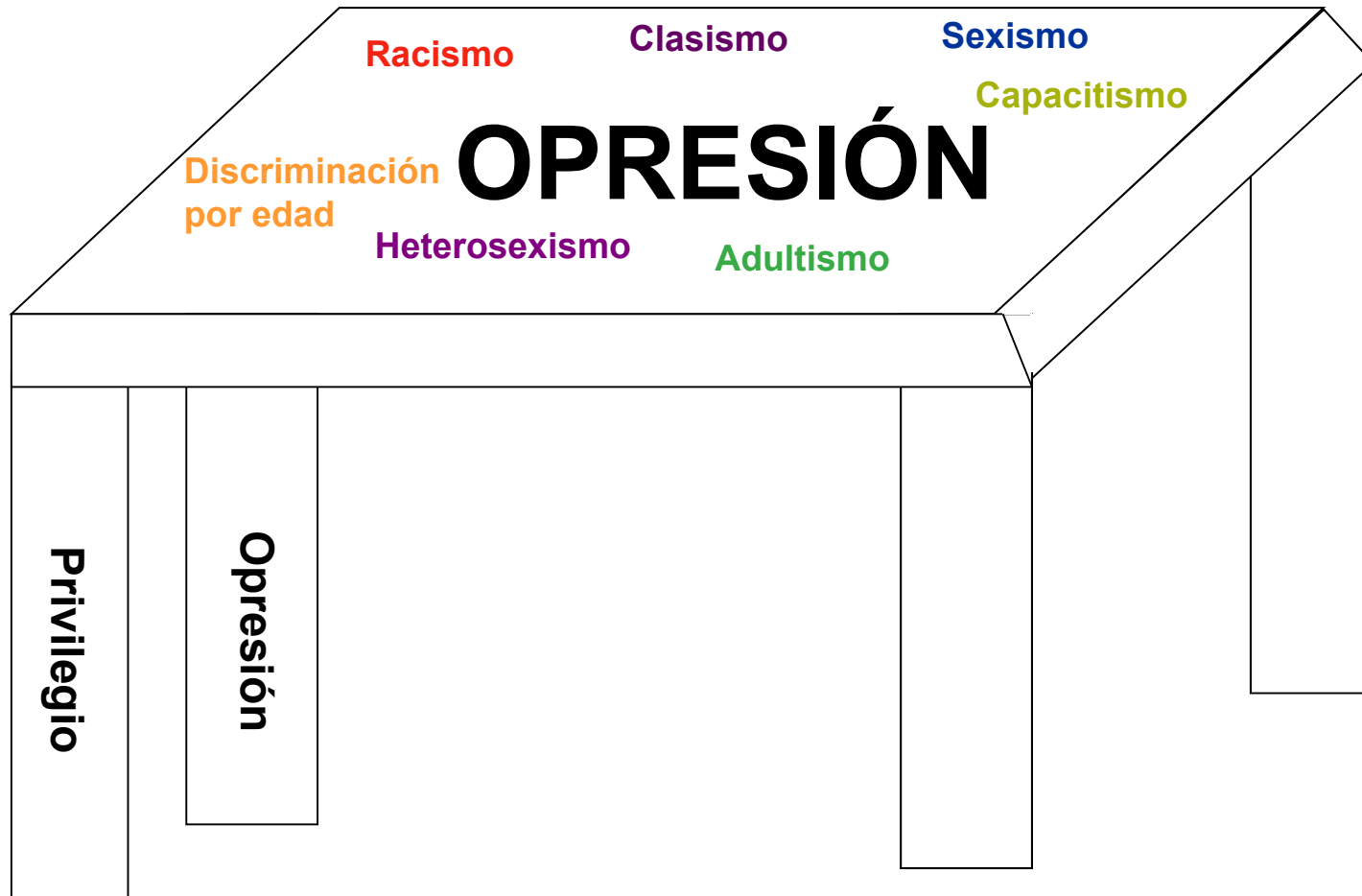


Opresión:

La **negación del acceso, recursos y oportunidades** que podrían mejorar las posibilidades de conseguir lo que uno quiere e influir así a los demás.

El **tratamiento sistémico perjudicial** dirigida a los miembros de los grupos oprimidos (también llamados discriminación sistémica)

Mesa de Opresión

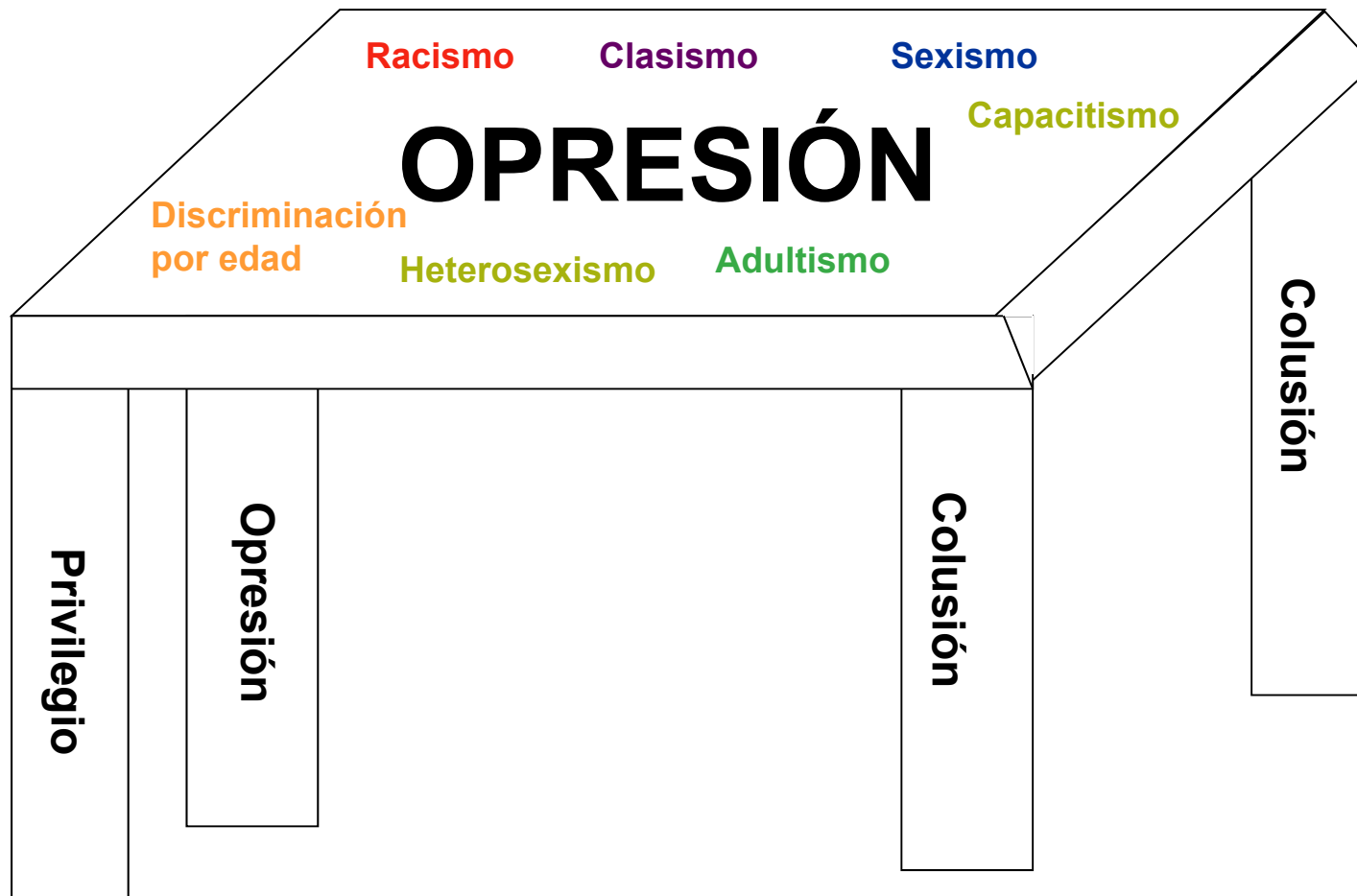


Colusión:

Trabajando juntos para hacer que algo suceda. . .

- Intencionalmente o involuntariamente
- Conscientemente o inconscientemente
- Por acción, inacción o silencio

Mesa de Opresión



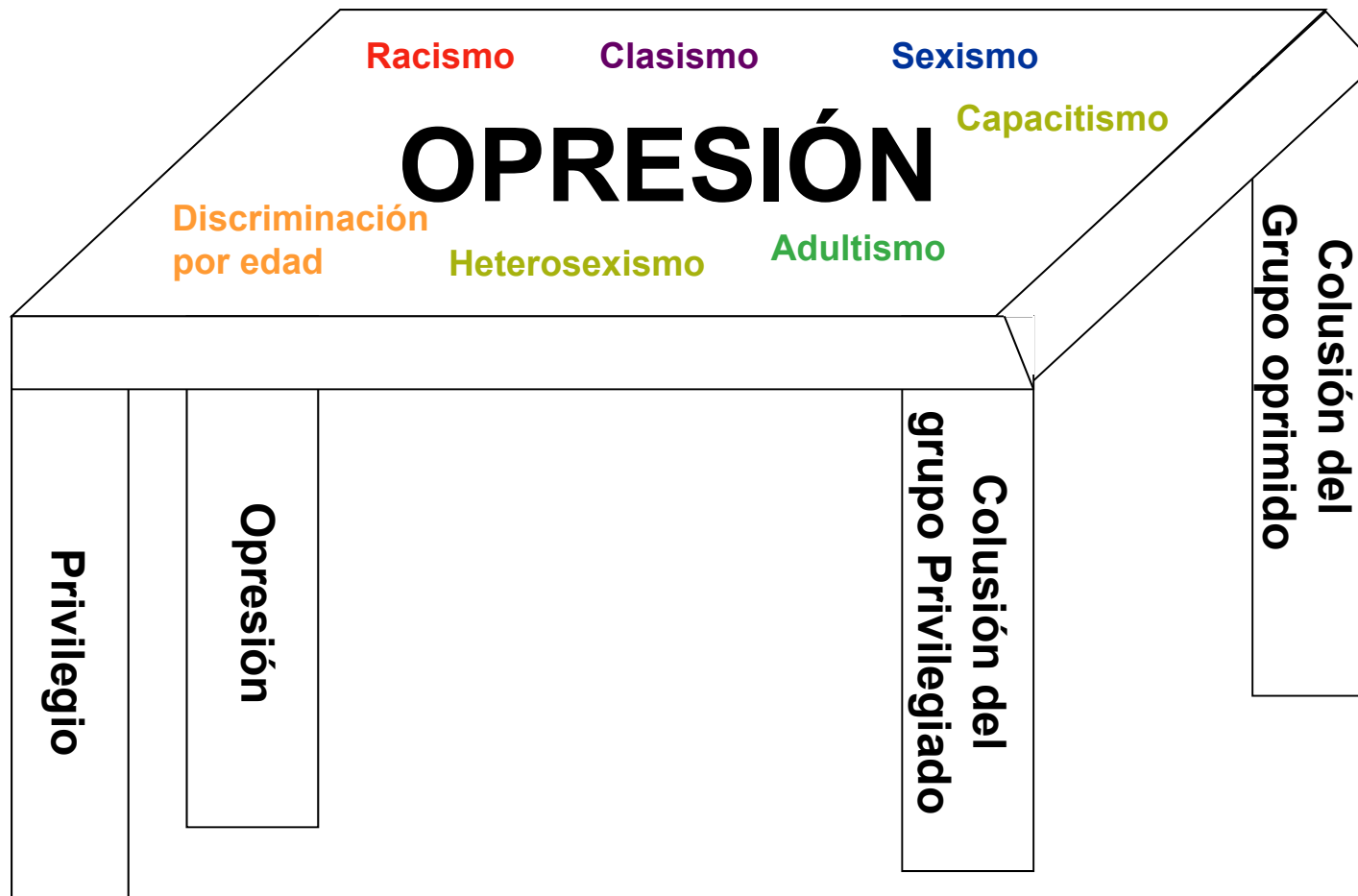
Colusión del grupo privilegiado:

Las cosas que los miembros de los grupos privilegiados y sus miembros hacen para perpetuar los sistemas de opresión.

Superioridad Internalizada:

Cuando los miembros de grupos privilegiados aprenden a verse a sí mismos, a los otros y a la sociedad (ya sea consciente o inconscientemente) a través de un lente que distorciona los privilegios estructurales de los que gozan, de los valores y prácticas culturales de su grupo están representados como, expresados, sentidos y se creen que son normales y universales.

Mesa de Opresión



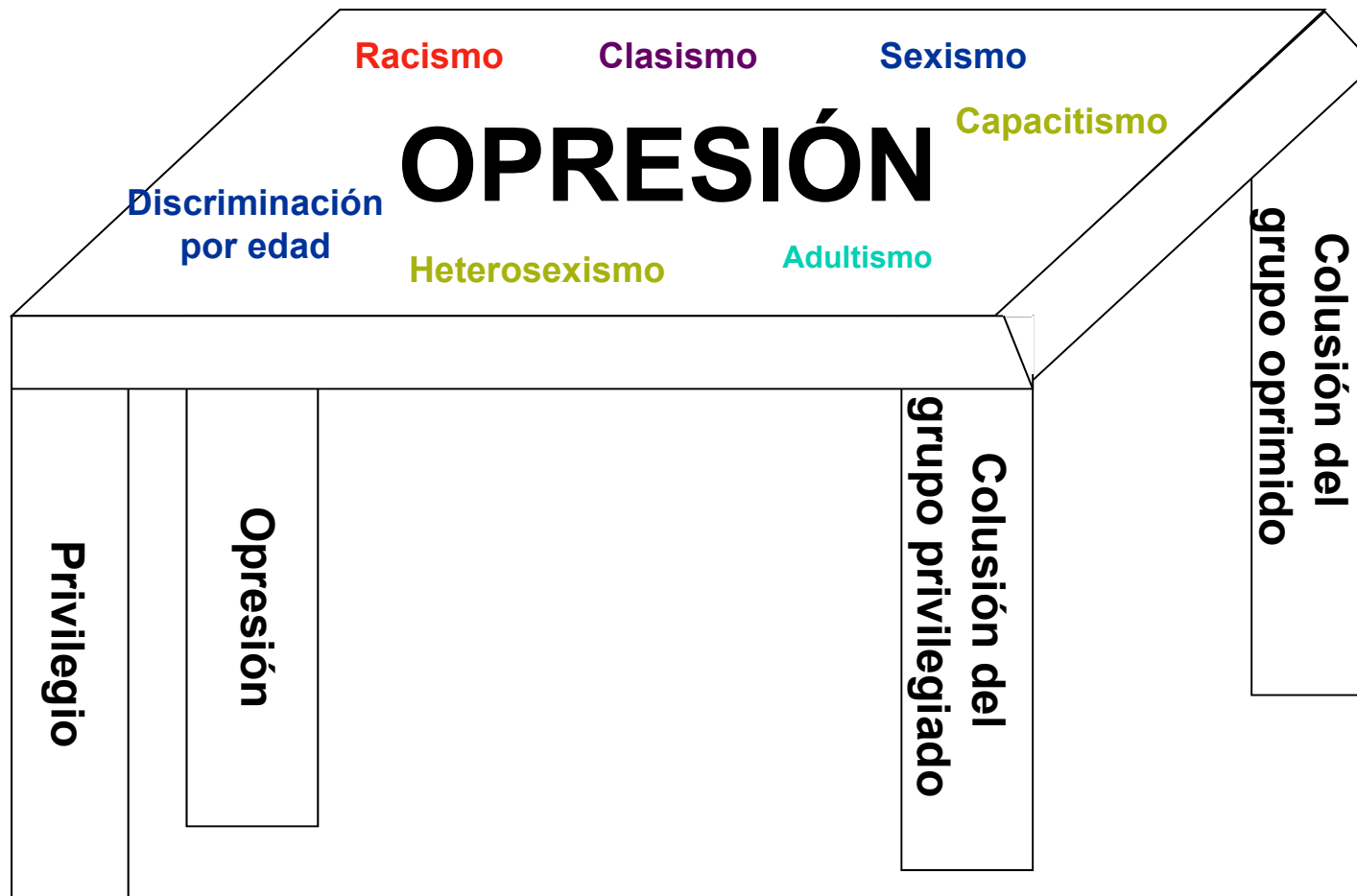
Colusión de grupos:

Cosas que los miembros de los grupos oprimidos o en desventaja hacen para perpetuar su propia opresión.

La opresión internalizada:

Patrones destructivos de sentimientos y comportamientos experimentados por los oprimidos, dirigidos hacia ellos mismos y otros miembros del grupo.

Mesa de Opresión



Aliados:

- Alguien que defiende los derechos y dignidad de grupos diferentes al que el o ella pertenece, especialmente cuando nadie del grupo atacado está presente.
- Una persona que toma acción en contra de la opresión con la creencia de que eliminando la opresión, los dos grupos (el de privilegio y el oprimido) se beneficiarán.



Institute for Equity in Education



Just Communities Central Coast

1528 Chapala St., Suite 308

Santa Barbara, CA 93101

T: 805.966.2063 / F: 866.449.5542

info@just-communities.org

www.just-communities.org

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JCCC acknowledges that some materials contained in the Institute for Equity in Education (IEE) manual are drawn from the creative labor of countless social justice educators and activists over decades of movements advocating for social change. While some elements of the IEE manual are original creations of JCCC, no single individual or organization can claim ownership for all the concepts, exercises, lesson plans, and other materials presented here.

The IEE program and model, the rights to conduct this program, and all other materials or exercises developed and or compiled in this workbook remain the property of JCCC. All Rights Reserved

ACKNOWLEDGMENTS

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2005 IEE Faculty:

Lucky Lynch	Cristina Gonzalez	Billie Mayo	Jack Rivas
Raquel Bernaldo	Phil Hunsberger		

Vision for Children at Risk's "Educational Equity Task Force":

Jill Thompson	Mary Ferguson	Peter Wilson	Lavern Mitchom
Hattie Jackson	Marsha Clark	Billie Mayo	Martin Rafanan
Leon Sharpe	Cindy Follman	Maureen Mears	Reggie Williams
Deborah Holmes	Caroline Vemnlapalli	Marjorie Smith	Marilyn Ratkins

Cooperating School Districts: John Oldani, Executive Director

Voluntary Interdistrict Choice Corporation: Bruce Ellerman, CEO

The NCCJ St. Louis Region Dismantling Racism for Educators Faculty:

Maxine Birdsong	Tony Neal	Rudy Nickens	Mary Ferguson
Maggie Potpachuk	Mitchell Karp	Billie Mayo	Leon Sharpe
Jeanette Mott Oxford	Reggie Williams		

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Institute for Equity in Education Daily Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
----- 8:00 – 8:50 am: BREAKFAST -----				
9:45-10:15 am: Registration 10:15 am -12 pm: <ul style="list-style-type: none"> Welcome & Overview Introductions & Community Building 	9 am – 12 pm <ul style="list-style-type: none"> Opening Overview of the IEE Process History of US Public Education Developing a Common Language 	9 – 11:50 am: <ul style="list-style-type: none"> Opening Cycle of Oppression What is Smart? The Legs of Collusion 	9 – 11:30 am: <ul style="list-style-type: none"> Opening Cycle of Liberation Ally Work Mirrors & Windows 	9 – 9:10 am: Opening 9:10-10:10 am: Transitions 10:25-11:30 am: <ul style="list-style-type: none"> Finalize presentations Group picture
LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	11:30 am-12:30 pm Lunch and Guest presentations 12:30-1:45 pm Action Plan Presentations
1 – 4:35 pm: <ul style="list-style-type: none"> Professional Learning Communities (PLC)) Exploring Data Laying the Foundation: The 3 R's Constructivist Listening 	2:00-2:50 pm: The Level Playing Field 3:15 - 4 pm: Privilege/Target Groups 4:15 – 4:45 pm: Whole group discussion 5:00-6:00 pm: PLC groups	2:30 -3:15 pm: Fishbowl 3:30-4 pm: Privilege/Target Groups 4:15-4:45 pm: Dialogue on collusion 5:00 – 6:00 pm: Dialogue groups	2:00 – 3:00 pm: NepanTiahui: Cultural Relevance in Action 3:15 – 4:15 pm: PLC groups 4:45-5:45 pm: Student & Parent Panel	2:00-2:30 pm Final Reflection and Next Steps 2:30-3:00 pm Closing
5:30– 6:30 pm: Dialogue Groups				
DINNER BREAK	DINNER BREAK	DINNER BREAK	DINNER BREAK	
7:15 – 8:30 pm: <ul style="list-style-type: none"> Whole Group sharing and discussion Closing 	7:00 – 7:50 pm: Dialogue Groups 8:20-8:35 pm: Closing		7-7:45 pm: Dialogue groups 8:00-8:30 pm: Rock Game 8:30-9 pm: T-shirts / Closing celebration	

Ex. B-061

Just Communities Central Coast (JCCC)

VISION: JCCC envisions an equitable and inclusive central coast where all people are connected, respected and valued.

MISSION: JCCC advances justice by building leadership, fostering change, and dismantling all forms of prejudice, discrimination and oppression.

HISTORY: JCCC was established in 2001 as The National Conference for Community and Justice (NCCJ) of California's Central Coast. Knowing of NCCJ's expertise in providing effective and professionally implemented human relations programs, community leaders from Santa Ynez and Santa Barbara contacted the Los Angeles NCCJ Office in 1998 to develop a program for high school in the area. Camp Unity, a unique program customized to the needs of the Central Coast area, resulted from this collaboration. Based on the success of Camp Unity and requests from local leaders, NCCJ established a regional office in Santa Barbara to develop a full complement of services for schools, workplaces, and communities throughout Santa Barbara, Ventura, and San Luis Obispo Counties.

In 2007, the Central Coast office separated from NCCJ and changed its name to Just Communities Central Coast. This change reflects our growing commitment to focus our efforts and resources on local work to promote more just, inclusive and equitable communities throughout California's Central Coast. JCCC is a founding member of the National Federation for Just Communities – a national network of independent local organizations that share similar missions to promote justice and equity for all people.

FOCUS: JCCC's work is directed at transforming communities, making them more inclusive and just for all people. We do this by empowering existing and emerging leaders by enhancing their understanding of structural inequality and inclusion so that they are able to create change in the institutions over which they have influence to provide greater access for all people. JCCC focuses on 6 community sectors: Youth, Education (K-College), Business & Philanthropy, Government, Faith, and Neighborhoods.

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Introduction to the *Institute for Equity in Education (IEE)*

If we are serious about ensuring that all children succeed, it is imperative that we courageously address the link between institutionalized racism and the academic achievement gap.

Just Communities' Institute for Equity in Education and the Educational Equity Consultants' Leadership and Racism: Eliminating the Achievement Gap are model programs that help educators do just that.

- Marian Wright Edelman, President, Children's Defense Fund

The Institute for Equity in Education (IEE) is designed to help district and school administrators, board members, teachers, counselors, security personnel, all support staff, educational policy makers, and others who play a role in educating young people to effectively deal with the racial and ethnic disparities in their schools. The intensive IEE not only provides a theoretical and experiential foundation but also an emotional and introspective process. Participants examine bias and behaviors relative to oppression to improve their skills to engage in conversations and address situations involving racism, while developing networks of allies committed to eliminating the opportunity and achievement gaps in educational institutions.

IEE evolved from the program Dismantling Racism (DR). DR was created by Mary Webber, an activist and faith leader, as an independent project to address the issues of racial polarization facing religious institutions in St. Louis, MO. Through this program, local religious judicatories created teams to initiate institutional change toward building inclusive, multicultural, and multiracial congregations.

In 1992, the DR was incorporated as the National Conference for Community and Justice (NCCJ) of Metropolitan St. Louis. Its scope was broadened to include businesses, universities, non-profits, government agencies, schools, and youth organizations. Originally, DR was designed to prepare teams of trainers to conduct trainings and organizational change within their own businesses, universities, non-profits, and faith groups. DR focuses on creating a critical mass of change agents who are skilled and motivated to intervene in oppressive situations, initiate programs and trainings, and offer support to each other with the long-term vision of dismantling racism in the St. Louis Region.

In 2001, based on requests from educational leaders in St. Louis, the Dismantling Racism Institute for Educators (DRIE) was created to focus on providing education leaders with an opportunity to explore personal leadership issues related to race and difference and to identify constructive methods for addressing institutional strategies to decrease the achievement gap associated with race and other differences in the St. Louis Region.

In 2005, JCCC (formerly NCCJ of California) adapted DRIE to address issues of educational equity, including the ethnic and racial academic achievement gap in California. The resulting program – the Institute for Equity in Education (IEE) – is part of a comprehensive JCCC Educational Equity Initiative designed to transform schools into models of equity and inclusion. Other components of the Educational Equity Initiative include: The CommUnity Leadership Institute, Talking in Class, Safe Schools Program, Strategic Planning for Equity and Inclusion, Schools & Families Working Together, and custom-designed training and consultation for educators and parents.

In January 2007, IEE was adopted by the Institute for Democratic Renewal / Project Change as the centerpiece for their new Educational Equity Network – a national initiative to close academic achievement gaps in our nation's schools through race-conscious approaches. For several years, IEE has been implemented in the Santa Barbara Unified School District and in school districts and organizations throughout California and areas outside of California.

Need & Rationale Assessment

If we consider the demographics among the public-school student population, the population reflects a largely Hispanic or Latino majority, with a much smaller number of students identified as White. It could be inferred that while the majority of Hispanic or Latino origin students attend public schools, a large number of White students are not attending public schools.

Public-School Student Population	CA	Santa Barbara Co.	Ventura Co.	San Luis Obispo Co.
White	23.6%	23.8%	30.7%	52.3%
African American	5.6%	1.1%	1.2%	1%
American Indian/Alaskan Native	0.5%	0.4%	0.3%	0.5%
Asian persons	9.0%	1.8%	4.4%	1.7%
Filipino	2.5%	1.1%	1.9%	1.0%
Native Hawaiian and other Pacific Islander	0.5%	0.1%	0.2%	0.2%
Biracial	3.3%	2.2%	3%	3.8%
Hispanic or Latino origin ¹	54.2%	69.1%	58.3%	39.4%

Table 1: Public-School Student Population per the California Department of Education (2016-17)

As we dig deeper and compare the population of teachers to the population of students by race and ethnicity, we see the reverse percentage of teachers who identify as White and those who identify as Hispanic or Latino origin.

Public-School Teacher Population	CA	Santa Barbara Co.	Ventura Co.	San Luis Obispo Co.
White	65 %	83.7%	75.1 %	86.3 %
African American	3.9 %	1.9%	1%	0.6 %
American Indian/Alaskan Native	0.5%	1.9%	0.7%	0.3 %
Asian persons	5.4%	3.1%	2.1%	1.7%
Filipino	1.5%	1%	0.6%	0.4 %
Native Hawaiian and Other Pacific Islander	0.3%	0.7%	0.2%	0.1 %
Biracial	0.8%	0.1%	1.2%	1%
Hispanic or Latino origin ²	18.6 %	3.4%	17.4 %	7.6 %

Table 2: Public-School Teacher Population per Ed-Data in partnership with the California Department of Education (2014-15)

This means that many students of color are being taught by teachers of different racial, cultural, and ethnic backgrounds from their own. This requires intentional efforts by teachers to build learning relationships with students who do not share their background.

¹ Hispanics may be of any race, so also are included in applicable race categories.

² Hispanics may be of any race, so also are included in applicable race categories.

It requires that teachers, administrators, and educational stakeholders understand the significant societal and economic impact of racism on the tri-counties as well as the nation. Each year, communities across the country experience the loss of real estate, tax revenue, and worker productivity because of individual and institutional forms of racism that prevent equal access to housing, employment and educational opportunities for people of color.

The racial disparities that continue to exist in education are both cause and consequence of the limited social, residential, and economic mobility of large numbers of students of color in our region. The schooling experiences of Latino/a, African American, and Native American students remain substandard to those of White students.

Institutional racism pervades our country's educational structures and systems. Racial disparities in academic achievement begin early and remain throughout high school. Ensuring equal educational opportunities for all students is the responsibility of all community members and leaders.

People identifying as White remain the majority of all citizens in California (57%) and the Tri-county areas of Ventura (68.7%), Santa Barbara (69.6%), and San Luis Obispo (82.6%). The next largest group of people in California (37.6%) and the Tri-county areas of Ventura (40.3%), Santa Barbara (42.9%), and San Luis Obispo (20.8%) identify as Hispanic or Latino origin. Other identified racial groups in the tri-counties are under 5% of the population, except Asian persons who 3.2% to 6.7% of the people in the tri-counties.

U.S. Population	CA	Santa Barbara Co.	Ventura Co.	San Luis Obispo Co.
White	57.6%	69.6%	68.7%	82.6%
Black	6.2%	2.0%	1.8%	2.1%
American Indian/Alaskan Native	1.0%	1.3%	1.0%	0.9%
Asian persons	13.0%	4.9%	6.7%	3.2%
Native Hawaiian and other Pacific Islander	0.4%	0.2%	0.2%	0.1%
Biracial	4.9%	4.6%	4.5%	3.8%
Hispanic or Latino origin ³	37.6%	42.9%	40.3%	20.8%

Table 3: U.S. Census Bureau (2010)

³ Hispanics may be of any race, so also are included in applicable race categories.

Goal & Measurable Objectives

IEE is designed with the goal of developing a critical mass of educators and education stakeholders in the tri-county areas of Ventura, Santa Barbara, and San Luis Obispo who are skilled, motivated, passionate, committed, and prepared to lead efforts to intervene in oppressive situations, initiate programs and trainings, and offer support to each other with a vision to dismantle racism and other forms of structural inequality in our schools and to promote equitable and inclusive schools, so that all students can learn and achieve at the highest possible levels in safe and supportive educational settings.

IEE objectives include increased measures of:

- awareness of individual cultural values, stereotypes, biases
- activities to learn about races and cultures different from one's own
- dialogue with people of similar and different racial backgrounds
- empathy for people of different races
- honest discussion of differences
- knowledge of institutional racism/oppression, white privilege, internalized racism, and internalized superiority
- assistance to others in examining behaviors and attitudes about race, equity and inclusion
- activities to interrupt incidents involving bias and institutional racism in schools and districts
- academic achievement as measured by standardized tests, high school graduation rates, enrollment in honors, GATE, and AP classes; college preparedness; attendance rates; discipline rates; homework completion rates; community perceptions of school quality; and other academic factors

The Evaluation Process consists of:

- Daily evaluations at IEE for participants
- An online post-IEE participants' and facilitators' survey that asks them to compare themselves to their pre-Institute selves around a variety of criteria
- A six-month/midyear assessment tool for educators/participants to access where they are personally and professionally
- Follow up with participants regarding their action plans and next steps in their education institution by IEE facilitators and Program Manager

Working Assumptions about the Academic Achievement Gap

These working assumptions are offered as philosophical and theoretical framework and foundation for Just Communities' Institute for Equity in Education. These assumptions center on why the Institute focuses on the Ethnic and Racial Achievement Gap and on Dismantling Racism as a vital step in eliminating the gap.

1. An academic achievement gap exists in our nation's schools, including the schools and districts represented here.
2. There is no one reason for the academic achievement gap – it is a complex problem that requires complex solutions.
3. This academic achievement gap, when measured, plays out along racial lines (white people achieve at a higher rate than people of color), along socio-economic lines (wealthy people achieve at higher rates than poor and working-class people), along language lines (native English speakers achieve at higher rates than English language learners), and according to other factors as well.
4. The term “academic achievement gap” is somewhat of a misnomer. There are actually many gaps in our educational system: a technology gap, an information gap, a resource gap, an expectation gap, etc. Addressing the “achievement gap” requires addressing all of these gaps.
5. Because the problem plays out along lines of race, socio-economic class, language, etc., solutions must take these factors into account as well.
6. Race, class, and language are integrally linked in our society.
7. It is not possible to talk honestly about race, class, and language in this society without also talking about racism and classism.
8. To date, our society and our community have been more comfortable framing the problem of the academic achievement gap in terms of socio-economics and language than in terms of race and racism.

The paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which he is being educated.

- James A. Baldwin

Working Assumptions About Dismantling Oppression

These working assumptions are offered as philosophical and theoretical framework and foundation for Just Communities' Institute for Equity in Education. These assumptions focus on how we approach work to Dismantle Oppression.

1. All of us were born without prejudice. Prejudice is learned. Therefore, it can be unlearned.
2. Oppression based on notions of race is pervasive in U.S. society and many other societies and hurts us all, although in different and distinct ways.
3. Racism is both a system of oppression/disadvantage AND a system of advantage/benefit. This is also true of other forms of oppression (sexism, heterosexism, classism, ageism, etc.).
4. Guilt immobilizes. Our work is about issues, not about guilt, blame, or shame.
5. It's not possible to do this work without making mistakes. There will be times when we will get caught up in the very oppression-related dynamics we are trying to dismantle. We will say the "wrong things." We will offend people. We will put our foot in our mouth, and more. Success is not about perfection. It is about staying in the struggle together.
6. At some time in our lives, all of us will have the experience of being the target of oppression, as well as the experience of privilege.
7. Trying to rank one group's pain over another distracts us and prevents us from dismantling any and all oppression. "There is no hierarchy of oppression" (Audre Lorde).
8. There is no such thing as "passively dismantling oppression." We are either actively working to end oppression or colluding with it, allowing it to continue. Indeed, we are often doing both at the same time.
9. The work of dismantling racism is an ongoing process, not a one-time event, seminar, or course from which one graduates. The process calls for a lifelong commitment to eliminating all injustice.

Developed by Just Communities with thanks to previous work by: Mary S. Webber, Cultural Bridges, Ricky Sherover-Marcuse, and David T. Wellman

How Dismantling Oppression Differs from Diversity Training

Diversity training focuses on the identification, appreciation, and celebration of differences between people. However, diversity training very seldom addresses the systems of oppression based on human differences and characteristics. Diversity training is a useful first step in heightening awareness. Through it, people can learn about the ways in which human beings share a common heritage and yet are uniquely diverse, based on race, ethnic background, culture, gender, and other human characteristics. While this type of training serves to increase awareness, it does little to eradicate systemic forms of oppression, such as racism, classism, sexism, heterosexism and other forms of structural inequality. The knowledge gained in diversity training needs to be followed by additional in-depth training that can provide an understanding of how differences are often used to separate people from one another and how individuals can begin to constructively address systems of oppression to create change. Just Communities provides this training.

Just Communities provides a process of careful attention to one's own role in the systems of oppression based on race, class, gender, sexuality, age, and other social identities. Participants of diverse backgrounds learn the dynamics of these systems of oppression and their individual participation in them. Four key dynamics are thoroughly explored:

- Systemic Privilege – advantages that persons in privilege or dominant groups experience in this society by virtue of their skin color, class, gender, sexual orientation, etc.
- Systemic Targeting – disadvantages that persons in target or marginalized groups experience in society by virtue of skin color, class, gender, sexual orientation, etc.
- Privilege Group Collusion – ways in which members of privileged groups perpetuate a specific form of oppression (also called “Internalized Superiority” or the ways in which members of privilege groups internalize systems of inequality and see their place in them as normal).
- Target Group Collusion – ways in which target groups contribute to the continuation of their own oppression (also called “Internalized Oppression” or destructive patterns of feelings and behaviors experienced by targets of oppression and turned inward on themselves and each other).

Just Communities programs integrate four critical emphases:

- Deepening awareness of early life socialization about people who are different that leads to conscious and unconscious bias.
- Understanding the dynamics of internalization, privilege, and targeting and how these contribute to the perpetuation of structural inequality.
- Understanding that there is no hierarchy of oppressions and the intersections of oppression based on the variety of human characteristics are explored in all program components.

- Developing appropriate interventions to create change in one's personal life, institutional setting, and community.

Within Just Communities programs, the process of providing opportunities for growth in personal awareness around issues of race, class, gender, sexuality, etc. is meticulously designed to provide an atmosphere and environment of safety and respect to give participants the opportunity to challenge long-held personal convictions, beliefs, attitudes and behaviors and, in so doing, become more aware and understanding of such beliefs, attitudes and convictions in others.

This process is based on constructive dialogue, experiential exercises, and carefully designed support structures for people confronting challenging new ideas and concepts, and a deeply respectful educational experience that focuses on systems of oppression and the human roles within complex systems.

An important step is focusing on one's own journey. Participants learn to move through discomfort to new levels of awareness, behavior, and action and take steps that are most important for them in the change process. Examples include interrupting racist jokes, writing letters to advocate for persons who experience oppression, participating in a dismantling oppression task force in the school or community organization, committing to the "inner-work" that sustains dismantling oppression work in the community, and changing policies, practices, laws, and community or organizational cultures that prevent true inclusion and equity. The personal change engendered by the Just Communities' process creates change agent behavior in the various institutions within which people have roles (e.g., family, educational setting, workplace, religious organization, civic group, etc.).

Just Communities' process requires much more time, investment, and trainer skills than traditional diversity training. Just Communities' approach:

- requires greater skill on the part of trainers who must be able to present challenging and emotionally-charged material in a constructive manner and effectively using the strongly emotional personal content that arises in this training process to educate participants
- requires trainers and participants alike to deeply engage the issues at more fundamental personal, relational, and institutional levels
- engages participants in efforts to foster a safe environment as they learn the importance of and methods for caring for themselves and each other physically, emotionally and psychologically, in order to enjoy a positive and healthy educational experience
- includes extensive post-training contact to assure support and ongoing development for participants
- teaches a human technology for community building for intentional, long-term commitment of participants and trainers in order to produce community-wide change

The result of Just Communities' ongoing use of this process is a network of people, united at a deep relational level, supportive of one another, and energized for active roles in addressing inter-group relations and oppression issues in the community. This group of people is committed to ongoing personal awareness work, relationship-building across historic barriers, and the exploration of effective change agent action within their own spheres of influence. Graduates of Just Communities programs are uniquely prepared for intentional, collaborative, long-term, committed action on these issues in a manner that will provide key leadership to their schools, organizations, and communities.

Together we can and must fight for justice for our children and protect them from draconian tax cuts and budget choices that threaten their survival, education and preparation for the future. If they are not ready for tomorrow, neither is America.

- Marian Wright Edelman

Focus of Each Day at IEE

Focus of Day 1

- Community building
- Team building
- Lay the foundation for & orienting participants to the program
- Explore Achievement data

Focus of Day 2

- Examine and critique the misinformation that we have been socialized to believe regarding race, identity, education and academic achievement
- Explore how racism and inequality are institutionalized throughout our society and especially in our schools and educational system
- Examine how we have been and continue to be impacted by racism based on our identities.
- Develop a Common Language

Focus of Day 3

- Understand the concept of collusion.
- Explore the ways we and others collude with racism as privilege group members and target group members
- Identify how privilege, targeting, and collusion play out in schools
- Identify ways to stop colluding and begin breaking the cycle of racism

Focus of Day 4

- Explore practical tools, skills, and best practices for working with students & families
- Explore the Cycle of Inquiry to incorporate ideas learned at IEE in school and/or district

Focus of Day 5

- Present steps to incorporate ideas learned at IEE in school and/or district
- Explore School Change & strategies for responding to resistance to change
- Re-Entry
- Closure

Leading from the Inside-Out

Race is too important and too controversial a topic to be treated without careful understanding of the complexities surrounding it.
~ Pedro Noguera, author of *City Schools and the American Dream*

Constructivist Listening⁴

It has taken a lifetime for me to get to where I am now. It is not going to take only good will to make me change my own feelings. I have to deeply reexamine what brought me here—and it's not cheap. —Teacher's written reflection

Supportive relationships do not happen automatically. They take work. A key attribute is the ability to be listened to without fear of judgment or being criticized or ridiculed for showing feelings. Constructivist Listening does not replace discussion. Rather, it is an important tool for helping people to:

- Reflect on significant events and ideas;
- Gain clarity of thought by recognizing and working through confusing feelings;
- Construct new understandings for making decisions, setting goals, and solving problems;
- Build trusting relationships; and
- Release painful emotions that interfere with their thinking clearly.

People are able to think more clearly when they belong to caring and respectful communities whose members listen to each other. By listening to and caring about each other, people are better able to recognize unproductive assumptions and construct new understandings. Exploring values, feelings, and experiences on a personal level facilitates gaining new insights into schools and classroom practices.

The support structures (dyads, support or ally groups) are important tools for assisting professional and personal growth. They have profound implications for professional development, classrooms, schools, and work with families.

The support structures are based on a set of assumptions about people and learning:

- It is an emotional, as well as intellectual, struggle for an individual to change values, beliefs, or practices.
- Changed attitudes and actions are facilitated when we are listened to attentively and allowed to release our emotions as we attempt to make sense of our experiences and the experiences of others.
- The process of releasing emotions accumulated from early distress experiences helps people to think more clearly and often leads to more thoughtful action.
- Healing from distress through emotional release is necessary for sustaining progress in eliminating the inequities in our schools in society.

⁴ Adapted from "Constructivist Listening: for Empowerment and Change" (The Educational Forum, Vol. 54, No. 4, Summer 1990), and as it appears in *Ripples of Hope* and *Take it Up* (2004), which are available at www/just-communities.org.

Although the guidelines for the support structures may seem artificial, they are not arbitrary. They have evolved from considerable experience and reflect a belief in people's abilities to deal constructively with emotions—their own and each other's, and to support each other in releasing painful emotions that obstruct clear thinking and rational behavior.

We use a timer to make sure that each person has an equal amount of time to talk. It has become a sort of “trademark” of the work we do. We are not always the best judges for how long we've been speaking. A timer provides that judgment.

Confidentiality is crucial, so that everyone feels safe to be authentic and willing to go deep when they talk. Although we may feel we are being helpful or showing interest when we ask for clarification, we may actually be causing the speaker to lose her or his train of thought. Thus, the speaker should not be interrupted with clarifying questions or with questions that satisfy our curiosity. If the speaker runs out of things to say, the talker can ask an open-ended question such as, “how are you feeling?” or “what did you want to say then?” or “what were you thinking or feeling at that point?”

To better understand the value of using the support structures, have a dyad. Take a few minutes to pair up with another person. Give each other 3-4 minutes to be listened to without interruption. Talk about a time when someone listened to you attentively without analyzing and passing judgment on what you said. How did you feel?

If you work with a group for a while, it is valuable to periodically revisit the guidelines and discuss their importance for addressing educational equity.

Educators at our workshops have said the following about Constructivist Listening:

“I was not a proponent of dyads for the first couple of years. I opted to not get very deep when the time came up to talk about things. I opted to keep it on the surface where it wasn't so scary. So, it was like that for a while. Two years ago, ten minutes seemed like, how could I possibly talk for that long? And now there are days when we have thirty to forty minutes where we each talk and that just seems enough. I couldn't have done this job without it. There's no way.”

Ally groups “are perhaps the most outstanding innovation educationally. They allow teachers to become friends and supporters at a depth not approached with any other group that I have known.”

“I am not normally a 'venting' person and sometimes intolerant to the extent that I'm uncomfortable listening to others' pain/problems. (Perhaps because I feel so guilty and am always looking for solutions.) Anyway, the structure has allowed me that comfort zone where I can listen and not feel that I must comment.”

“To speak and not have anybody interrupt you for two minutes or to ask you a question or to give you advice was very interesting. I remember the very first time that I had a real lengthy dyad—thirty minutes each way. I remember after about fifteen minutes thinking about how life had come together. I started looking deeper than I had previously. Talking to someone, the

presence of another person that cares about you, made a big difference, and since that time I have had lots of experiences like that. There are sometimes when I am not sure which direction to go. I'll ask a friend, "Do you have time for a dyad?" or "Do you have time to listen?"

Support Structures for Constructivist Listening

The Dyad: a listening and talking exchange between two people (three people can form a triad in the case of an odd number of people). Dyads can be effective with any group whether they are meeting one time or several times. One person talks for a given amount of time (anywhere from one minute to an hour) while the other listens attentively. Dyads are used to examine experiences in depth and to work through feelings that confuse, foster passivity, undermine confidence, or interfere with relationships. Topics are suggested, but the talker decides what to talk about, at what rate to proceed, and what conclusions to draw. The listener allows the release of emotions, and if necessary reassures the talker that emotional release is beneficial.

The Ally Group: a listening and talking exchange among three to six people. Ally groups are best used with groups that will be working together over an extended period of time. They require an experienced Ally Group leader. Ally Groups convene for a fixed amount of time that is divided equally among its members. Ally Groups build community by providing a supportive environment for people to explore issues. They can help people to be positive and stay healthy as they work to improve schools. The Ally Group leader suggests a topic to explore, but the choice of what to talk about is up to the talker. The Ally Group leader is responsible for seeing that the guidelines are followed and for asking questions when necessary for the benefit of the talker.

Constructivist Listening Guidelines

- **Each person is given equal time to talk.** Everyone deserves attention.
- **The listener does not interpret, paraphrase, analyze, give advice, or break in with a personal story.** People are capable of solving their own problems.
- **Double confidentiality is maintained.** (The listener doesn't talk about what the talker has said to anyone else or even bring it up to the talker afterwards.) People need to be assured of confidentiality to be authentic. Also, one's feelings at any moment are not necessarily representative of one's rational thinking (or perhaps even of one's feelings) later.
- **The talker is not to criticize or complain about the listener or mutual acquaintances.** People cannot listen well when feeling attacked or defensive. Problems or disputes are to be addressed through respectful dialogue rather than with the above structures.

Once I clarified what I really believe, I was able to examine new ideas, and to think for myself, rather than be pulled by a desire to do what was convenient, comfortable, or opportunistic. My goals became clearer and my actions more consistent.

— Julian Weissglass, *Ripples of Hope*

Worksheet: Passion Word

What does education mean to you?

Do you believe all students should have access to a quality education? Why or why not?

Why are you passionate about education and/or fair access to educational opportunities?

Choose one main point or key word that stands out to you about why your passion word is important to you.

Think of a short personal story to share with the group that will give others a clear understanding of why your passion word is so important to you.

Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?

- César Chávez

Shifting the Discourse

Until we get equality in education, we won't have an equal society.

- Sonia Sotomayor

Respect/Respeto

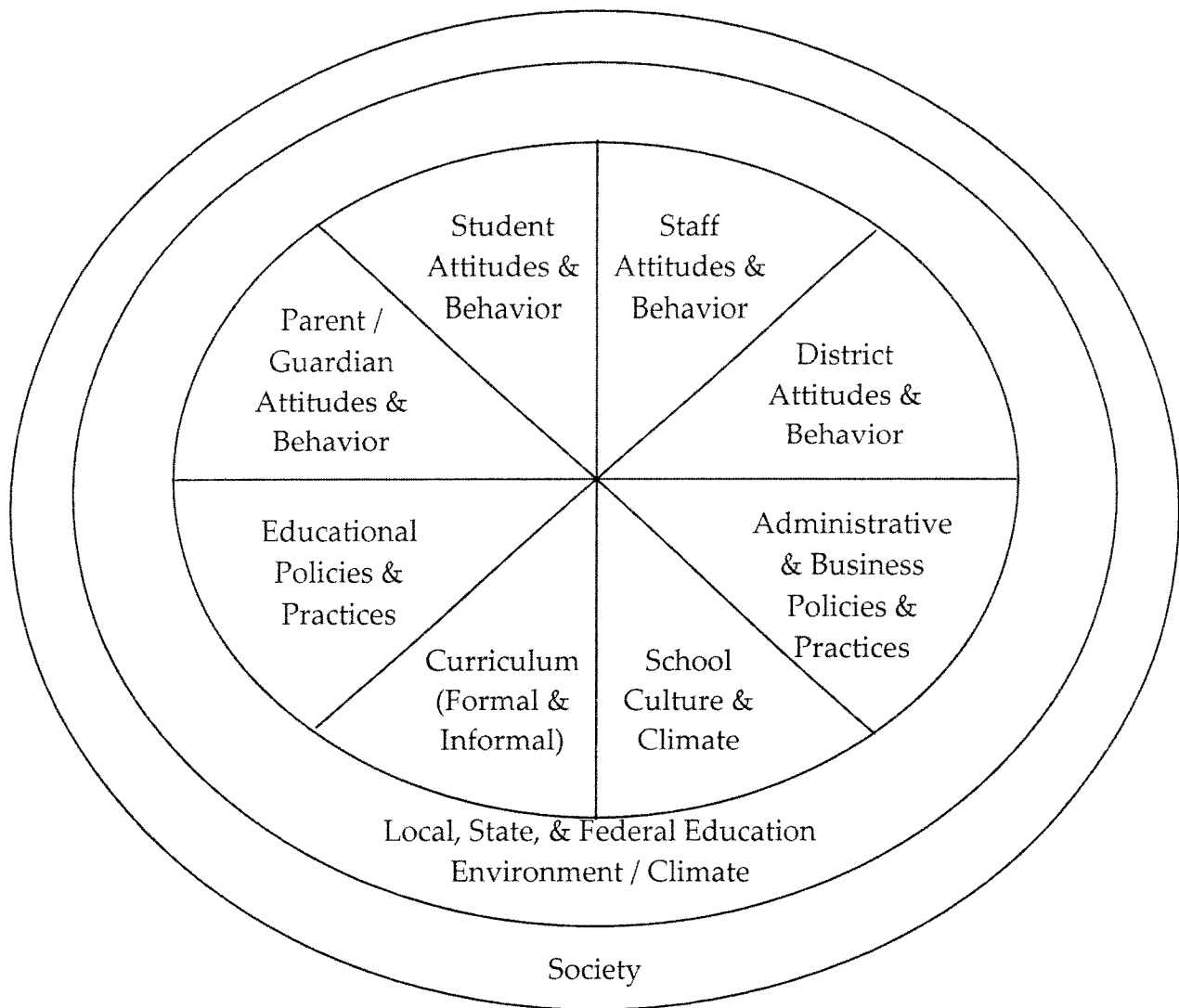
When I see or hear the word Respect/Respeto, I think . . .

I know I am respected when . . .

I know my culture is respected when . . .

I know I am respected as a learner when . . .

A Systems Model for Understanding Schools



Administrative & Business Policies/Practices: the policies and practices used in the administration and management of the school as an organization and as a business (e.g. hiring, promoting, performance appraisal, discipline, structure, purchasing, etc.).

Educational Policies/Practices: the policies and practices that are used as a foundation for educating students (e.g. teaching/learning styles, pedagogy, methods of testing, assessment, tracking, etc.).

Curricula: the classroom curricula, including design, textbooks, references, etc. as well as the informal curricula (i.e. what is taught subtly through school

decorations, behaviors modeled by staff and students, the values modeled through dress, building layout, extracurricular activities, etc.).

Student Awareness, Attitudes, & Behavior: the level of awareness and types of attitudes and behavior demonstrated by students.

School Staff Awareness, Attitudes, & Behavior: the level of awareness and types of attitudes and behavior demonstrated by all school staff, including teachers, administrators, support staff, counselors, custodians, etc.

District Awareness, Attitudes, & Behavior: the level of awareness and types of attitudes and behavior demonstrated by district administrators, school board, and other district personnel.

Parent/Guardian Awareness, Attitudes, & Behavior: the level of awareness and types of attitudes and behavior demonstrated by parents/guardians.

School Culture & Climate: the extent to which the learning environment is safe, promotes a sense of belonging, and fosters strong, positive relationships among students, among school staff and between the school and home/community.

Local, State, Federal Educational Environment/Climate: The local, state and federal laws, regulations, attitudes, structures, culture, etc. that impact local schools and districts.

Society: The society in which education takes place impacts the students, educators, parents, involved in schools, as well as attitudes and expectations about learning and achievement and more.

Education is the most powerful weapon which you can use to change the world.

- Nelson Mandela

Concept Map: The Intersection of Race, Racism & The Achievement Gap



Historical Timeline of Public Education in the U.S.A.⁵

This may seem like a question with an obvious answer, but not all countries have free public schools. In many countries, people have to pay to send their kids to school not only to college, but to high school and even grade school. In the United States, public education has not always been free or universal. Race has often been the deciding factor. The original U.S. Constitution did not recognize slaves as full human beings, let alone citizens. It's not surprising that southern states made no provision for their education. But southern laws went further than that. Slave owners considered Black literacy so dangerous that was illegal for African Americans (whether slave or free) to learn to read, or for anyone to teach them. Until 1905, when the Supreme Court ruled the practice unconstitutional, California law excluded Chinese children from the public schools. But today in the United States, grade school and high school are not only free, but until you're sixteen years old, school is compulsory. Why?

Reasons you usually hear for why we have public schools:

- Because the United States is a democracy. Our citizens need to be educated so they can make good decisions.
- Because there are no economic classes in the United States. Everyone is created equal and everyone has the same chances. Public schools give everyone equal access to education.
- Because people have to be able to compete if they are going to be able to make a living and be productive citizens.

Some real reasons we have public education in the United States:

- Public schools give businesses something they need--a pre-trained workforce that has been taught important skills. These skills may include ability in subject matter like reading or math, but even more important to business is attitude. Public schools teach "skills" that business owners find very useful like competition, obedience and respect for authority.

Public schools create the illusion that everyone has an equal chance. Even though some schools are rich, and some are poor, the fact that everyone can go to public school is supposed to prove that if people of color can't get ahead, there is something wrong with them with their culture, their families and community, or their genes. One way of looking at the history of public education in the United States is to see how wealthy people and business shaped the schools to contain and control poor people and turn them into useful workers and consumers. That's why rich people are willing to support public schools with their tax dollars because they benefit.

⁵ Adapted from the Applied Research Center

In earlier times, business people and their supporters were not shy about saying so directly. Horace Mann, Massachusetts' first state Superintendent of Schools told business owners in the 1840s that they would get better workers if they paid for public education. Workers who had been to school were distinguished by their "docility and quickness in applying themselves to work, personal cleanliness and fidelity in the performance of duties," not by their ability to read or do math.

Learn more about the history of public schools in the U.S. with this timeline.

1647

The General Court of the Massachusetts Bay Colony decrees that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school. The goal is to ensure that Puritan children learn to read the Bible and receive basic information about their Calvinist religion.

1779

Thomas Jefferson proposes a two-track educational system, with different tracks in his words for "the laboring and the learned." Scholarship would allow a very few of the laboring class to advance, Jefferson says, by "raking a few geniuses from the rubbish."

1785

The Continental Congress (before the U.S. Constitution was ratified) passes a law calling for a survey of the "Northwest Territory" which included what was to become the state of Ohio. The law created "townships," reserving a portion of each township for a local school. From these "land grants" eventually came the U.S. system of "land grant universities," the state public universities that exist today. Of course, in order to create these townships, the Continental Congress assumes it has the right to give away or sell land that is already occupied by Native people.

1790

Pennsylvania state constitution calls for free public education but only for poor children. It is expected that rich people will pay for their children's schooling.

1805

New York Public School Society formed by wealthy businessmen to provide education for poor children. Schools are run on the "Lancastrian" model, in which one "master" can teach hundreds of students in a single room. The master gives a rote lesson to the older students, who then pass it down to the younger students. These schools emphasize discipline and obedience qualities that factory owners want in their workers.

1817

A petition presented in the Boston Town Meeting calls for establishing of a system of free public primary schools. Main support comes from local merchants, businessmen and wealthier artisans. Many wage earners oppose it, because they don't want to pay the taxes.

1820

First public high school in the U.S., Boston English, opens.

1827

Massachusetts passes a law making all grades of public school open to all pupils free of charge.

1830s

By this time, most southern states have laws forbidding teaching people in slavery to read. Even so, around 5 percent become literate at great personal risk.

1820-1860

The percentage of people working in agriculture plummets as family farms are gobbled up by larger agricultural businesses and people are forced to look for work in towns and cities. At the same time, cities grow tremendously, fueled by new manufacturing industries, the influx of people from rural areas and many immigrants from Europe. During the 10 years from 1846 to 1856, 3.1 million immigrants arrive a number equal to one eighth of the entire U.S. population. Owners of industry needed a docile, obedient workforce and look to public schools to provide it.

1836

Slave-owner Jim Bowie and Indian-killer Davy Crockett are among those killed in the Battle of the Alamo in Texas, in their attempt to take Texas by force from Mexico.

1837

Horace Mann becomes head of the newly formed Massachusetts State Board of Education. Edmund Dwight, a major industrialist, thinks a state board of education was so important to factory owners that he offered to supplement the state salary with extra money of his own.

1840s

Over a million Irish immigrants arrive in the United States, driven out of their homes in Ireland by the potato famine. Irish Catholics in New York City struggle for local neighborhood control of schools as a way of preventing their children from being force-fed a Protestant curriculum.

1845

The United States annexes Texas.

1846

President James Polk orders the invasion of Mexico.

1848

Massachusetts Reform School at Westboro opens, where children who have refused to attend public schools are sent. This begins a long tradition of "reform schools," which combine the education and juvenile justice systems.

1848

The war against Mexico ends with the signing of the Treaty of Guadalupe-Hidalgo, which gives the United States almost half of what was then Mexico. This includes all of what is now the U.S. Southwest, plus parts of Utah, Nevada and Wyoming and most of California. The treaty guarantees citizenship rights to everyone living in these areas mostly Mexicans and Native people. It also guarantees the continued use of the Spanish language, including in education. One hundred fifty years later, in 1998, California breaks that treaty, by passing Proposition 227, which would make it illegal for teachers to speak Spanish in public schools.

1851

State of Massachusetts passes first its compulsory education law. The goal is to make sure that the children of poor immigrants get "civilized" and learn obedience and restraint, so they make good workers and don't contribute to social upheaval.

1864

Congress makes it illegal for Native Americans to be taught in their native languages. Native children as young as four years old are taken from their parents and sent to Bureau of Indian Affairs off-reservation boarding schools, whose goal, as one BIA official put it, is to "kill the Indian to save the man."

1865-1877

African Americans mobilize to bring public education to the South for the first time. After the Civil War, and with the legal end of slavery, African Americans in the South make alliances with white Republicans to push for many political changes, including for the first-time rewriting state constitutions to guarantee free public education. In practice, white children benefit more than Black children.

1877-1900

Reconstruction ends in 1877 when federal troops, which had occupied the South since the end of the Civil War are withdrawn. Whites regain political control of the South and lay the foundations of legal segregation.

1893-1913

Size of school boards in the country's 28 biggest cities is cut in half. Most local district (or "ward") based positions are eliminated, in favor of city-wide elections. This means that local immigrant communities lose control of their local schools. Makeup of school boards changes from small local businessmen and some wage earners to professionals (like doctors and lawyers), big businessmen and other members of the richest classes.

1896

Plessy v. Ferguson decision. The U.S. Supreme Court rules that the state of Louisiana has the right to require "separate but equal" railroad cars for Blacks and whites. This decision means that the federal government officially recognizes segregation as legal. One result is that southern states pass laws requiring racial segregation in public schools.

1905

The U.S. Supreme Court requires California to extend public education to the children of Chinese immigrants.

1917

Smith-Hughes Act passes, providing federal funding for vocational education. Big manufacturing corporations push this, because they want to remove job skill training from the apprenticeship programs of trade unions and bring it under their own control.

1924

An act of Congress makes Native Americans U.S. citizens for the first time.

1930-1950

The NAACP brings a series of suits over unequal teachers' pay for Blacks and whites in southern states. At the same time, southern states realize they are losing African American labor to the northern cities. These two sources of pressure resulted in some increase of spending on Black schools in the South.

1932

A survey of 150 school districts reveals that three quarters of them are using so-called intelligence testing to place students in different academic tracks.

1945

At the end of World War 2, the G.I. Bill of Rights gives thousands of working class men college scholarships for the first time in U.S. history.

1946-1947

Mendez v. Westminster - On March 2, 1945 the Gonzalo and Felicitas Mendez and four other families (Guzman, Palomino, Estrada and Ramirez families) file a lawsuit in the Federal District Court in Los Angeles seeking an immediate injunction against segregation of Mexican students in Orange County schools. On 1946, the court finds favor in favor of the five plaintiffs. This ruling is challenged, and in 1947 the courts uphold the initial ruling and the Mendez Children, along with thousands of other minority students throughout Orange County, begin attending integrated classes. This case establishes the basis for the landmark Brown vs. Board of Education case, which integrated public schools nationwide.

1948

Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations and others, with huge grants from the Rockefeller and Carnegie foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT) who did research "proving" that immigrants were "feeble-minded" (i.e. less intelligent than U.S. born citizens).

1954

Brown v. Board of Education of Topeka - Oliver Brown, the case namesake, was just one of the

nearly 200 plaintiffs from five states, Delaware, Kansas, South Carolina, Virginia and Washington, DC, who were part of the cases brought before the Supreme Court in 1951. The Supreme Court unanimously agrees that segregated schools are "inherently unequal" and must be abolished. Almost 45 years later in 1998, schools, especially in the north, are as segregated as ever.

1957

A federal court orders integration of Little Rock, Arkansas public schools. Governor Orval Faubus sends his National Guard to physically prevent nine African American students from enrolling at all-white Central High School. Reluctantly, President Eisenhower sends federal troops to enforce the court order not because he supports desegregation, but because he can't let a state governor use military power to defy the U.S. federal government.

1965

The Elementary and Secondary Education Act (ESEA) enacted April 11, 1965 is an extensive statute that funds primary and secondary education. As mandated in the Act, the funds are authorized for professional development, instructional materials, and resources to support educational programs, and parental involvement promotion. The Act was originally authorized through 1970; however, the government has reauthorized the Act every five years since its enactment.

1968

African American parents and white teachers clash in the Ocean Hill-Brownsville area of New York City, over the issue of community control of the schools. Teachers go on strike, and the community organizes freedom schools while the public schools are closed.

1974

Milliken v. Bradley. A Supreme Court made up of Richard Nixon's appointees rules that schools may not be desegregated across school districts. This effectively legally segregates students of color in inner-city districts from white students in wealthier white suburban districts.

1974

Lau v. Nichols was class suit brought by non-English-speaking Chinese students against officials from the San Francisco Unified School District seeking relief against the unequal educational opportunities. The U.S. Supreme Court voted in favor of student guaranteeing children an opportunity to a "meaningful education" regardless of their language background. The mandate was clear: language-minority students must be ensured access to the same curriculum as other students.

Late 1970s

The so-called "taxpayers' revolt" leads to the passage of Proposition 13 in California, and copy-cat measures like Proposition 2-1/2 in Massachusetts. These propositions freeze property taxes, which are a major source of funding for public schools. As a result, in twenty years California drops from first in the nation in per-student spending in 1978 to number 43 in 1998.

1980s

The federal Tribal Colleges Act establishes a community college on every Indian reservation, which allows young people to go to college without leaving their families.

1982

In 1982, the Supreme Court rules in *Plyler v. Doe*, decided that public schools were prohibited from denying immigrant students access to a public education. The Court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law.

1994

Proposition 187 passes in California, making it illegal for children of undocumented immigrants to attend public school. Federal courts hold Proposition 187 unconstitutional, but anti-immigrant feeling spreads across the country.

1996

Leading the way backwards again, California passes Proposition 209, which outlaws affirmative action in public employment, public contracting and public education. Other states jump on the bandwagon with their own initiatives and right-wing elements hope to pass similar legislation on a federal level.

1998

California again! This time a multi-millionaire named Ron Unz manages to put a measure on the June 1998 ballot outlawing bilingual education in California.

2001

The No Child Left Behind Act of 2001, commonly known as NCLB, is a United States federal law that reauthorized a number of federal programs aiming to improve the performance of U.S. primary and secondary schools by increasing the standards of accountability for states, school districts and schools, as well as providing parents more flexibility in choosing which schools their children will attend. Additionally, it promoted an increased focus on reading and re-authorized the Elementary and Secondary Education Act of 1965 (ESEA). Enacted in 2002, it emphasized annual testing to ensure that by 2014 students achieve a specified level of proficiency in math and reading.

2007

Parents Involved in Community Schools vs. Seattle School District #1- The Supreme Court strikes down the Seattle racial balancing plan, stating that school districts have not shown that their interest of achieving diverse student populations justifies the extreme that they have chosen in relying upon racial classifications when making school assignments. In effect, race cannot now be a factor in assigning students to high schools.

Dynamics of Oppression

By Jarrod Schwartz, MSOD

In almost twenty years of conducting workshops, trainings, and retreats on issues of diversity, oppression, and inclusion, I have noticed many patterns and trends that emerge among groups of people. One of the most prevalent patterns is the tendency of groups to talk about who the racist (or sexist, heterosexist, classist, etc.) is in the group. Groups will often focus on who is a racist⁶ by asking questions such as: “Is this or that individual a racist?” “Isn’t any individual who doesn’t like members of another racial group racist?” “Are all white people racist by virtue of being white?” or by labeling one or more members of the group as racist, sexist, etc. Another version of this question is “who can be a racist?” For example: “can people of color be racist?” “Do you need to have power to be racist?”

More important than finding the answer to these questions is understanding where these questions come from and the fact that time spent asking and trying to answer these questions often distracts us from the deeper work of trying to end oppression in its many forms. Ultimately, we spend so much time trying to find *racists* that we lose sight of *racism*.

A Tool

To aid in the process of understanding the dynamics and patterns associated with oppression, with talking about oppression, and with working to end oppression, it can be helpful to explore the various levels and processes through which oppression operates. To do so, I have adapted a model originally developed by Kate Kirkham that she called *The Dimensions of Diversity*. The adapted model, which I call *The Dynamics of Oppression*, is a grid that lists the levels at which dynamics of oppression play out across the x-axis and the mechanisms through which oppression operates along the y-axis:

Y↓ X→	Intrapersonal (Individual)	Interpersonal (Group)	Institutional / Systemic (Society)
Thoughts			
Feelings / Beliefs			
Behaviors / Actions			
Policies, Procedures, Practices, Structures, Culture, Laws, Norms, Values			

The Levels (X-Axis)

The dynamics associated with any form of oppression play out at multiple levels:

⁶ Throughout this paper, I will refer to specific forms of oppression or *isms* – *most often racism*; however, any form of oppression (sexism, heterosexism, classism, etc.) and the corresponding privileged and targeted groups may be substituted as the dynamics associated with oppression play out across its forms.

The Individual / Intrapersonal Level – what goes on inside of a person, within an individual's mind, heart, body, etc.

The Group / Interpersonal Level – what goes on between individuals or groups of individuals. This can include what goes on within numerous types of groups, such as workplaces, clubs, teams, etc.

The Societal or Institutional / Systemic Level – what goes on within the institutions that comprise our society, such as our educational, criminal justice, economic, and health care systems; the media; religions; and other systems through which our society operates.

The Mechanisms (Y-Axis)

In addition to playing out at multiple levels, oppression also plays out through multiple mechanisms. It can play out in our thoughts, beliefs, feelings, behaviors and actions, and through policies, procedures, practices, structures, culture, laws, norms, and values.

By looking at the interplay between the mechanisms and the levels, it is possible to better understand and then more effectively address all forms of oppression.

Developing a Common Language:

Writer and activist Eve Ensler (perhaps most famous for *The Vagina Monologues*) wrote an essay titled *The Power and Mystery of Naming Things*. Ensler writes:

I believe in the power and mystery of naming things. Language has the capacity to transform our cells, rearrange our learned patterns of behavior and redirect our thinking. I believe in naming what's right in front of us because that is often what is most invisible . . . Naming things, breaking through taboos and denial is the most dangerous, terrifying and crucial work. This has to happen in spite of political climates or coercions, in spite of careers being won or lost, in spite of the fear of being criticized, outcast or disliked. I believe freedom begins with naming things. Humanity is preserved by it.⁷

Allan G. Johnson also speaks of the importance of naming things:

. . . you can't deal with a problem if you don't name it; once you name it, you can think, talk, and write about it. You can make sense of it by seeing how it's connected to other things that explain it and point towards solutions.⁸

To begin to explore the dynamics associated with understanding and working to end oppression, it is first necessary to develop a common understanding of some of the words often used to describe these issues. Some of the most common words used and misused are stereotype, prejudice, discrimination, and oppression. These words are used frequently and

⁷ Eve Ensler, *The Power and Mystery of Naming Things*. *All Things Considered*, March 20, 2006.

⁸ Allan G. Johnson, *Privilege, Power, and Difference* (New York: McGraw-Hill Higher Education, 2001), pg. 11.

often interchangeably when in fact they each have a unique and important meaning. By inserting these words into the Dynamics of Oppression grid, we can better understand the unique meaning of each of these words and the relationship between them:

Y↓ X→	Intrapersonal (Individual)	Interpersonal (Group)	Institutional / Systemic (Society)
Thoughts	Stereotype		
Feelings / Beliefs	Prejudice		
Behaviors / Actions		Discrimination	
Policies, Procedures, Practices, Structures, Culture, Laws, Norms, Values			Oppression

*Stereotype – Definition: A stereotype is a fixed image, exaggerated belief or distorted truth about a person or group of people that allows for no individuality, critical judgment or social variation.** Stereotyping is an INTRAPERSONAL dynamic that occurs in the mind of an individual. A stereotype is a *thought or idea* I have about someone else or about a group of people (or a thought or idea someone else might have about me). Unless I act on this stereotype, no one else may be aware that I hold it.

*Prejudice – Definition: An adverse judgment or feeling formed beforehand or without knowledge or examination of the facts.** Generally, if I hold a stereotype long enough, I will come to believe it or develop feelings based on it. As such, prejudice can be understood as an INTRAPERSONAL dynamic. It is a *feeling or a belief* I have inside of me (often based on stereotypes) about someone else or a group of people, but it is all happening inside of me - it is intrapersonal. Like a stereotype, unless I act on this belief or feeling, others may have no indication that I have it.

*Discrimination – Definition: Actions, behaviors, or treatments that stem from prejudice and favor a person or group of people and disadvantage others. The effective injurious treatment of other groups so as to give an advantage to one's own group.** If I hold a prejudice long enough, it is likely that I will in some way – consciously or unconsciously – act on it. This is when prejudice becomes discrimination. Discrimination occurs when I turn my prejudicial beliefs and feelings into behaviors that disadvantage members of one group in order to benefit members of another group. Accordingly, discrimination can best be understood as an INTERPERSONAL dynamic. It is occurring between us - it is interpersonal, coming from me and affecting you.

*Oppression – Definition: A system of advantages that benefits some groups (often called “dominant” or “privileged” groups) and disadvantages other groups (often called “target groups”). The one-way systemic mistreatment of a defined group of people that is reinforced by society through a complex system of beliefs, and practices (both conscious and unconscious, personal and institutional).** Oppression occurs when stereotypes and

* Definitions used with permission from *Just Communities Central Coast*.

prejudices are held not by an individual person or by isolated groups of people, but by the institutions that comprise our society, such that discrimination is no longer an isolated occurrence, but a way of life. Oppression is discrimination that is carried out not by individual actions, but through the policies, procedures, structures and the culture of our institutions and society as a whole. Oppression is a **SYSTEMIC** dynamic in that it is structured into the everyday workings of our society.

In understanding the differences between these terms, it is also possible to see the connection between them. If the stereotypes inside the minds of individuals remain unchallenged, they become ingrained as beliefs that lead to feelings about the object of the stereotype (prejudice). If these beliefs and feelings remain unchallenged, they will lead to actions and behaviors towards the object of the prejudice (discrimination), and if these stereotypes and prejudices are held by the people and groups that create and hold power in and over societies institutions, they will be built into the structures, processes, practices, laws, and culture of these institutions leading these institutions to discriminate as part of their everyday operations (oppression). And, if these stereotypes and prejudices are woven into our society's institutions, these institutions will perpetuate them (through the images presented and not presented in media, the history taught and not taught in schools, etc.) so that more and more individuals will then adopt these stereotypes leading to a self-perpetuating cycle.

Using an example, a common stereotype in U.S. society is that men of color (especially Black and Latino men) are violent and dangerous. If I hold this stereotype, chances are when I see a man of color; this thought will flash in my head. If it remains unchallenged, I will believe it – either consciously or unconsciously – and develop feelings towards men of color accordingly. For example, I might be afraid of and distrust men of color. This belief that men of color are dangerous and violent, and the corresponding feelings of fear and distrust are a prejudice I hold against men of color.

Accordingly, if this belief and feeling goes unchallenged, I will most likely end up acting on them in some way by *discriminating* against the target of these feelings and beliefs. Again, this action could be unconscious, such as tensing up when encountering a man of color in a neutral situation, glancing to see if my car door is locked as I pull up beside a man of color, etc. These behaviors may be conscious, such as purposefully crossing to the other side of the street when a man of color approaches, not hiring a man of color for a job because I'm afraid he might steal from me, etc.

And, if these stereotypes and prejudices about men of color being dangerous and violent are woven into society's institutions, then we begin to see how and why men of color are arrested at disproportionately higher rates than white men, given harsher sentences than white men for the same crimes, and sentenced to death for similar crimes at disproportionately higher rates than white men. We see how and why boys of color are given stricter penalties, suspended and expelled from school at higher rates than white boys for the same infractions. We see why and how men of color are more often depicted as criminals, thugs, murderers, and rapists than white men are in our media, again at rates disproportionate to the number of crimes each group commits. And, finally, we see how these distorted media images, punishment and incarceration rates perpetuate the idea that men of color are more dangerous and violent than

white men which leads to more people holding this stereotype, which leads them to develop this prejudice, which leads to more discrimination, which reinforces oppression, until ultimately, we have a self-sustaining cycle.

Power

Power is an essential part of understanding oppression. Power can be defined as the ability to influence outcomes in order to get what one wants or needs. Power is a key concept because it is the unequal distribution of power in our society that is at the root of oppression. Too often, however, discussions of power are oversimplified into terms of who has power (members of dominant or privileged groups) and who does not (members of targeted or subordinate groups). For example, when talking about racism, we shortcut the discussion by saying white people have power and people of color do not. When talking about sexism, we shortcut the discussion by saying men have power and women do not. And so on with heterosexism (straight people have power, lesbian, gay and bi people do not), classism (the rich have power, everyone else does not), and other forms of oppression. But power is more complex than who has it and who doesn't. There are different kinds of power and each is important to discussion about oppression. To understand the different types of power, we can again turn to the *Dynamics of Oppression* grid, to find power existing at all three levels (see *Dynamics of Oppression Diagram*):

Power at the Individual / Intrapersonal Level – At this level, power comes from within. Do I feel powerful? Do I think of myself as powerful? Another word for personal power is *empowerment*. Am I empowered? Anyone – members of targeted group or dominant groups – can be empowered or disempowered based on a variety of factors in their lives. Social identities can, however, impact an individual's level of empowerment or disempowerment, making it easier for people with more privilege group identities to feel more empowered than people with fewer privilege group identities. Note, that power at the intrapersonal level is about the feelings, thoughts and beliefs of the person in question.

Power at the Group / Interpersonal Level – Power at the group level comes through coalitions, teamwork, influence, etc. Power at the group level is situational – contextual. If I have situational power over you in a given context, I can discriminate against you. In the context of our relationship, who holds the power? Can I make decisions that affect your life? Power comes from one's level of authority (formal or informal). Power at this level is relative and both dominant and targeted group members are capable of holding it in a given situation. For example, a black supervisor has power over his or her employees (even white ones) at the group level. A female boss can have power over her male employees. Again, however, oppression plays a role in determining situational power in that it is more likely for a man to be a boss than for a woman to be a boss; more likely for a student of color to have a white teacher or principal than for a white student to have a person of color as a teacher or principal, and so on. It is important to note that groups give power to individuals (or sometimes to subgroups of the larger group).

Power at the Societal / Institutional/ Systemic Level – Power at the societal or institutional level comes from those who control the institutions. Whose culture is dominant? Who sets the

policies? The procedures? The practices? Who built the systems and who controls them? Who controls the resources? Who has the most access to those resources? The “who” in most of these cases is not an individual, but a group, as systems and institutions tend to give power to groups. In our society, dominant groups always have more institutional power than target groups. In our society, this type of power has been historically held by white, wealthy, Protestant, hetero/straight, adult, able-bodied, men. And the more one fits this description, the more access to institutional / societal power one has. The less one fits this description, the less access to institutional / societal power one has.

Again, it is important to note that groups confer power on individuals and systems/institutions confer power on groups. The more groups that hold institutional power one is a member of, the more likely one is to have situational power in a given group.

Privilege

Privilege is another important topic in understanding oppression. Privileges are benefits, rewards, and advantages all members of dominant groups receive based on their dominant group identity or identities. Privileges manifest themselves in thoughts, feelings, behaviors, policies, procedures, structures and culture. Privileges also play out at all levels (see Dynamics of Oppression Diagram, Page 12):

Individual/intrapersonal Privilege relates to whether or not the individual feels privileged or thinks of her/himself as privileged. At this level, privilege can take several forms: it can look like someone who thinks of themselves as fortunate, lucky or blessed in life. Or it can manifest itself as a sense of *entitlement*.

Group / Interpersonal Privilege relates to the specific group you are working with and whom the group grants privilege to (i.e. who the group respects, trusts, listens to, allows to influence it, etc.).

Societal Privilege relates to the privileges one receives based on particular social group identities in the context of oppression (e.g. white people receive privileges in a racist society, hetero/straight people receive privileges in a heterosexist society, etc.). An important distinction is that society (i.e. institutions) grants privilege to categories or groups, not to individuals. Thus, in the United States, *whiteness* is privileged over *color*, *maleness* (or masculinity) is privileged over *femaleness* (or femininity), and so on. Individuals are not privileged or unprivileged; so much as they receive or are denied access to privilege based on their membership in privileged groups or categories. Thus, because whiteness is privileged in the U.S., white people have access to that privilege and people of color are denied access to those privileges. Because straightness is privileged in this society, straight people have access to that privilege and lesbian, gay, and bi people are denied access to those privileges.

As with power, there is not always a direct link between the level of one’s privilege at each level. Many people who lack Societal Privilege still consider themselves very lucky or blessed in life and may even speak about this feeling in terms of feeling very privileged. At the same time, both because of a variety of life circumstances and because of the ways in which societal

privilege often isn't seen or felt by those who have it, many people whose identities grant them societal privilege, don't feel privileged at the intrapersonal level. Similarly, at the interpersonal/group level, groups respond to all kinds of characteristics and traits in terms of who they grant respect, deference and authority. But, as with power, having societal privilege certainly enhances the odds of an individual feeling special or entitled at the intrapersonal level or being granted privileges at the group level.

Consciousness or How We Approach the Dialogue

Going back to the initial questions that prompted this essay, it is possible to use the Dynamics of Oppression as a tool for understanding where these questions come from. One of the challenges of bringing people from privileged groups together with members of targeted groups to talk about issues of oppression is that we often use language differently and often confuse one level with another. This occurs because members of privileged groups operate at a different level of consciousness than members of targeted groups.

When dealing with issues of oppression, Dominant Group Members tend to come from an INDIVIDUAL worldview (consciousness) and from a THINKING place.

Target group members tend to come from a GROUP worldview (consciousness) and from a FEELING place.

This difference in consciousness stems from several factors. Culture may play a role in it. For example, European cultures (where white people have their roots) tend to be more individually focused. The world-view is one of "I think, therefore I am" which stresses both the importance of "thinking" and the importance of "I." For example, the United States was established by Europeans who instilled the value of "rugged individualism" into the culture of this new society. As a result, this cultural value worked its way into all of the institutions of this society, which then reinforced this value in the individuals socialized by them.

Target group members, often stem from cultures that stress community or the group over individuality. For example, the African world-view of "I am because we are" fosters a concept of identity that is based on relationships with others as opposed to individuality. Similarly, Latino culture stresses the concept of "La Familiar" over that of the individual. Both concepts rely on relationships. And relationships are typically based on mutual feelings of belonging, attraction, or some other feeling of connection.

But, in addition to cultural factors, oppression itself sets up the dynamic of privileged group members operating from an individual and thinking consciousness and target group members operating from a group and feeling consciousness. One of the privileges associated with being a member of a dominant group is the privilege of being seen as an individual. Members of targeted groups are denied this privilege and are seen as members of their group first. It not unusual to hear a person referred to as a "Latino politician," a "woman doctor," or "my black friend so and so," but we rarely hear people referred to as a "white politician," a "man doctor," or "my straight friend so and so."

But regardless of the reason or combination of reasons, this difference in consciousness results in miscommunication and misunderstanding when privilege group members and target group members speak about oppression. Coming from an Individual world-view, when white people hear the word “racism” they often mistake it for stereotyping, prejudice, or discrimination. They think racism is when someone doesn’t like someone of another race or treats someone differently because s/he is from another race. As a result, white people tend to hear “racist” as a personal indictment rather than as a description of a system. And, they think to themselves, “I don’t have a problem with people of color” or “I treat everyone the same no matter if they are black or white or red or purple” therefore “I’m not a racist.”

Similarly, words like power and privilege hold very different meanings for people from privilege groups than they do for members of targeted groups. When someone from a privileged group hears “you have power” or “you’re privileged” the response is often, “well I’ve never thought of myself as privileged” or “I don’t feel all that powerful” because they are hearing it through an individual lens. This can be further complicated if you have a privileged group member who lives or works in a setting where a target group member has situational power over them, for example, a white student with a teacher of color or a man with a female boss. In both of these situations, the privileged group member may feel very disempowered, or may focus in on their work or school life and feel they don’t have a lot of control, freedom, or say in their own life – and this may very well be true. Similarly, a privileged group member who is a survivor of abuse may feel very disempowered. Or, someone with a privileged group identity who also has an identity (or multiple identities) that are targeted may be more in touch with those aspects of their identity and therefore have trouble seeing the privileges they have access to, based on the dominant group identity or identities.

In all of these cases, the privilege group member is mistaking individual/intrapersonal and group/interpersonal privilege for institutional/social privilege. Individuals who receive societal (or institutional) privilege carry that privilege with them wherever they go in that society. They may not feel it at the individual level (which leads to denial) or may not receive it in the context of a specific group (for example, in some workshops on racism, the group assigns more value to what the people of color in the group say). Neither of these situations cancels out or diminishes the societal privilege that person receives once they leave the group or even if they live in denial all their life. Allan G. Johnson calls this process of mistaken levels the “paradoxical experience of being privileged without feeling privileged.”⁹ He explains:

We don’t have to be special or even feel special in order to have access to privilege, because privilege doesn’t derive from who we are or what we’ve done. It is a social arrangement that depends on which category we happen to be sorted into by other people and how they treat us as a result.¹⁰

It is also not uncommon for members of privileged groups who have just begun to build awareness of oppression to try to renounce or give up their privilege. But, as Harry Brod writes when describing male privilege, this also mistakes an institutional dynamic for an individual one:

⁹ Allan G. Johnson, *Privilege, Power, and Difference* (New York: McGraw-Hill Higher Education, 2001), pg. 36.

¹⁰ Ibid.

We need to be clear that there is no such thing as giving up one's privilege to be "outside" the system. One is always *in* the system. The only question is whether one is part of the system in a way that challenges or strengthens the status quo. Privilege is not something I *take* and which I therefore have the option of *not* taking. It is something that society *gives* me, and unless I change the institutions that give it to me, they will continue to give it, and I will continue to *have* it, however noble my intentions.¹¹

Finally, in an oppressive society, it is essential that members of privilege groups not be able to feel, for if they do, if they can feel and empathize with the pain of members of targeted groups or even if they can feel the pain associated with carrying privilege, they might be motivated to take action to change the status quo. Similarly, in an oppressive society, it is essential that target group members *get stuck* in emotion as it therefore allows the dominant culture to label them as "irrational" and therefore dismiss them and their concerns.

As a result of these dynamics, when dominant group members and target group members try to discuss issues of oppression, they often miscommunicate, talk past each other and reinforce the divisions between them. For example, the following exchange is not uncommon in workshops on racism:

Person of Color: (while describing her/his experience of living in a racist system): "This is what happens to us. You do these things.

White Person: What do you mean? You don't even know me. I don't have a problem with people of color. I don't do those things.

Person of Color: But white people do these things. It doesn't matter whether or not you do them.

White Person: But I'm the one in this room. And I can't control what white people do. I can only control my actions.

Variations of this dialogue take place in diversity and dismantling oppression workshops every day. The dynamic is one of target group members (in this case the person of color) using "you" in the universal sense to refer to white people as a group and often doing so with some anger or exasperation in their voice. Dominant group members (the white person in this case) hear "you" in the individual sense (coupled with some emotion) referring directly to themselves, and becomes defensive, not able to accept the fact that they might be labeled a racist (heard as "bad person"). In their defensiveness, they try to establish their own goodness which leads to the target group members not feeling heard, which leads to more anger (or frustration, exasperation, or some other emotion), which often scares the dominant group member even more, pushing them more and more into their head, from where they express more defensiveness which only serves to anger and frustrate the target group members even more which leads to more emotion, and so on. The result is a cyclical dynamic in which both group

¹¹ Harry Brod, "Work Clothes and Leisure Suits: The Class Basis and Bias of the Men's Movement," in Michael Kimmel and Michael A. Messner (eds.), *Men's Lives* (New York: Macmillan, 1989), p. 280. Italics in original.

reinforces the other group's "stuckness" in their own quadrant of the grid (individual/thought vs. group/feeling) and an inability to meet each other in a place of understanding.

The Pursuit of Power

Most people need to feel powerful in some way – to know that they are not helpless, that they have some level of control over their lives. By understanding the Dynamics of Oppression, we can see how people who lack or have less power at one level, can try to obtain power at another level. One of the easiest ways to see this is the conscious decision of low-wage workers – who lack institutional power and control over wealth and property – to organize into unions as a way to obtain group power. The idea is that what they lack in institutional power, they can make up for – at least to some extent – through numbers and by working together. But this process of pursuing power at different levels operates in subtler and less conscious ways as well.

One way to look at the phenomenon of young men of color forming gangs is to look at it through the lens of the pursuit of power. Denied access to institutional power in a racist society (not to mention ageist), and often feeling disempowered personally because of the impacts of a racist society (e.g. the lack of role models who look like them, negative portrayals in the media, etc.), some young men of color feel that the only way to feel powerful is to group together in ways that are intimidating to others. This may not be a conscious strategy, but at one level this is what is happening. In addition, in forming violent gangs, these young men are also drawing upon an identity that does give them access to power – their masculinity. Gangs often manifest a hyper-masculinity of violence, intimidation, and control that derives from male-dominated principles of sexism.

But this dynamic is not unique to young men of color. The working-class man who feels emasculated at work because of his lower status, who comes home and beats his wife or children is using the power he derives from a privileged social identity (maleness or adulthood) to compensate for a lack of institutional power in another area – socio-economic class – wielding that power at the interpersonal level against his wife and/or children.

Using the Dynamics of Oppression to Facilitate Dialogue

If one is aware of the dynamics associated with oppression, one can then more easily identify them when they are playing out. Understanding the world-views of target group members vs. privileged group members, the ways in which each group sees power and privilege, and the way in which each group uses language to talk about issues of oppression, can help the facilitator (or consultant or change agent) serve as a translator – helping each group understand what the other is really saying and moving them towards a common language. In addition, it is possible to pick up on clues that understand when a group member might be stuck in their world-view.

Signs privilege group members are operating from the Individual/Thought Quadrant. Or, the "Top Ten Things Privileged Group Members Say to Avoid Acknowledging Oppression":

Yea, buts: “Yeah I did that, but I didn’t mean anything by it.” “Yeah, I said that, but they overreacted.” etc.

The focus is on me and my intentions and what was going on inside of me instead of on the impact it had on others.

Data Pile On: Show me proof, statistics, give me examples and more examples, etc.

The emphasis is on thoughts, ideas, and “rational” facts as opposed to emotions and personal feelings which have no validity.

P.L.E.s (Perfectly Logical Explanations): “Maybe it’s not racism, maybe it’s . . .”

An attempt to rationalize the experiences of people of color.

“I’m colorblind” / “I don’t see color”

The emphasis is on the individual’s actions. “If I don’t see color (if I’m not doing anything wrong), there’s no problem.”

Pull yourself up by your bootstraps

Again; the focus is on individual action as opposed to systemic change. The belief is that anyone who works hard enough can succeed because, after all, this is America.

Reverse Racism: “People of color are just as racist as white people”

Mistaking the individual prejudice or discriminatory actions of people of color for oppression.

“Lighten up! Don’t take it so seriously.” i.e. *Don’t be so emotional.*

Don’t blame me: “I never owned slaves!” “I didn’t vote for . . .”

Again, a focus on individual behavior and responsibility. “I didn’t do anything wrong, so I’m not part of the problem.”

Innocent by association: “Some of my best friends are . . .”

If some people of color (or women, or LGBTQ people, etc.) like me, I can’t be bad (i.e. racist, or sexist, etc.).

BWAME: “Bt What About ME? Look how I’ve been oppressed.

Let’s make this about me. Let’s look at the area in which I’m a target instead of the area in which I have privilege.

Signs target group members are operating from the Group/Feeling Quadrant:

Generalizing: “White people do this . . .” “This place is so racist!”

The focus is only on the group instead of either specific aspects of a privilege group member’s behavior or way of thinking/being that helps perpetuate the oppression or on specific aspects of the system that need to be addresses.

Only being able to feel or express one emotion as opposed to a full range. For example, being angry (or hopeless, or happy, etc.) *all the time*.

When target group members are only able to access and express one emotion, they lose access to other emotions or ideas that can open up the dialogue, shift ways of thinking, and shift ways of being. Often this single emotion covers up emotions that are harder to feel that might leave one feeling more vulnerable.

"My pain is worse than your pain."

The focus is only on my group. There is no ability or desire to empathize with the experiences of other groups or to see the larger connection between targeted groups and between systems of oppression.

"Don't Air Our Dirty Laundry!"

This concept leaves the target group holding onto all of the oppression. The manifestations of the oppression are in fact not the target groups', but the privileged groups' to reclaim, own, and do something about.

Numbness

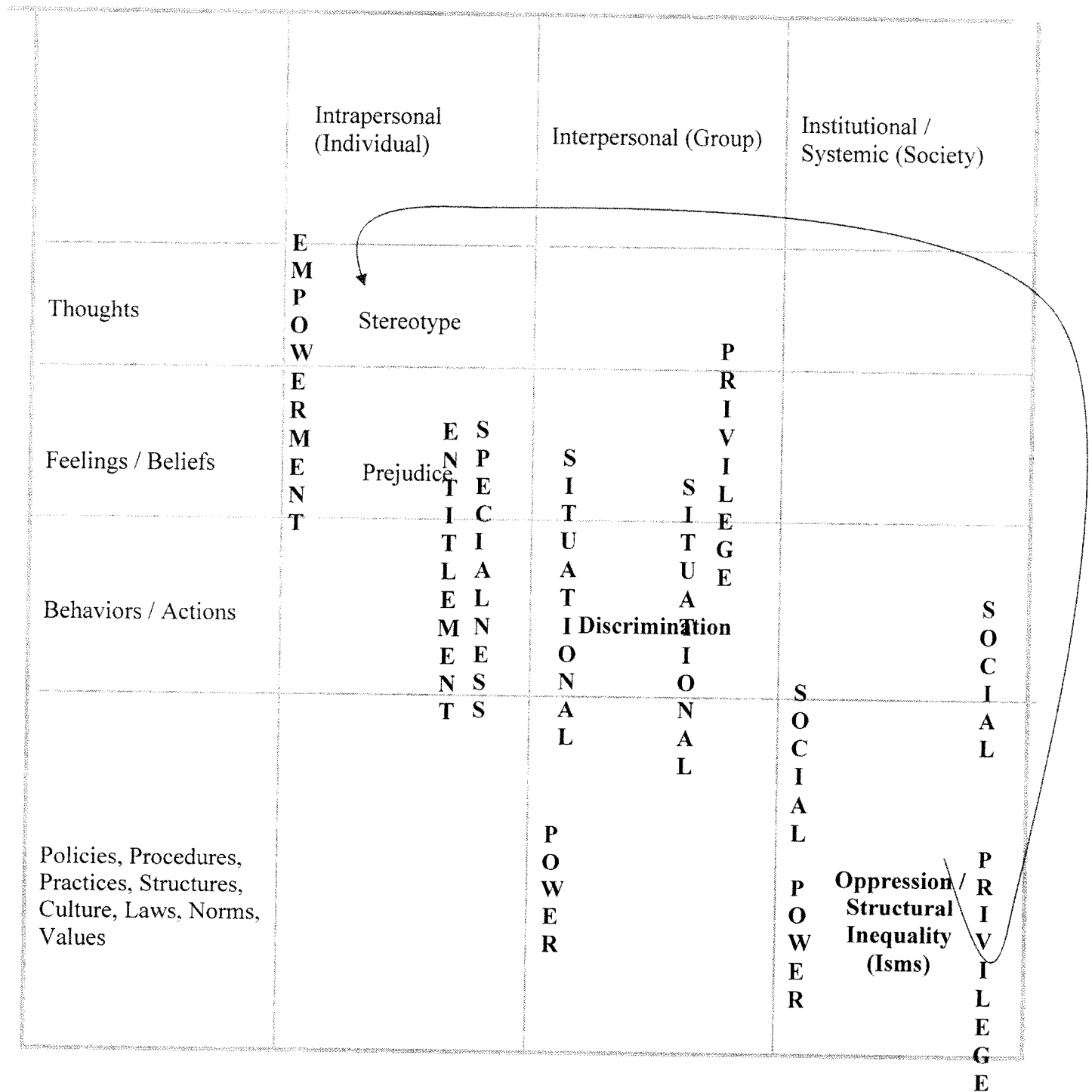
Sometimes, the pain and the hurt and the anger are so much, so intense, so overwhelming, that it can become easier not to feel anything. As a result, people of color can sometimes become numb to the impacts of racism – cutting themselves off from all feeling.

Denial (I made it, why can't others?)

This actually is a sign that the target group member has internalized the privilege group's world-view.

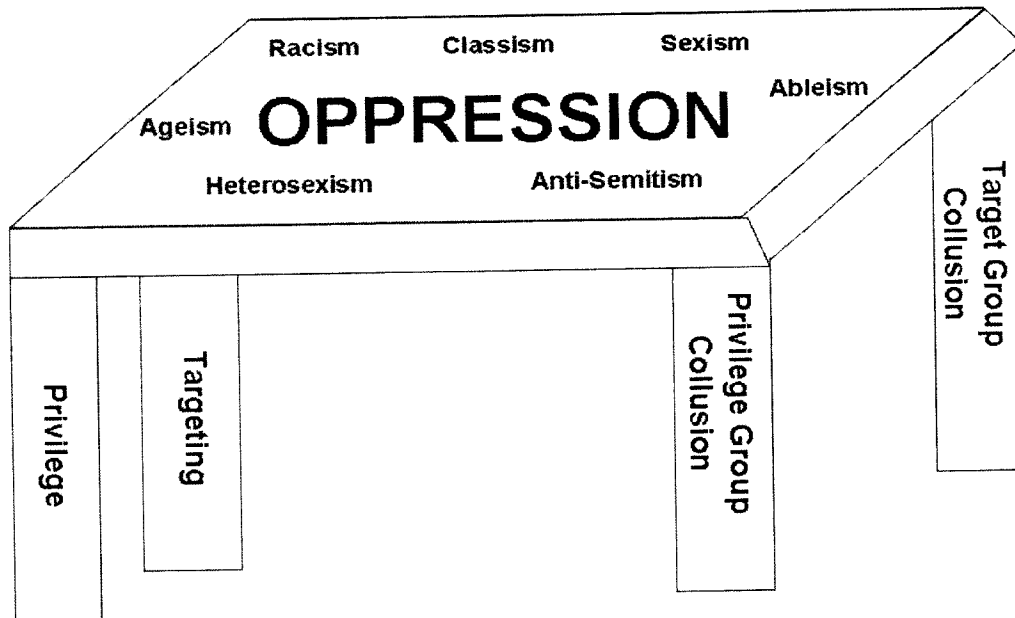
Dynamics of Oppression¹²

By Jarrod Schwartz



¹² Grid adapted from Kate Kirkham's "Dimensions of Diversity" model. Created by Jarrod Schwartz, MSOD ©2000. All Rights Reserved.

The Table of Oppression



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Table of Oppression Definitions

Privilege: Unearned or enhanced access to resources (advantages, benefits) that increase one's chances of getting what one needs or influencing others in order to lead a safe, productive, fulfilling life.

Targeting: The denial of access, resources and opportunities that might enhance one's chances of getting what one wants and influencing others. Systemic harmful treatment directed towards members of target groups (also called systemic discrimination).

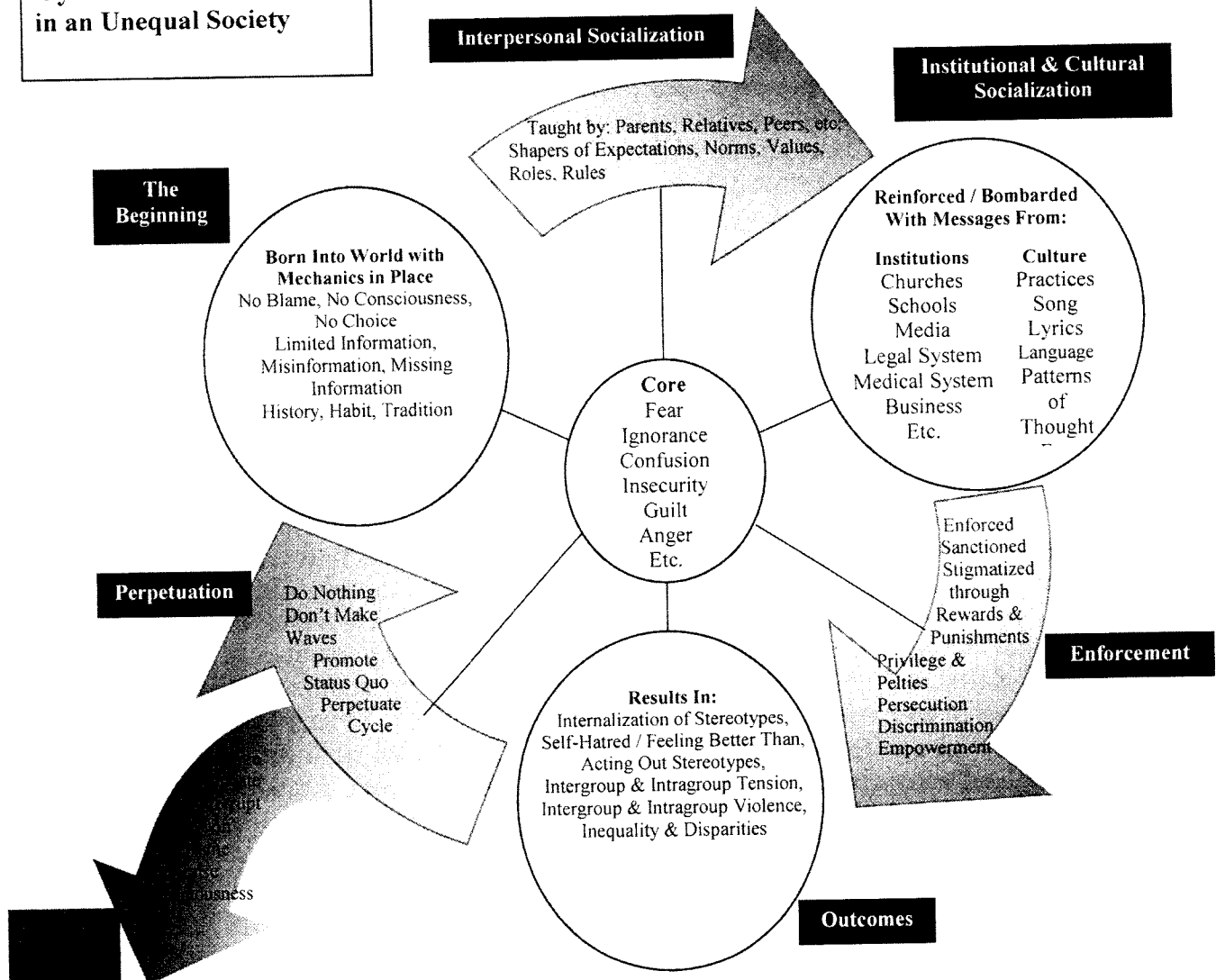
Collusion: Thoughts, feelings, behaviors, policies, practices, etc. that perpetuate a system of oppression intentionally or unintentionally, consciously or unconsciously, by action or inaction and silence, because a person, group, organization or society has internalized the belief that the system is correct, fears repercussion, chooses to stay unaware, and/or refuses to take action.

Target Group Collusion: Destructive patterns of feelings and behaviors experienced by the targets of oppression, turned inward upon themselves and directed at each other. This behavior helps to perpetuate the oppression.

Privilege Group Collusion: Beneficial patterns of feelings and behaviors experienced by privilege group members, turned inward upon themselves and directed at each other. This behavior helps to perpetuate the oppression that grants them privilege.

Cycle of Socialization/Oppression¹³

Cycle of Socialization in an Unequal Society



¹³ Adapted by NCCJ from Roberta L. Harro, Ed.D.

Cycle of Liberation by Roberta L. Harro, Ed.D.

Introduction

As people come to a critical level of understanding of the nature of oppression and their roles in this systemic phenomenon, they seek new paths for creating social change and taking themselves toward empowerment or liberation. In my years as a social justice educator, it became increasingly clear that most socially conscious people truly want to “do something about” the injustices that they see and understand, and they recognize that simple, personal-level changes are not enough. They want to know how to make system-level change manageable and within their grasp, and they often become frustrated, since so little has been written about the process of liberation.

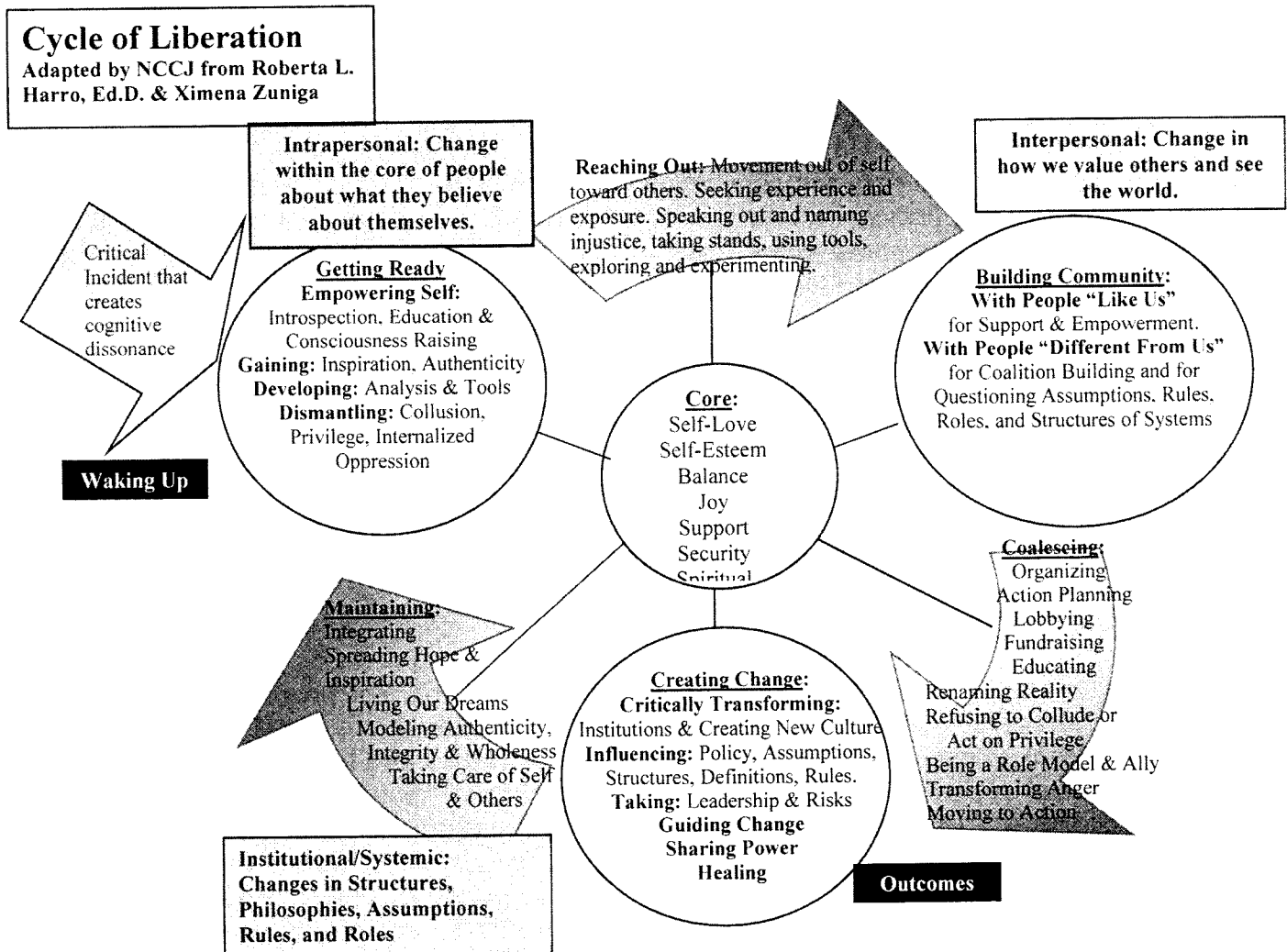
As more students and trainees asked, “How do we make a dent in this thing that seems so big?” I began to think about the Cycle of Socialization. (Harro, 1983, 1987, 1999) The cycle “teaches” us how to play our roles in oppression and how to reverse the existing systems that shape our thinking, leading us to blame uncontrollable forces, other people, or ourselves for the existence of oppression. (Freire 1968, AL Schuler, 1979) If there is an identifiable pattern of events that repeats itself, becomes self-fulfilling, and leads us to a state of unconsciousness about issues of oppression, then there may be another identifiable pattern of events that leads us toward liberation from that thinking. I began to read about and study efforts to eliminate oppression on a systemic level, and discovered that indeed, some paths were successful at actually creating the kind of lasting change that addressed the root causes of the oppression and people’s roles in it, while other paths were not. These paths were not always the same, and certainly were not linear, but they had in common the same cycle-like traits that characterized the socialization process that teaches us our roles in oppression. There were certain skills and processes, certain ways of thinking and acting in the world, certain seemingly necessary ingredients that were present in every successful liberation effort.

I am defining “liberation” as “critical transformation,” in the language and thinking of Paulo Freire. (1968) By this I mean that one must “name the problem” in terms of systemic assumptions, structures, rules, or roles that are flawed. The ability to do this reflects analysis in the “Critical Transforming Stage” of Freire’s “Stages of Consciousness.” (Alschuler 1979) Significant social change cannot happen until we are thinking on a systemic level. Many people who want to overcome oppression do not start in the critical transforming stage, but as they proceed in their efforts, it becomes necessary for them to move to that level for success. (For a more detailed description of the Cycle of Socialization, as adapted by this author, see Appendix 5C in Adams, Bell and Griffin, 1998, Teaching for Diversity and Social Justice: A Sourcebook.)

The following model describes patterns of events common to successful liberation efforts. This model is the produce of the thinking of several colleagues, specifically Felice Yeskel and Jerry Koch-Gonzales and myself, and the version described here is my latest adaptation. Its purpose is to organize and name a process that may otherwise be elusive, with the goal of helping people to find their pathway to liberation. It could be characterized as a map of changing terrain where not everyone goes in the same direction or to the same destination or at the same

speed, so it should not be taken as a “how-to,” but rather as a description of what has worked for some.

THE MODEL



The model described in this chapter combines theory, analysis, and practical experience. It describes a cyclical process that seems to occur in most successful social change efforts, leading to some degree of liberation from oppression for those involved regardless of their roles. It is important to note that one can enter the “cycle” at any point through slow evolution or a critical incident and will repeat or recycle many times in the process. There is no specific beginning point or end point, just as one is never “done” working to end oppression. Although there is not a specific sequence of events in the cycle, it is somewhat predictable that all of the levels (intra personal, interpersonal and systemic) will occur at some point. Research and observation seem to indicate that events often begin within an individual and move

progressively outward to others, and then to the systemic level (Alschuler, Phillips and Weinstein, 1975 in Jones, 1983; Jackson and Hardiman, 1980; Jones, 1985; Kohlberg, 1984; Lewin, 1935), so I have organized them in that sequence for the diagram and the description. The following description corresponds to the numbered sections of the diagram.

1. Waking Up -

Often (not always) liberation begins when a person begins to experience herself or himself differently in the world than s/he has in the past. It is marked by an intra personal change: a change in the core of someone about what s/he believes about her/himself. This may be the result of the critical incident or a long slow evolutionary process that shifts our worldviews. I refer to this phase as the Waking Up phase. We may experience some form of cognitive dissonance, where something that used to make sense to us, or that we never questioned, no longer makes sense. Perhaps a white mother adopts a child who is Puerto Rican and, in dealing with her expectations for the child, suddenly realizes she has more deeply based racist attitudes than she thought she did. Perhaps a heterosexual woman who has a gay coworker recognizes that the longer she works with him, the more “ordinary” he becomes to her, and the more she gets angry when people make anti-gay remarks. Perhaps a welfare recipient begins to get angry that she is often treated with disrespect by service providers and the general public, and begins to see the disrespect as a pattern of how poorer people are treated in the U.S. Any of these examples could mark the beginning of the Cycle of Liberation.

2. Getting Ready -

Once we know something, we can’t “not know it” anymore. The process may not begin immediately, but odds are that it will begin at some point. Often the first part of the process is The Getting Ready phase. This involves consciously dismantling and building aspects of ourselves and our worldviews based on our new perspectives. Processes that are central to this first part of liberation are introspection, education, and consciousness raising. We begin to do introspection to identify which aspects of our beliefs, attitudes and behaviors need to be challenged. We tend to pay attention to and inventory thoughts, language, and actions to see if they are consistent with our newly recognized beliefs, or if they need to be dismantled. We may discover that we need to educate ourselves: read more, talk to people, bounce ideas and views around with others, begin listening to the news with new ears, seek expertise. We may begin to “make sense” of our experiences differently and seek out more chances to explore what we thought we knew and how it compares to the reality. We may start exercising our questioning and challenging skills to expand our conscious understanding of the world.

This “getting ready” phase is composed of dismantling our wrong or diminishing beliefs (ex: stereotypes, ignorance of misinformation), our discriminatory or privileged attitudes (ex: superiority or inferiority), and our behaviors that limit ourselves or others (ex: collusion, oppressive language, or resignation). It also involves developing a consistency among what we believe, how we want to live our lives, and the way we actually do it. We move toward gaining authenticity and coherence among all of the aspects of our lives and move toward integrity. Part of this phase also includes developing a coherent analysis of oppression and building a

repertoire of skills and tools that will serve us throughout the rest of the process. We begin to take steps to empower ourselves.

The mother of the Puerto Rican child might decide to read about Puerto Rican history and cultures, talk to her Puerto Rican coworker, trace the origins of her assumptions and expectations about her child, or begin to catch herself making excuses for her child's behaviors. The heterosexual coworker may take a course on "Gay Rights," or pick up a copy of a gay newspaper or ask her gay coworker to Dinner. The woman on welfare may read a book on welfare rights, or start listening to the economic news, or start to keep a list of examples of "corporate welfare" totaling how much money goes from the federal government to large corporations when they are in financial trouble.

3. Reaching Out -

Almost inevitably, as we are getting ready, it becomes necessary for us to seek experiences outside ourselves in order to check our reality and to expose ourselves to a wider range of difference than we had before. We need to practice using our skills and tools with others, and experiment with expressing our new views, and speaking out when we disagree, instead of staying silent. This Reaching Out phase provides us with feedback about how our new worldviews will be met by others. We may get pressure from some to stop making waves and leave the status quo along (and this may arrest some people's progress for a while), and we may get encouragement and new friends as a result of taking a stand on something that we were quiet about before.

The adoptive mother may change social workers, so she can talk to a Puerto Rican social worker about her child. She may suggest to her partner that they take a class in Spanish or attend a local Puerto Rican festival. The heterosexual coworker may disclose in a conversation with friends that she supports the domestic partnership clause in their benefit package, or she may have a talk with her kids about not using the term "gay" to mean something bad. She may invite her gay coworker and his partner to Dinner or draw comparisons between her primary relationship and his. The woman on welfare may attend her first welfare rights meeting. She may object assertively when she is treated with disdain for using food stamps by the person behind her in the checkout line. She may decide to share her list of examples of corporate welfare with two friends also on welfare. All of these actions mark the transition from intra personal to interpersonal liberation.

4. Building Community -

The interpersonal phase of the liberation process is marked by a change in how we value others and interact with them on a regular basis. It is the Building Community phase and consists of two steps: dialoguing with people who are like us for support (people who have the same social identities as we do, with regard to the issue of oppression), and dialoguing with people who are different from us for gaining understanding and building coalitions. This phase is characterized by the creation of an ongoing dialogue, where views are exchanged, people are listened to and valued, and we begin to view each other's points of view as making sense and having integrity, even if they are very different from our own.

In the first step, building community with people who are like us, we seek out people who may have similar experiences to our own, and talk with them to see how they made sense of their experiences and what we can learn from them. This often begins happening informally, and even sometimes unconsciously. Two mothers with adopted children meet in the pediatrician's waiting room and start comparing notes, or two neighbors who both receive welfare benefits talk in the laundry about their frustrations, or two friends going for a hike begin discussing "the gay people" who work with both of them. With increased knowledge and consciousness, these people might start looking for more organized forms of support discussions. These dialogues serve to prove to people that they are not alone in their situation, that there is a bigger "system" operating, that others have faced and are facing similar situations as our own, and that there are more strategies, ideas, and options than we had initially thought. We feel confirmed and like we are part of a group who wants to change our role with regard to oppression.

A large part of this interpersonal step also involves dialoguing about how we see the "other" group (those with power if we are disempowered, or the people who are disempowered if we possess power and/or privilege) and beginning to identify things that we have in common with the "other." We have moved out of stereotyping the "other" and have discovered the "others" who are more like us than different from us. We may begin to see that the "other" is no more to blame for the oppression than we are -- that, in fact, we are both victims of a larger system that pushed us into roles. With this realization, a new level of analysis begins, and it becomes inevitable and necessary to expand our dialogue to include "others."

It's important to note that both disempowered groups and empowered groups need to find this support step. We can't change our roles only; we must address changing the roles of everyone involved, as well as changing the assumptions and structures of the entire system, and we cannot do that alone. Coalitions are a necessity and dialoguing across differences is the first step to building coalitions. We will never be able to focus on the real challenge, changing the system, until the barriers and boundaries that divide us are minimized. They will not be eliminated, but they can be significantly diminished in potency and clarified through the dialogue process.

That is not to say that creating dialogues about and across differences is easy. An integral part of this dialogue is exploring our differences, clarifying them, erasing assumptions and replacing them with firsthand contact and good listening. That means that we must talk about our differences, in a civil manner. It is useful, even desirable, to create together some guidelines for how our dialogues across differences will take place, and some principles to guide the process. These are best negotiated by all the parties who will participate. The context is developing analysis and strategies of the system that encompasses all of us, and then we explore our differences and our common goals through this process.

Our mission is to question and challenge assumptions, structures and rules of the system of oppression and to clarify our different needs, perceptions, strengths, resources and skills in the process. Done well, these dialogues result in a deeper and richer repertoire of options and opportunities for changing the system. We are enhanced in many ways: our energy, our resources, our inspiration, our understanding, our compassion, our empathy, our

humanness, and our motivation are all expanded in this process. We discover and are sustained by inspirations that we have not met before. With these new springboards, we move into the coalescing phase.

5. Coalescing -

Having minimized our barriers, joined with allies, and fortified our resolve, we are ready to move into action to interrupt the oppressive system. We may organize, plan actions, lobby, do fund raising, educate and motivate members of the uninvolved public. We coalesce and discover that we have more power as a coalition. This gives us encouragement and confidence. We may find ourselves taking more overt stands, expressing ourselves more assertively, rallying people to support us as we respond to overt oppression. We have begun to “see our reality” differently and are naming ourselves differently. We are a “we” now, rather than adversaries. We are on the same side as those in our coalition, and that often surprises the confuses the system. We are refusing to collude in oppression or to participate in self-fulfilling prophecies. We are refusing to accept privileges (if we are empowered), and we are acting as role models and allies for others. We are interrupting the status quo by speaking out calmly with self-confidence (if we are disempowered). In this process, we have transformed our energy away from anger, frustration, guilt and mistrust, and toward hope, shared power, trust, optimism. We begin to see evidence that, working together and organizing, we can make a difference. This doesn’t mean that we will be successful at everything we try, but our likelihood of creating change is greatly enhanced.

6. Creating Change -

The parameters of this phase of the cycle of liberation include using our critical analysis of the assumptions, structures, rules, and roles of the existing system of oppression, and our coalition power, to begin transforming the system. This means creating new culture that reflects our coalition’s collective identity: new cultural assumptions, new structures, new roles, and new rule consistent with a more socially just and equitable philosophy. It includes operating from a shifted world view, where the values of a diverse and united community shape the system. It involves forming partnerships across differences to increase shared power. This manifests in influencing structure, policy and management of organizations and systems of which we are a part. It involves taking leadership, taking risks, and guiding change. We must continue to heal from past differences by sharing power and by redefining power as collective power, power within, and power created through cooperation. This phase must consist of “second-order change” (Watzlawick, Beavin, Jackson, 1967; Bell, 1981), where the very essence of the system is transformed, and nothing can remain the same after the transformation.

People experience “second-order change” on a personal level when, for example, they or someone in their family are diagnosed with a terminal illness. Priorities shift, and what is important becomes totally different. With regard to oppression, some examples of second-order change have occurred when psychiatric facilities began to appoint consumers to their boards of directors, or when community funding agencies began to be run by community constituents rather than elected officials. Second-order change may take place with an

organization decides to use only consensus decision making for all policy decisions, or to use a flat collaborative management structure rather than hierarchical.

Second-order change in our examples might look like this. The heterosexual coworker and the gay coworker might organize a human rights committee in their workplace, conduct dialogues among employees and a public awareness campaign, design a new domestic partners' benefits amendment, and a new policy protecting gay, lesbian, bisexual, and transgendered people from discrimination in the workplace. The person receiving welfare benefits might join a welfare rights coalition, which lobbies local legislators, speak at a hearing in the state capital, and propose a referendum that for every dollar spent on "corporate welfare" in their state, a dollar must also be spent on domestic welfare. The white mother of the Puerto Rican child might join a local Puerto Rican political action committee which is working to reform curriculum to include relevant Puerto Rican history, literature, famous people, and current events in her child's school. The committee might also be working to reform policies on bilingual education district-wide, so that her child can study and learn in Spanish and English.

Efforts to critically transform systems are greatly enhanced by a wide range of resources, perspectives and creativity being brought to bear on a commonly defined problem. If god dialogue has taken place, and the coalitions are as inclusive of every perspective as possible, second-order change becomes the logical outcome rather than an unlikely or unattainable goal. Making transformation happen is not, however, the last step. Creative new structures, assumptions, rules and roles must be maintained and nurtured.

7. Maintaining -

In order to succeed, change needs to be strengthened, monitored, and integrated into the ritual of daily life. Just like anything new, it needs to be taken care of, learned about, "debugged," and modified, as needed. It's rare, if not impossible, that new structures, assumptions, rules and roles are perfect or all-inclusive. It is imperative that a diverse group of "maintainers" work together to keep the change efforts aimed at their goals and provided with resources. It's also necessary to celebrate successful change efforts. This process says to the larger world, "Look, this can work. You can change things by dialoguing and working together." It spreads hope and inspiration and provides a model for others.

When a diverse group of people have worked together to understand one another and have created critical transformation together, we teach the lesson of hope and peace. It becomes increasingly possible that we can live our dream of equality and justice for all people. We become more human, more whole, more authentic, more integrated, and by living this way, we increase the likelihood that the human species will survive.

8. The Core of the Cycle of Liberation -

At the core of the cycle of liberation is a set of qualities or states of being that hold it together. Some of these are present when people first begin the cycle, and they are grown, elaborated, filled out, and matured as we proceed through the various phases. They exist and

operate on both the individual and collective levels throughout the process of liberation. They are made stronger with each phase and with each human connection we make. Liberation is *the practice of love*. It is developing a sense of self that we can love and learning to love others with their differences from us. Liberation is *finding balance* in our individual lives and in the agendas of our coalitions. Balance keeps us upright and oriented, moving toward our goals. Liberation is the *development of competence*, the ability to make something happen consistent with a goal. It is taking charge of our own destiny and creating the world we want to live in, together with all the others we need to survive. Liberation is the *belief that we can succeed*, a sense of confidence in ourselves and in our collective efforts. Liberation is *joy* at our collective efficacy and at surviving in a world that sometimes tries to kill us. Liberation is the knowledge that *we are not alone*. It is mutual support, encouragement, and trust that others will be there if we fall, and that we need to be there for others. Liberation is *commitment* to the effort of critical transformation, to the people in our community, to the goal of equity and justice and to love. Liberation is *passion and compassion*, those strong and motivating feelings that we must live by our hearts as well as our minds. Liberation is based in something far bigger than me as an individual, or us as a coalition, or our organization as a community, or any one nation, or any particular world. It's about that force that connects us all to one another as living beings. That force that is defined differently by every spiritual belief system, but which binds us by the vision that there can be a better world and we can help to create it.

Fatigue¹⁴

I'm tired of watching mediocre white people rise to positions of authority and responsibility.

I'm tired of wondering if the white woman who quickly exited the elevator when I got on was really at her destination.

I'm tired of being invited to participate in discussions because there is a need for a "Black, Latino or Native American perspective" and when I offer input, being told that race should be left out of the discussion.

I'm tired of letting my defenses down and then feeling vulnerable to unexpected racial remarks.

I'm tired of explaining that the word "nigger" is offensive to me whether uttered by a white person or by an African-American.

I'm tired of having strangers ask me if I know someone whose only possible connection to me is our shared ethnicity.

I'm tired of hearing white people say, "I don't think of you as "Latino" or "Black" or say "I don't see color."

I'm tired of explaining the significance of Cinco de Mayo for Mexicans and Mexican Americans or Crispus Attuck's in the history of the United States.

I'm tired of having to bite my tongue as I listen to folks make covert, unintentional racist statements,

I'm tired of trying to determine the difference between the behavior of a white person that is described as "assertive" and the identical behavior of a Person of Color that is described as "aggressive".

I'm tired of the deadening silence that occurs when the conversation turns to race.

I'm tired of being asked to affirm someone's statement or belief about another person of color.

I'm tired of being told that I am too impatient in my desire to see things change.

I'm tired of being told by white people that I am too Black or Latino and being told by People of Color that I am not Black or Latino enough.

¹⁴ Adapted by Just Communities from "Fatigue – An Essay" By Don C. Locke

I'm tired of seeing no one who looks like me in positions to which I aspire and simultaneously being told that the "glass ceiling" is a figment of my racial imagination.

I'm tired of being invited to participate in some activity by people whose sole purpose for the invitation was to insure the presence of at least one person of color.

I'm tired of wondering if things will get better.

I'm tired of listening to people espouse a belief in merit when it involves People of Color and then watching them attempt to use personal influence for their own advancement.

I'm tired of having to explain why I wish to be called African-American or Chicano.

I'm tired of having to justify why I live where I choose to live.

I'm tired of explaining that even though I am tall, I do not play basketball.

I'm tired of having to explain my religious beliefs and my choice of church denomination.

I'm tired of singing about "smiling faces that tell lies".

I'm tired of being told that economic factors and not race are causes of differences between racial groups.

I'm tired of being told that emotion has no place in discussions of issues of discrimination and prejudice.

I'm tired of having white people tell me that they no longer discuss racial issues out of the fear of being labeled "racist".

I'm tired of having to weigh my statements to an People of Color audience out of fear of being labeled an "Oreo" or an 'Uncle Tom,' a "coconut," or a "banana"

I'm tired of wondering if I provided a proper balance of racially-related information to my children.

I'm tired of explaining why I regularly read La Opinión, Ebony, Black Enterprise, listen to Radio Lazer, or watch Telemundo, Novelas, or BET.

I'm tired of being told that issues facing people of color are no different from those faced by women, by gay or lesbian groups or by the disabled.

I'm tired of having white people express surprise that I had a novel idea, wrote a meaningful document or delivered a moving speech.

I'm tired of being told that I do not 'sound Black' or 'sound Latino'."

I'm tired of explaining why People of Color have a desire for and a need for culturally based retreat centers in predominantly white environments.

I'm tired of watching my colleagues question candidates of color about diversity issues rather than about other areas of competence.

I'm tired of wondering if there really is a non-racial explanation for people's behaviors.

I'm tired of hearing white people describe African American and Latino speakers as "articulate".

I'm tired of being told that my interest in and desire to discuss racial issues "contributes to the problem."

I'm tired of being followed in department stores by the security force and pestered by sales clerks who refuse to allow me to browse, both groups doing what they do because they suspect I am a shoplifter.

I'm tired of being told that the medical practices of my culture are primitive, cute, naïve, inadequate, or "not real" healthcare.

I'm tired of bilingual services not being available for me and/or my family.

I'm tired of being put in a position to translate for health care providers who don't have adequate staffing to serve their clientele – especially concepts that don't exist in my culture.

I'm tired of being told that I or people like me are "problem people" who are responsible for the problems of the community (drugs, violence, crime, etc.).

I'm tired of people saying that the challenges in my life (whether financial, health or otherwise) are a result of my race and not of racism.

I'm tired of not feeling like there are enough professionals who are concerned about my health or the health of my community.

I'm tired of wondering if it's safe to visit a specific healthcare provider.

I'm tired of being tired.

White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh

Through work to bring materials from Women's Studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are over privileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's status. Denials, which amount to taboos, surround the subject of advantages that men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege, which was similarly denied and protected. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So, I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was 'meant' to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks.

Describing white privilege makes one newly accountable. As we in Women's Studies work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask, "Having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from at a base of unacknowledged privilege, that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand we are justly seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin-privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself, as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work which will allow "them" to be more like "us."

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions which I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status or geographical location, though of course all these other factors are intricately intertwined. As far as I can see, my African American coworkers, friends and acquaintances with whom I come into daily or

frequent contact in this particular time, place and line of work cannot count on most of these conditions.

White Privilege: Unpacking the Invisible Knapsack

I can, if I wish, arrange to be in the company of people of my race most of the time.

If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.

I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.

I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.

I can turn on the television or open to the front page of the paper and see people of my race widely represented.

When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.

I can be sure that my children will be given curricular materials that testify to the existence of their race.

If I want to I can be pretty sure of finding a publisher for this piece on white privilege.

I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods that fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.

Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial stability.

I can arrange to protect my children most of the time from people who might not like them.

I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.

I can speak in public to a powerful male group without putting my race on trial.

I can do well in a challenging situation without being called a credit to my race.

I am never asked to speak for all the people of my racial group.

I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.

I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.

I can be pretty sure that if I ask to talk to “the person in charge,” I will be facing a person of my race.

If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven’t been singled out because of my race.

I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children’s magazines featuring people of my race.

I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out of place, outnumbered, unheard, held at a distance, or feared.

I can take a job with an affirmative action employer without having coworkers on the job suspect that I got it because of my race.

I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.

I can be sure that if I need legal or medical help, my race will not work against me.

If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.

I can choose blemish cover or bandages in “flesh” color and have them more or less match my skin.

I repeatedly forgot each of the realizations on this list until I wrote it down. For me, white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it, I must give up the myth of meritocracy. If these things are true, this is not such a free country; one’s life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience, which I once took for, granted. Nor did I think of any of these prerequisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions that were passed on to me as a white person. There was one main piece of cultural turf, it was my own turf, and I was among those who could control the turf. My skin color was an asset for any move I was educated to want to make. I could think of myself as belonging in major ways, and of making social systems work for me. I would freely disparage, fear, neglect, or be oblivious to

anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it freely.

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit in turn upon people of color.

For this reason, the word “privilege” now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work to systematically over-empower certain groups. Such privilege simply confers dominance because of one’s race or sex.

I want, then, to distinguish between earned strength and unearned power conferred systemically. Power from unearned privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitable damaging. Some, like that expectation that neighbors will be decent to you, or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages, which we can work to spread, and negative types of advantages, which unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege for a few. Ideally it is an unearned entitlement. At present, since only a few have it, it is an unearned advantage for them. This paper results from a process of coming to see that some of the power which I originally saw as attendant on being a human being in the U.S. consisted in unearned advantage and conferred dominance.

I have met very few men who are truly distressed about systemic, unearned male advantage and conferred dominance. And so, one question for me and others like me is whether we will be like them or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance and if so, what we will do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the U.S. think that racism doesn’t affect them because they are not people of color; they do not see “whiteness” as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and dangers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantaging associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage which rest more on social class, economic class, race, religion, sex and ethnic identity than on other

factors. Still, all of the oppressions are interlocking, as the Combahee River Collective Statement of 1977 continues to remind us so eloquently.

One factor seems clear about all of the interlocking oppressions. They take both active forms which we can see and embedded forms which as a member of the dominant group one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the systems won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitudes. [But] a "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate, but cannot end, these problems. To redesign social systems, we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these taboo subjects. Most talk by whites about equal opportunity seems to me to be about how to try to get into a position of dominance while denying that systems of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly enculturated in the United States so as to maintain the myth of meritocracy, the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power and serves to keep power in the hands of the same groups that have most of it already.

Though systemic change takes many decades, there are pressing questions for me and I imagine for some others like me if we raise our daily consciousness on the perquisites of being light-skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use unearned advantage to weaken hidden systems of advantage, and whether we will use any of our arbitrarily awarded power to try to reconstruct power systems on a broader base.

Peggy McIntosh is Associate Director of the Wellesley College Center for Research on Women. This essay is excerpted from her working paper, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence Through Work in Women's Studies," copyright 1988 by Peggy McIntosh. Available for \$4.00 from address below. The paper includes a longer list of privileges. Permission to excerpt or reprint must be obtained from Peggy McIntosh, Wellesley Center for Research on Women, Wellesley, MA 02181 (617) 431-1453 [As published in Peace and Freedom--July/August 1989]

White Privilege in Schools by Ruth Anne Olsen

It is important to distinguish between prejudice and privilege. Whereas racial prejudice is negative action *directed against* an individual, privilege is passive advantage that *accrues to* an individual or group. Good teachers recognize and actively address prejudice. But as Peggy McIntosh (1998) points out, most White people are blind to the privileges accorded to White children and parents in schools.

I tried to identify my own family's experiences of White privilege in schools and without much effort, it became clear that we have, indeed, benefited from privileges to which we have given little thought. Using McIntosh's format, I could elaborate on her work and add observations from my own experience.

Whatever topics my children chose to study, they are confident that they will find materials that link people of their race to the accomplishments in those areas.

My children know that they will always see faces like their own liberally represented in the textbooks, posters, films and other materials in the hallways, classrooms and media centers of their schools.

When my children talk about celebrations, holidays or family observances in show-and-tell or in other informal exchanges at school, they know that their teachers will have experienced similar events and will be able to reinforce their stories.

My children are confident that the musical instruments, rhythms, harmonics, visual design forms and dramatic traditions of their culture will be generously recognized in the formal and informal uses of music, theater and visual arts in their schools.

The color of my children's skin causes most adults in school offices, classrooms and hallways to have neutral or positive assumptions about them.

My children know that the vast majority of adults in their schools will be of their same racial background, even in classrooms where many or most of their fellow students of races different from theirs.

My children are confident that they will never be embarrassed by being called on to tell the class about their race, culture or special ways of celebrating events.

When I visit their schools, my children know that school staff members will reserve judgment about my economic class, my level of education and my reason for being in the school until I make them known.

My children take for granted that the tests used to judge my children's achievement and to determine placement in special classes have been developed with groups that include significant numbers of students who share our racial history and culture.

My children are confident that they will never be embarrassed by hearing others suggest that the problems of the school (low levels of achievement, the need for special support services, etc.) are caused by the high numbers of children of their race.

I am confident that policy decisions that affect my children's school experience will be made by state and local bodies dominated by people who understand our racial history and culture.

This list can go on. My family never asked for these privileges; principals and teachers didn't purposely create them for us; and, frankly neither they nor we have been consciously aware these privileges exist.

But stating that no one is to blame does not erase that fact that privilege has allowed my family to take for granted things that others must spend time, energy and resources trying to earn. And while I have been blind to the existence of our privileges, people who don't share them cannot help but see them and feel resentment, puzzlement, disappointment and rage at the fact that their children are excluded from the privileged class.

Ruth Anne Olsen is a Co-Director of Supporting Diversity in Schools (SDS) of the Saint Paul Foundation in Saint Paul, Minnesota.

Classroom/School Audit:

1. List your students' diverse identities, for example: White, Latino/a, African American, Asian American, Middle Eastern, Native American, Multi-racial, Male, Female, Heterosexual, LGBTQ, with Disabilities, Christian, Jewish, Muslim, other religious/spiritual backgrounds (Buddhist, Hindu, Atheist, etc.), etc. What mirrors are currently available for each group? Consider curriculum, staff in various roles, decorations, student leadership, celebrations, media, social life, etc.—how diverse, accurate, and respectful these mirrors?
2. Then, list ways that you could provide “mirrors” for students who often have “mostly windows” at school. Consider different parts of your classroom, school and curriculum. How can you make these mirrors as diverse, accurate, and respectful as possible?

[illegible]

One Room, Many Voices: Creating Effective Multilingual Environments

Key Terms

Interpreting: Relaying message content from a source language to a target language without adding, deleting, or changing.

Translation: The transference of meaning in written form from text to text.

Simultaneous interpreting: the interpreter renders the message in the target-language as quickly as he or she can formulate it from the source language, while the source-language speaker continuously speaks. There is usually a few seconds lag time between the source-language speaker and the interpreter. It is the least time-consuming mode of interpretation and can be used at conferences, meetings, and other public events, pending the availability of interpretation equipment. Anything over an hour is usually done in teams of two interpreters who switch off at predetermined intervals.

Consecutive interpreting: The speech is divided into segments and the interpreter speaks after the source-language speaker has finished speaking, in effect taking turns with the speaker(s). Most ideally suited for small one-on-one environments (e.g. medical appointment, social service interviews) but can also be used in conference/meeting settings if equipment is not available. Anything over an hour is usually done in teams of two interpreters who switch off at predetermined intervals.

Interpreting can be a challenge from both the perspective of the interpreter and all parties involved in communication. Below are some tips to be considered by meeting/event facilitators, coordinators, and interpreters. These suggestions have been compiled from the experiences of various interpreters and are open to continual revision to ensure they are relevant for each group.

For Meeting/Event Facilitators & Coordinators:

Participating in a multilingual environment can be a challenge, especially when facilitating a meeting or coordinating an event. Including interpretation in a meeting/event adds an additional layer to a facilitator's and coordinator's responsibilities in terms of both logistics and communication dynamics. Below are some tips for facilitators and coordinators to aid the multilingual communication process.

- *Be sure to assign an interpreter with appropriate training, experience, and skills for the meeting/event. Remember, just being bilingual does not constitute having the highly specialized skills of an interpreter! An interpreter's services should be valued and compensated in a way consistent with the high-level of skill required to perform the job effectively.*

- *When assigning an interpreter, it is critical that the interpreter not be placed in a “dual role” in which they are expected to serve as both an interpreter and another role such as facilitator, administrator, student, or advocate. This creates a conflict of interest and compromises the communication process. An interpreter’s only role should be in the service of communication.*
- *As a facilitator, it is essential to provide five minutes for the interpreter(s) to introduce themselves at the onset of the meeting/event during which they will explain how interpretation will take place and key ground rules. Throughout the meeting, it is the facilitator’s role to enforce these rules and ensure bilingual communication is taking place effectively.*
- *Make sure that the interpreter has all the materials that they will need to be able to follow along with the meeting/event, i.e. copies of the agenda, key documents that will be reviewed, etc. If possible, provide these materials to the interpreter in advance of the meeting so they can become familiar with key vocabulary.*
- *Ensure that interpretation equipment is organized and in working condition before the program begins (i.e. check batteries, untangle cords, etc.).*
- *Interpretation and bilingual facilitation take additional time; be sure to take these additional elements into account while planning your agenda.*
- *In cases where there is only one interpreter, you may want to schedule a “meeting administrator” who will assist the interpreter and the facilitator in ensuring that everyone has headsets that needs them and knows how to use them, all have agendas and other materials in the correct language, etc. The interpreter will not be able to hand out headsets, show people how to use them, or explain how interpretation will work once the meeting/event has started because they must focus fully on interpreting.*
- *Make sure you know where your interpreter is and maintain communication with them. This includes being aware of and respecting nonverbal signals from the interpreter to slow down, speak up, pause, etc.*
- *You may want to ask a bilingual member of the group’s leadership team to listen to the interpretation through a headset, so they can assess the interpretation and give any feedback to improve it. Be intentional about the skill-level of the person being asked to assess interpretation and their ability to provide constructive criticism in a respectful and positive manner.*
- *Even with simultaneous interpretation, the speaker will always be at least five seconds ahead of the interpreter. This may not sound like a lot, but in a situation where a response is needed from the group, please be sure to wait for the interpretation to be completed before taking responses or questions. This will ensure that participants receiving interpretation have an equitable opportunity to participate in the dialogue.*

- *Before formal decisions are made, such as taking a vote, it is critical to ensure that interpretation has been completed and that all group members understand the decisions on the table and how the decision-making process will unfold.*
- *When only one group is wearing headsets, often participants receiving interpretation participate less in a meeting than the dominant-language group both because they are struggling to “keep up” with the meeting content due to the delay of interpretation and because it can feel awkward to jump in with a comment in the non-dominant language. It’s recommended that facilitators take a longer pause than would usually be given when inviting responses from a bilingual group to ensure that non-dominant language-speakers have time to hear the full interpretation and then formulate a response. It can also be helpful to specifically invite speakers receiving interpretation to share comments and/or ask questions.*
- *The ideal amount of time for one person to interpret is considered to be 30 minutes. Research shows that the accuracy of interpretation decreases significantly after thirty minutes. For longer meetings, consider scheduling two interpreters or a back-up interpreter so that the interpreter can take a break every thirty minutes.*
- *Speaking a little slower than one normally would is always helpful, but the speed of dialogue depends on the interpreter and they will let you know when you are speaking too fast.*

For Interpreters:

Certain interpretation ideologies hold that an interpreter should be heard and not seen. This is helpful when interpreting for lectures or speeches or situations where dialogue is not a central component. For spaces where respectful bilingual dialogue is the goal, having the interpreter be an active and recognized part of the dialogue allows for smoother interpretation and validates the interpretation as a key component of group communication. Below are some suggestions for interpreters to contribute to an effective bilingual group process.

- *Arrive at least 20 minutes before the meeting begins in order to familiarize yourself with and organize any equipment, review documents, etc.*
- *Know the equipment and/or style you will be working with and make sure you feel comfortable with it and that all equipment is functioning.*
- *Introduce yourself to the full group:*
- *Communicate with the full group about basic ground rules to enable effective interpretation; i.e. speak slowly, take pauses, speak loudly, and be conscious of where interpreters are and what they might need from the group in the moment, such as for a key phrase to be repeated.*

- *As part of the ground rules, share the nonverbal signals with the group that you will use to communicate, i.e. signals to indicate that you need a speaker to slow down, pause, or speak more loudly.*
- *For simultaneous interpretation, explain to the full group that you will interpret for everyone in the room.*
- *In some cases, all participants who are not fully conversant in both languages will be wearing headsets. In this situation, the language will change frequently and those wearing headsets can turn their volume up/down or take the earpiece on/off when the language changes so that they receive interpretation when needed.*
- *In other cases, only one language group may be wearing headsets for interpretation. In this case, people wearing headsets should be encouraged to speak in their dominant language at any time and the interpreter will interpret for them in a consecutive rather than simultaneous manner. Request that group members wait for this interpretation to occur.*
- *Clarify how participants will participate depending on the set-up so that those wearing headsets do not become passive listeners rather than full participants in the dialogue.*
- *Be assertive. You may need to step in to ensure that ground rules and hand signals are respected.*
- *Request materials beforehand to help you prepare, i.e. to familiarize yourself with the topic and key vocabulary. If this is not possible you can request a copy of the agenda or other materials at the meeting to follow as you interpret.*
- *Remember that interpreting includes tone and emotion as well as the actual words that have been stated. Together these elements make up the intention, which is the most important piece to convey.*
- *Please avoid sugar-coating statements made by speakers. Sometimes it may be awkward or difficult to interpret what someone has said, especially if it is offensive or inappropriate. As interpreters, our role is to communicate each statement as accurately as possible. This allows for the group to react to the comment and the speaker in an honest way.*
- *Keep moving if you get stuck on a word and make sure to convey the main idea. If you are stuck on the idea, then ask the speaker to pause or repeat if needed.*
- *Always interpret using the first-person tense.*
- *Generally, 30 minutes is considered the ideal amount of time for one person to interpret. If the meeting is longer than this, please try to schedule a second interpreter or a back-up interpreter so that you can take a break every 30 minutes.*

Creating Inclusive Multilingual Spaces:

Having interpretation available is a critical step to creating inclusive multilingual spaces; however, it is only one step. A multilingual environment should be one in which all languages are treated with the same respect and value. Other suggestions to aid this process:

- *Set-up the space so that all participants who are not fully conversant in all languages being used in a meeting/event wear headsets so that both languages can be used interchangeably.*
- *Alternate the primary language of the meeting/event so that everyone who is not bilingual experiences receiving interpretation at some point.*
- *Provide all materials in both languages. This includes agendas, PowerPoint presentations, handouts, etc. Ensure that written translations of documents are consistently accurate and culturally appropriate.*
- *Conduct fully bilingual outreach in ways that are accessible to all participants (i.e. e-mail, standard mail, telephone, etc.).*
- *Encourage opportunities for speakers of all language groups to take up leadership roles within the group.*
- *If some information will be provided to language groups separately, ensure that the information provided to both groups is equitable and consistent.*

Language Access Organizational Practices Assessment

Please take a moment to assess your workplace, organization, school, or other group in regard to its language access practices.

How often does your workplace, organization, or school... ?		
1. Early in event planning, decide if interpretation will be required and make a plan for language access	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
2. Schedule interpreters well in advance of events and meetings (i.e. 1 week or more)	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
3. Assign 2 interpreters for events longer than 1 hour	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
4. Assign interpreters with the appropriate level of training and expertise	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
5. Ensure interpreters are not in dual roles (i.e. facilitating or participating in addition to interpreting)	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
6. Provide materials for interpreters to prepare in advance (i.e. agendas, slides, handouts, etc.)	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
7. Compensate interpreters fairly for their time and expertise	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
8. Orient presenters and facilitators about how to work effectively with interpreters	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
9. Provide comprehensive translation of all documents and visual aids (slides, agenda, handouts, etc.)	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
10. Provide written translations that are equivalent in both content and quality to original versions	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
11. Provide interpretation equipment for events using simultaneous interpretation	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
12. When using interpretation equipment, ensure it is well organized, in working condition, with extra batteries available	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
13. Ensure a sensitive plan to distribute interpretation headsets, i.e. offer headsets to all attendees as they arrive	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
14. Schedule time at the beginning of events/meetings for interpreters to explain the interpreting process and guidelines	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
15. Have multilingual staff at the registration area and/or to welcome participants as they arrive	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always
16. Encourage audience integration (i.e. avoid segregating the audience based on language groups)	<input type="checkbox"/> Never <input type="checkbox"/> Usually	<input type="checkbox"/> Occasionally <input type="checkbox"/> Always

Preparing an Interpreted Event

1. Schedule Interpreters:

- ☐ Determine if event will require consecutive or simultaneous interpretation
- ☐ Determine interpreters' level of expertise in relation to the event topic
- ☐ Schedule interpreters as far in advance as possible
- ☐ Schedule 2 interpreters for events more than 1 hour in length
- ☐ Avoid dual roles and conflicts of interest in interpreter role
- ☐ Provide materials for interpreters (i.e. PowerPoint slides, agendas, handouts, etc.)

2. Documents:

- ☐ Make sure that all documents (PowerPoint, agenda, handouts, etc.) are printed in all languages needed.
- ☐ Have all written materials on a shared table (do not separate based on language group).

3. Prepare Equipment:

- ☐ For simultaneous interpretation, ensure adequate number of headsets needed are available
 - ☐ Test equipment in advance and have back-up batteries
 - ☐ Offer headsets to *all* attendees (do not assume who will need interpretation)
- ☐ For consecutive interpretation, ensure microphones are available and functioning

4. Interpreter preparation

- ☐ Schedule time for presenters and interpreters to meet to coordinate logistics
- ☐ Schedule time (2-3 minutes) at the beginning of the event for interpreter to introduce him/herself and explain the interpreting process

5. Set-up Space Inclusively:

- ☐ Have multilingual staff at the registration table
- ☐ Encourage audience integration (do not segregate the audience based on language groups).

*This document was developed by the Central Coast **Language Justice Network**. For more information, please visit: www.just-communities.org/language-justice-network*

Best Practices for Working with Interpreters

Interpreters orally or visually relay a message, between 2 or more people that do not have a common language without adding, deleting, or changing the content or intent of the message.

Interpreter

- Interpreter explains basic rules and process
- Interpretations will be made in 1st person
 - *If the interpreter speaks for him/herself it will be in 3rd person*
- Impartiality
- Confidentiality
- All communication will be interpreted
 - *Including negative comments, obscenities, objectionable declarations, any comments by anyone that are heard*

Participant/Conversational Etiquette

- One person speaks at a time
- Speak loudly and clearly
- Speak at a moderate pace
 - *Please be careful not to speak too fast so interpreter can keep up*
- Speak directly to one another, not to the interpreter
- Observe interpreter signals, to stop, slow down...
- Jokes/idioms/inside jokes are often not interpretable; avoid when possible
- Avoid side conversations
 - *They are distracting, disrespectful, and lead to missed information*

Considerations

- Avoid dual roles for interpreters
 - *The rapid mental processing, attention, and focus required of interpreters does not allow them to effectively conduct a secondary role.*
- Any event longer than an hour requires 2 interpreters
- Provide pertinent information and documents to interpreter in advance

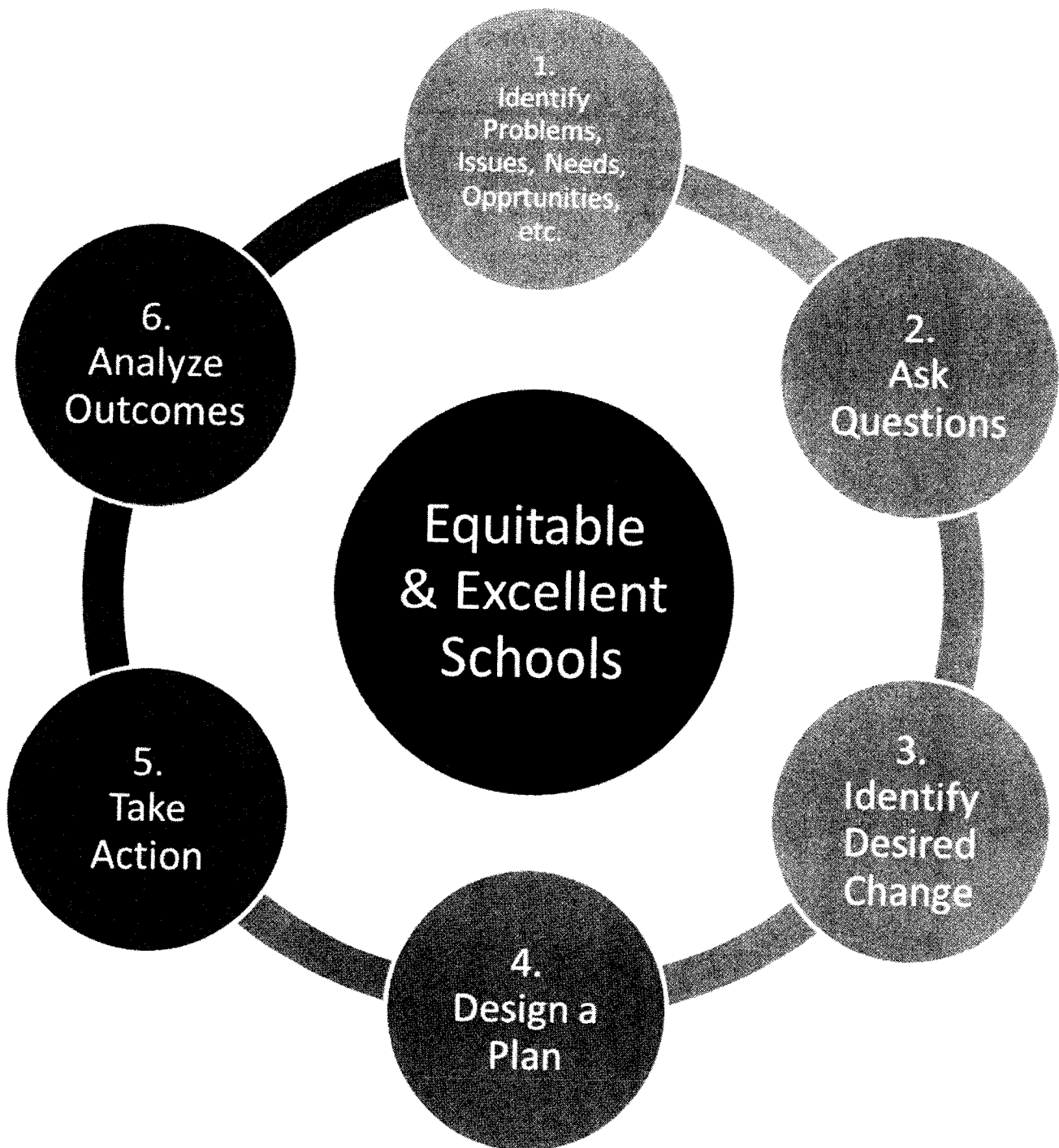
*This document was developed by the Central Coast **Language Justice Network**. For more information about the Language Justice Network please visit: www.just-communities.org/language-justice-network or call 805-966-2063.*

Taking it Forward

It is time to wake up to the fact that we live in an interconnected world, embedded in a fabric of relationships that requires us to pay attention to the dynamics of systems, not isolated individuals, builds, or events.

- Margaret Wheatley

Cycle of Inquiry & Action



IEE Action Planning Workbook

3 R'S ASSESSMENT: As we go through the IEE experience, please track examples of the 3 R's that you could implement in your school, district, and/or area of practice (e.g. classroom, counseling work, office, etc.).

<u>Relationships</u>	<u>Relevance</u>	<u>Rigor</u>

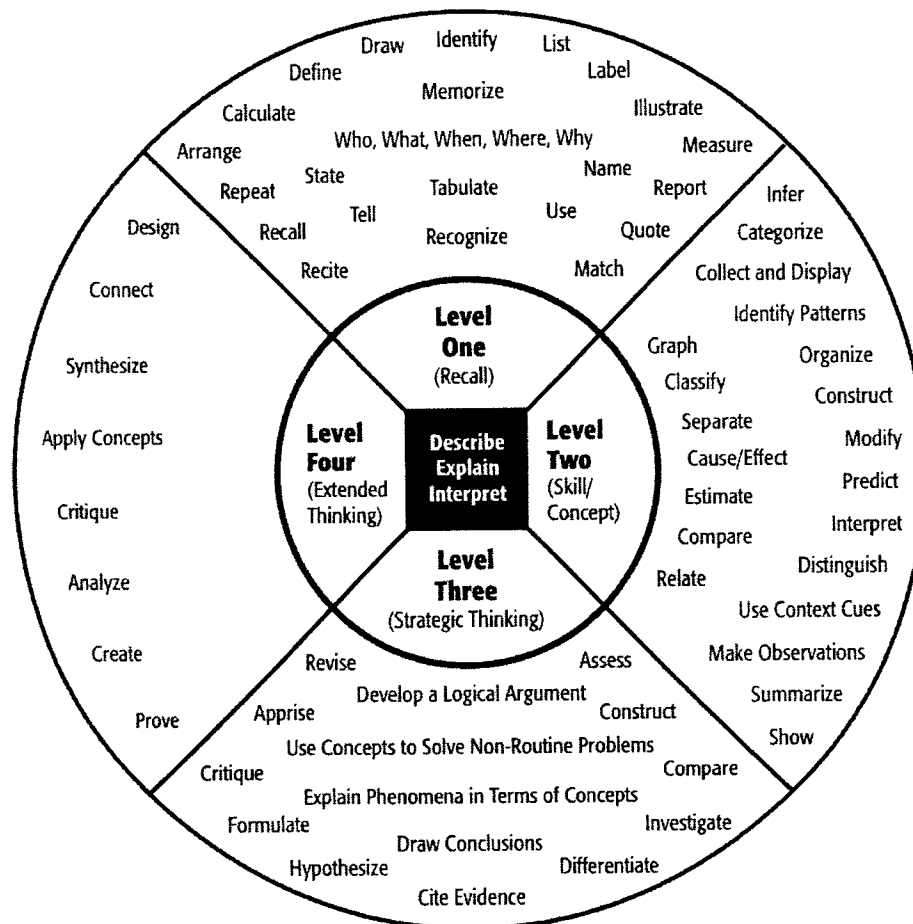
Ex. B-139

3 R'S ASSESSMENT: As we go through the IEE experience, please track examples of the 3 R's that you could implement in your school, district, and/or area of practice (e.g. classroom, counseling work, office, etc.).

<u>Relationships</u>	<u>Relevance</u>	<u>Rigor</u>

Ex. B-140

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.



Table of Oppression Assessment: As we go through the IEE experience, please track examples of each leg of the Table of Oppression that you see in your school / district.

White Privileges, Advantages, Benefits, Opportunities, Rewards	Targeting, Disadvantages, Barriers, Obstacles, Burdens Faced by People of Color
Dominant / Privilege Group Collusion (internalized Superiority / Internalized White Supremacy)	Target / Marginalized / Subordinate Group Collusion (Internalized Oppression)

Table of Oppression Assessment: As we go through the IEE experience, please track examples of each leg of the Table of Oppression that you see in your school / district.

<i>White Privileges, Advantages, Benefits, Opportunities, Rewards</i>	<i>Targeting, Disadvantages, Barriers, Obstacles, Burdens Faced by People of Color</i>
<i>Dominant / Privilege Group Collusion (Internalized Superiority / Internalized White Supremacy)</i>	<i>Target / Marginalized / Subordinate Group Collusion (Internalized Oppression)</i>



Step 1: Identify PRIORITY problems, needs, opportunities, issues, challenges, etc.

Problems, needs, opportunities, issues, challenges, etc. at your school and/or district to address, think about, talk about...

Why is it important to address these issues?

Step 2: Ask Questions.

How do you know what you know?

What do you already know (or think you know) about these issues, problems, opportunities, etc.?

How/where could you find out what you need to know?

What else do you need to know? What questions do you have?

Step 3: Identify Desired Change.

What is the change you want to see?	Why is this change important?

Ex. B-146

Step 4: Design a Plan.

Possible strategies and approaches to create change...

Action Plan Outline

Please give a copy of this page to IEE staff at the end of IEE. It is also available electronically.

School/District: _____

Team Members: _____

GOAL: *WHAT do you want to achieve? WHAT is the CHANGE you want to see?*

CASE STATEMENT: *WHY is this goal important? What problem will this goal address?*

STRATEGIES: *HOW will you achieve your goal? What elements/aspects of your classroom, school and/or district culture, policies, and practices would have to change in order for you to be successful?*

Notes

Additional Articles & Resources List

Additional Articles and Resources List

- Creating Caring School Communities by Eric Schaps
- Collaboration & Inclusive Learning by Chuck Whitecotton
- Cultural Proficiency: Changing the Conversation by Randall B. Lindsey, Kikanza Nuri Robins, Delores B. Lindsey and Raymond D. Terrell
- Achieving Academic Excellence Through Rigor and Relevance by Willard R. Daggett, Ed.D.
- Successful Schools: From Research to Action Plans by Willard R. Daggett, Ed.D.
- Parent Involvement in Learning and Teaching by Joni Samples
- Rethinking Discipline by Jehanne Helena Beaton
- Structural and Cultural Shifts to Change The Status Quo by Terry Wilhelm
- How Brain Research Relates to Rigor, Relevance and Relationships by Willard R. Daggett, Ed.D. & Paul David Nussbaum, Ph.D.
- Racism and the Education Achievement Gap
- Racism and the Achievement Gap by Julian Weissglass
- Achievement Gaps Drag Down Economy, Study Finds by Alyson Klein
- Talking about Racism in Our School by Daryl Camp
- Getting Students Off the Track by Jessie Singer
- Conversations about Race Need to be Fearless: An interview with Glenn Singleton by Dennis Sparks
- Confronting Institutional Racism by Terry Keleher and Tammy Johnson
- The Significance of Race in The Racial Gap in Academic Achievement, By Pedro A. Noguera And Antwi Akom
- A Multiracial Society with Segregated Schools - Are We Losing the Dream? By Erica Frankenberg, Chungmei Lee & Professor Gary Orfield
- New Study Reveals Scale of Education Gap Between Latino And White Students by The Educational Policy Institute
- Let's Focus on Gaps in Opportunity, Not Achievement by H. Richard Milner
- Racial Achievement Gap Still Plagues Schools by Nancy Solomon
- Talking Race by Jeneé Darden
- Educational Justice Timeline
- Just Communities' Glossary of Terms

Faculty and Staff Background



Andrea Medina was born and raised in Yucatán, México, surrounded by the Maya culture. The values of dialogue, hard work, social justice, morals and courage were woven in her upbringing in the community. As a first-generation college student, she pursued her bachelor's degree in Cell and Developmental Biology at UC Santa Bárbara and a minor in Anthropology. As genetics researcher, officer and active member of various student associations and community organizations, Andrea became an avid educator, focused on creating better opportunities and providing support for more students of color to pursue a career in the STEM fields. She has created and implemented culturally relevant scientific curricula in California, taught and directed multi and intercultural education programs in schools and community centers throughout México for over twelve years and has worked with students, parents, teachers, school districts and the community at large in both homes, in both countries. Andrea pursued her Master's Degree at the Universidad Nacional Autónoma de México (UNAM) in Mesoamerican Studies. She is soon to complete her Ph.D. on the scientific processes behind traditional medicine and healing.



Jarrod Schwartz is the Executive Director of Just Communities. Jarrod served five years as the Program Director for the National Conference for Community and Justice (NCCJ) St. Louis, MO Region where he was responsible for the design, implementation and evaluation of NCCJ St. Louis' overall program strategy designed to foster equity and inclusion throughout the St. Louis community. Jarrod left St. Louis to launch a new NCCJ office in Santa Barbara, California, to serve the communities of California's central coast, which he directed until through its transition into Just Communities. Jarrod is an educator and consultant with over 20 years' experience working with schools, businesses and communities to develop, implement, and evaluate organization and personal development programs. He holds a master's Degree in Organization Development from American University and the NTL Institute for Applied Behavioral Science. He is an Associate of the A.K. Rice Institute for the Study of Social Systems, and Adjunct Faculty Member for Antioch University. His personal and professional mission is to foster social justice and build community through transformative educational experiences for individuals, groups, organizations, and communities. Jarrod is the proud father of twin girls – Sydney Michelle and Alix Peyton.



Tony Neal is President/CEO of Educational Equity Consultants and Executive Director of the Center for Educational Equity. He served as Director of Southern Illinois University East St. Louis Charter School for eleven years. Additionally, Tony is adjunct professor for Webster University where he teaches in the Media Communications department. He is also a senior partner with Educational Equity Consultants. Tony has served as faculty and trainer for numerous Dismantling Racism Institutes of the National Conference for Community and Justice and has trained for the Anti-Defamation League/ A World of Difference and for the Coro Midwestern Leadership Center. In 1991, Tony received a United States Court Appointment to the Educational Monitoring Advisory Committee, St. Louis Desegregation Program. Tony has presented at the International Principals' conference in London, England and Toronto, Canada. Tony holds a B.A. degree from Morehouse College and a M.A. degree from Washington University. He is a 2000 graduate of

the Focus St. Louis Leadership program, a 2003 graduate of the Harvard University Urban Principals' Institute, a 2006 graduate of the Vanderbilt University/ Peabody College Summer Fellows program, and a 2007 graduate of the National School Leaders Network Facilitator's training at Wellesley College. He served as regional facilitator for the St. Louis Metropolitan School Leaders Network for two years. He currently serves on numerous local and national boards.



Linda Croyle is a public speaker, trainer, coach and manager with over 30 years of professional experience in values-based organizational management and development. She specializes in the topics of education and lifelong learning, social justice/inclusion/implicit bias, change management, and employee recruitment/hiring/training/evaluation and workplace wellness. Linda has teaching in her blood. The daughter of a high school teacher, guidance counselor and vice principal, she herself has been employed in the field of education for the last 30 years. She began her career as a high school teacher in New England, and after receiving her masters from Harvard's Graduate School of Education, she started working in higher education. She has worked at the University of New Hampshire, UCLA, UC Santa Barbara, and is currently working as an adjunct faculty member at Santa Barbara City College. She is also the founder of Everything Healed, a holistic health care organization where she leads workshops and one-on-one session on the mind-body connection and workplace wellness. She is known for bringing out the best in people by using dynamic interpersonal and communication skills that foster a learning environment that aligns people with their mission, encourages collaboration and optimizes team performance and fun. She helps people and organizations lead happier, healthier and more fulfilling lives by assisting them to be more aware of the processes - sociological, psychological and physiological - that contribute to the societal and individual patterns that have developed over time as well as to interrupt those that no longer serve.

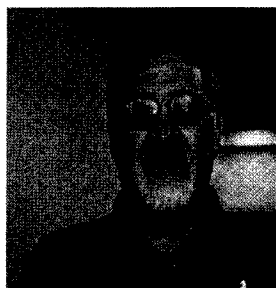


Phil Hunsberger was formerly the Executive Director of the Metro East Consortium for Child Advocacy (MECCA), a partnership of six Illinois School Districts that included East St. Louis, Cahokia, Madison, Dupo, Venice and Brooklyn. MECCA provided professional development for these districts in the areas of literacy, school leadership, mentoring, and social justice advocacy for teaching and leading. Dr. Hunsberger also served as the Coordinator an Illinois State Board of Education RESPRO Region V grant. This initiative provided professional development for schools not reaching adequately yearly progress (AYP) in a sixteen county area of southern Illinois. From 1971 until the 1998 assignment, Phil served as a teacher, principal and central office administrator in the Sterling Unit #5 School District. He received his Bachelor of Science in Education and his Master in Science in Educational Administration from Northern Illinois University. His doctorate in Educational Leadership is from National-Louis University, Wheaton Campus. In 1994, the National Association of Elementary School Principals selected Phil as the National Distinguished Principal from Illinois. He has served as the Director of the International Network of Principals' Centers and has presented for school districts and leadership centers throughout the country. Most recently, he authored: ***Becoming a Social Justice Leader; Using Head, Heart, and Hands to Dismantle Oppression***, Routledge Press, 2016



Amber Walz currently works as a school psychologist in the Santa Maria Bonita School district. Prior to her work in SMBSD, she worked for Santa Barbara Unified School District and the Santa Barbara County Education Office as an instructional assistant and later as a school psychologist intern and practicum student. Amber attended IEE in June, 2013 with a small team from SMBSD and then joined the efforts of previous graduates of IEE to support a growing effort in SMBSD to bridge the gap between students of differing

backgrounds. Amber has worked with Just Communities and SMBSD community and staff members to support the creation of a Dual Language program, to work towards higher rates of reclassification of English Language Learners, and to bring appropriate interpretation/translation practices to the district. Amber immigrated to America from the United Arab Emirates when she was almost 4 years old with her mother, father, and older sister. Amber currently lives in Northern Santa Barbara County with her partner and 2 year old son and has been a resident of the Central Coast for a total of 19 years.



Jack Rivas has been an academic advisor at the University of California Santa Barbara, since 1979. He also assists in the teaching of two courses he assisted in co-creating: Education 10 "Introduction to the University" and Education 118 "Transfer Student." Prior to working at UCSB he taught and/or coached at Santa Barbara High School, La Cumbre Junior High and Santa Barbara Junior High. Jack also works with local youth in the Academy of the Healing Arts Program, around issues of social justice, equity and inclusion, and ally training. He is or has been a member of the Board of Directors for several non-profits:

Just Communities, Academy of the Healing Arts (AHA), PALABRA, prevention program for at risk youth and individuals reentering the community from incarceration and Adelante, a dual language immersion charter school. Jack was born in Santa Barbara, California, left as an infant, moving several times, before returning at the age of 8. He attended local schools: Lincoln Elementary, Santa Barbara Junior High, La Cumbre Junior High and Santa Barbara High School. Jack has a Bachelor's Degree and Teaching Credential from UCSB, and was also part of the initial class of Pacifica Graduate Institute. Jack and his partner Debbie are the parents of two wonderful young professionals, Paul and Laura.



Lena Moran is a native of Mexico City, Mexico and was raised in Santa Barbara, California where she moved to at the age of six. She attended local schools Franklin Elementary, Santa Barbara Junior High and Santa Barbara High and Santa Barbara City College. Lena holds a Bachelor's Degree in Liberal Studies from Antioch University Santa Barbara, where she did research on the topic of children who are used as interpreters. Lena completed her Master's Degree in Education with an emphasis on Social Justice and Leadership, also at Antioch, with her thesis focusing on the creation of an evaluation system of interpretation and

translation services in school districts. Lena is also a graduate of the Antioch University Women & Leadership certificate program, where her experiential leadership project focused on increasing language access across the Central Coast.

Lena has a passion for language justice and has utilized her skills in various capacities, from starting a Young Interpreters Club, to providing interpretation at assemblies, conferences and meetings and translating a variety of documents. After being part of the Language Justice

Network for three years, Lena joined the Just Communities team in Spring of 2015 and she currently serves as the Language Justice Initiative Program Manager. Lena is also licensed trainer for The Community Interpreter International, a program of Cross Cultural Communications. Lena lives in Ventura County and loves spending time with her partner Eddie and her son Antonio.



Lisa Valencia Sherratt was born and raised in Anaheim, California until she moved to Santa Barbara to study at UCSB, where her most valuable education took place outside of the classroom. As a documentary photographer, she found her place working behind the scenes with coalitions and student organizations, supporting social justice campaigns and student movements to make higher education more accessible, affordable, equitable and relevant especially for underrepresented students and their generations to come. Lisa received her Bachelor's degree in Chicano Studies from UCSB and is happy that her collection of photographs from El Congreso's 1994 Hunger Strike are available for use in UCSB's California Ethnic and Multicultural Archives (CEMA). Lisa's favorite experiences in continuing her passion for social justice and equality include working as a special needs educator and advocate for people of all ages, creating and teaching a culturally relevant youth photography program, and supporting civic engagement of the Santa Barbara, Cuyama Valley and farmworker communities. She continues to connect communities to resources as grant writer for the Cuyama Valley Family Resource Center and has recently returned to teaching photography to incredible youth who are ready to make positive contributions to their people, culture and region. Lisa is currently living between the Tri-County region and in Yucatán, Mexico, where she is researching strategies with family and friends to help empower communities to protect, conserve and support their environment, health and rich Mayan cultural traditions.

Just Communities Central Coast (JCCC) Programs & Services

SCHOOL-BASED PROGRAMS

Today's classrooms represent a microcosm of an increasingly diverse and multicultural society. A wide disparity in backgrounds between the faculty, the staff, and the students they educate has serious implications for the institution of education. An inclusive school culture works to affirm, not just tolerate, differences. Issues of race, gender, sexual orientation, age, ability, class, religion, etc., must be addressed in any plan that seeks to build a truly inclusive school community. JCCC's school-based programs strengthen and empower educators, students, and parents to transform their schools into just and inclusive learning communities in which all people feel safe and where all students can learn.

Institute for Equity in Education (IEE)

IEE is a 5-day residential, intensive training that provides educational leaders with an opportunity to explore personal leadership issues related to race and difference, and to identify constructive strategies for addressing institutional racism, educational inequality, and achievement gaps in schools throughout the Central Coast. IEE helps participants develop the skills, tools, and resources necessary to create effective learning environments for all students.

Parents for Inclusion, Diversity & Access / Padres por la Inclusión, Diversidad y Acceso

The PIDA program is a bilingual process that brings together a diverse group of parents/guardians to effect positive change at their school. Over the course of nine weekly dialogue sessions, participants build trust; develop relationships; explore the issues of academic achievement, parent engagement, and student outcomes; and develop concrete strategies for promoting educational equity and student success.

NepanTiahui

NepanTiahui takes a multi-disciplinary approach to education that crosses traditional boundaries between subject areas, traditions and practices while also crossing boundaries between educators, students and families. While the initiative seeks to improve outcomes especially for cultural groups whose needs are currently not being met by these systems, we anticipate outcomes improving for all groups. The program provides educators with the skills, knowledge and practical tools they need to develop and implement culturally relevant curriculum in their classrooms and culturally proficient practices.

Safe Schools Program

The Safe Schools Program is a two-day training (plus follow-up support) open to K-12 teachers, counselors, administrators, and to high school students. The program combines experiential activities and dialogue to help participants explore heterosexism and homophobia and the many forms they take in schools, from individual actions to institutional discrimination. Day two allows participants to address homophobia and heterosexism in their schools by developing concrete action plans for creating safe and inclusive school environments for lesbian, gay, bisexual, and transgender youth, staff, and parents.

Talking in Class

Designed for middle schools and high schools, *Talking in Class* is a 3-day in-school program that empowers a diverse group of students with the awareness, knowledge, and skills they need to promote respect and improve human relations in their school community. Students leave the program having developed "Building Inclusive School Community Action Plans" that include attainable and measurable goals and timelines for improving human relations on campus.

LANGUAGE JUSTICE INITIATIVE PROGRAMS

Interpreting for Social Justice

This 20-hour workshop introduces participants to interpretation skills with a foundation in principles of equity and inclusion. The workshop includes: skill building in consecutive & simultaneous interpretation, ethical issues and the interpreter's role, language, power, and social justice, creating an inclusive multilingual space.

The Community Interpreter International

A program of Cross Cultural Communications, this 40-hour entry level certificate course is for bilingual/multilingual individuals. This interactive, skill-based program will teach the foundations of the community interpreter profession and build skill in simultaneous and consecutive interpretation with a focus in educational and social services settings.

One Room, Many Voices: Planning for Cross Language Communication

This workshop explores best practices for working with interpreters and translators to plan inclusive and effective multilingual events and is ideal for Leaders and staff members of schools, non-profit organizations, government agencies, community leaders and organizers, etc.

YOUTH PROGRAMS

As children, youth and young adults begin to develop their own social identities and receive messages of exclusion. JCCC works to provide opportunities for them to confront issues that divide their homes, schools, and communities. JCCC empowers youth to be not only the leaders of tomorrow, but also the leaders of today, fostering equity, inclusion, and social justice in their lives, their school, and their communities.

CommUnity Leadership Institute (CLI)

The CommUnity Leadership Institute prepares high school students to become more effective leaders and change agents dedicated to dismantling oppression and promoting inclusion, equity, and social justice. This eight-day residential summer program combines in-depth exploration of key issues related to prejudice, discrimination and social justice with comprehensive skill building in areas such as communication, conflict mediation, group process, community organizing, coalition building, and more.

CommUnity Leadership Institute Change Agent Network for Dismantling Oppression (CLI CAN DO)

CLI CAN DO is a year-round follow-up program that provides support and a sense of community for CommUnity Leadership Institute graduates. CLI CAN DO engages CLI graduates in on-going work to foster social justice in their schools and community by coaching and supporting them as they implement the personal and school action plans they developed at CLI while also providing new opportunities for learning and personal development through training and dialogue.

Youth Organizing Institute

The Youth Organizing Institute is a multi-day program designed to help nonprofit and public youth-serving agencies become more effective in developing youth leaders capable of advocating for the changes they want to see in the world. The Institute helps organizations expand beyond delivering services to youth and by helping them adopt a youth-organizing approach that recognizes youth as powerful agents of change and engages them at every level of the organization from volunteers, to staff, to board members.

WORKPLACE PROGRAMS

JCCC is committed to assisting our community's workplaces in becoming diverse in their management and employee ranks and inclusive in their policies and practices. We focus on inclusion and diversity, because successful workplaces must not only be comprised of people of diverse backgrounds and perspectives, but must also capitalize on their talents and perspectives. Because every workplace has its own unique culture, talents, and set of challenges, JCCC custom designs training and consultation services to address a full range of diversity and inclusion issues both within the organization and with those it serves, including:

- ❖ Strategic Planning for Workplace Diversity and Inclusion

- ❖ *Developing the Business Case for Diversity: Ensuring the Integration of Diversity into Business Strategies*
- ❖ *Beyond Names and Numbers: Building a Diverse and Inclusive Board of Directors*

COMMUNITY PROGRAMS

As communities become increasingly diverse, addressing issues of inclusion and equity becomes more and more urgent. Bold and informed leadership is required in every institution across the country. JCCC works with all sectors of the community to empower and support current and future leaders who model principles of inclusion and are able to develop their respective institutions into models of productive, respectful and just environments.

Government Alliance on Race & Equity (GARE)

Through a partnership between JCCC and The Center for Social Inclusion/Race Forward, GARE helps government employees develop a racial equity lens through which they can impact change to make their jurisdictions more just, inclusive and equitable to truly benefit all of their constituents. GARE brings local government agencies into a national network of government agencies focusing on racial equity as a critically important strategy to getting to different outcomes in communities. The goal goes beyond closing the gaps; to lifting up overall outcomes, focusing efforts on those who often fare the worst. Based on the reality that deeply racialized systems are costly and depress outcomes and life chances for us collectively, GARE advances equity, helping government not only on individual programs, but also on policy and institutional strategies that are driving the production of inequities.

Neighbors in Dialogue

As communities become more diverse, they face both incredible opportunities and unique challenges. Whether focused in a single neighborhood or an entire community, the *Neighbors in Dialogue* process enables people of diverse backgrounds to come together in order to build relationships, identify assets, common problems and challenges, forge coalitions, and develop and implement shared solutions to those problems.

Interfaith Dialogue

The U.S.A. is one of the most religiously diverse countries in the world. JCCC facilitates dialogue aimed at fostering interfaith understanding, combating religious bigotry and cultivating interfaith alliances to address community problems and foster equity and social justice.

Toward Justice

The *Toward Justice* program is a series of one-day workshops that help community members build their understanding of key issues such as racism, sexism, heterosexism, and classism. Through experiential exercises, dialogue, theory, and action planning, participants build awareness, develop connections and leave ready to take action in their communities.

PUBLIC POLICY

Advocacy, Alliances, and Action: From local municipalities to the State Capital and across the nation, JCCC advocates policies that reflect understanding, respect, and justice. JCCC works independently and through local, state, and national coalitions on public policy issues such as educational equity, immigration, equal rights for same sex partners, hate crimes, and more.

Journal & Notes

Journal & Notes



Journal & Notes

Just Communities Central Coast Programs & Services¹⁵

SCHOOL-BASED PROGRAMS

- ❖ Institute for Equity in Education
- ❖ Parents for Inclusion, Diversity & Access
Padres por la Inclusión, Diversidad y Acceso
- ❖ NepanTiahui
- ❖ Safe Schools Program
- ❖ Talking in Class



LANGUAGE JUSTICE INITIATIVE PROGRAMS

- ❖ Interpreting for Social Justice
- ❖ The Community Interpreter International
- ❖ One Room, Many Voices: Planning for Cross Language Communication

YOUTH PROGRAMS

- ❖ CommUnity Leadership Institute
- ❖ CommUnity Leadership Institute Change Agent Network for Dismantling Oppression
- ❖ Youth Organizing Institute



WORKPLACE PROGRAMS

COMMUNITY PROGRAMS

- ❖ Government Alliance on Race & Equity
- ❖ Neighbors in Dialogue
- ❖ Interfaith Dialogue
- ❖ Toward Justice

PUBLIC POLICY



¹⁵ For more information about Just Communities programs, please see descriptions on pages 98-100 of this manual or on our website at www.just-communities.org.

EXHIBIT C

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Santa Barbara Unified School District

Contact Name and Title

Cary Matsuoka
Superintendent

Email and Phone

cmatsuoka@sbunified.org
(805) 963-4338

2017-20 Plan Summary

The Story

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

The Santa Barbara Unified School District (SBUSD) serves an approximate enrollment of 15,042 students in grades preschool through 12. As of the 2017-2018 school year, SBUSD is comprised of the following schools:

- 9 elementary schools (TK-6)
- 4 junior high schools (7-8)
- 3 traditional high schools (9-12)
- 1 alternative high school (9-12)
- 1 continuation high school (10-12)
- 3 elementary charter schools authorized by the District (K-6)

SBUSD provides various programs of choice in its elementary and secondary schools. Programs of choice in elementary include: Core Knowledge (Santa Barbara Community Academy), International Baccalaureate (Harding University Partnership School), and Montessori (Adams Elementary School). Secondary schools provide a wide range of pathways, including Career Technical Education (CTE), California Partnership Academies (CPA), International Baccalaureate (IB) and dual enrollment options.

Demographically, the District is comprised of the following student groups:

- Hispanic/Latino: 59%
- Asian: 3%
-

Black/African American: 1%

- White: 34%
- Low-income/Socioeconomically Disadvantaged (SED): 53%
- English Learners: 20%
-

Students who are homeless and Foster Youth: 12%

LCAP Highlights

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

The Santa Barbara Unified School District is committed to the academic and socioemotional success and well-being of all its students. The District understands that in order to ensure equity and access it is critical to work in a purposeful and focused manner. As such, District staff has coalesced under three priorities: (1) equity, (2) improving our practices, and (3) evaluating our work. The 2017-2020 LCAP is reflective of the District's priorities and its actions and services organized under the following five (5) goals:

- **Goal 1:** Through Organizational Transformation, Develop a Culturally Proficient District to Ensure Success for All Students
- **Goal 2:** Engage Students, Families, and the Community in Effective Educational Partnerships
- **Goal 3:** Prepare Students for Life, Learning and Work in the 21st Century
- **Goal 4:** Create and Maintain 21st Century Learning Environments
- **Goal 5:** Enhance Early Childhood Education Opportunities

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

SBUSD is immensely proud of a number of important efforts that have continued to yield improved outcomes for students. These outcomes have come as a result of improved services for all students, but primarily intended to target specific populations (English learners, low-income/socioeconomically disadvantaged students, students with disabilities, students who are homeless & foster youth).

Major improvements visible in 2017-18 mid-year data included declines in truancy and chronic absenteeism, as well as student discipline incidents resulting in suspension and expulsion. SBUSD specifically saw improvement in secondary settings due to continued focus on deliberate practices and approaches aligned with a restorative justice philosophy to student behavior. The number of suspensions mid-year of 2017-18 show a 40% decline at the three traditional high schools, and suspensions are down district wide by about 10% mid-year, with improved proportionality for students with disabilities and Black/African American students. The creation of Deans of Student Engagement allowed high schools, specifically, to add key personnel to coordinate those efforts, and district-funded professional learning continued with staff around implicit bias awareness and cultural proficiency. As such, there were promising results, as evidenced by the

drop in suspensions and expulsions, as well as improvements in attendance. Student discipline was a major concern in 2016-17, as highlighted by the Fall 2017 CA School Dashboard. Given the progress already seen in 2017-18, substantial improvement expected to be reflected in the Fall 2018 Dashboard in the area of suspensions, including improved proportionality.

Furthermore, the collective centralized and site-based efforts in family engagement, advocacy, education and language access have yielded improved parent participation in school committees. The intent has been to eliminate as many institutional barriers and challenges for parents and families to participate in school and district-sponsored events, while simultaneously shaping culture to be increasingly receptive to their needs as well. Increased family engagement, especially through parent programming and committees such as DELAC, ELACs, and School Site Councils, supports school efforts to improve proportionality in discipline and academic outcomes; parent participation in these committees influences the allocation supplemental funds made available for site discretion, as well as the implementation of centralized initiatives, all of which are designed to yield increasingly equitable outcomes for all students.

In addition, the the percentage of students who have access to college-preparatory and advanced courses has held steady after years of substantial increases, particularly for Black/African American, Hispanic/Latino, socioeconomically disadvantaged, and students with disabilities, such that trends show gaps in access are steadily closing. The continued funding of the district's Program for Effective Access to College (PEAC), now in all traditional secondary schools for a second year, has played a major role in ensuring access to advanced courses for underrepresented student groups. In turn, the number of seniors taking at least one AP exam increased from 1,477 in 2012-2013 to 1,931 in 2016-2017, including increases for students identified as socioeconomically disadvantaged (SED) from 247 in 2012-2013 to 462 in 2016-2017, increases from 357 in 2012-2013 to 591 in 2016-2017 for Hispanic/Latino students, and increases from 239 in 2012-2013 to 429 in 2016-2017 for reclassified English learner (RFEP) students. In addition, the percentage of high school seniors successfully passing at least one AP exam increased for socioeconomically disadvantaged students and RFEP students to 46% and 48%, respectively. SBUSD continues to maintain a high graduation rate of over 90%, as highlighted by receiving a "Green" rating on the CA School Dashboard in Fall 2017. In order to further the progress made over the past several years, district and site leadership are continuing to build local systems, including data reporting, monitoring and analysis cycles, as well as outreach strategies.

Another great area of progress for students continues to be the number of English learners reclassified, and in turn, decreases in the number of students identified as Long Term English Learners (LTELs) and "at-risk" of becoming LTELs. As a result of implementing the district's interim reclassification policy in 2014-2015, a greater number of students continued to be eligible for reclassification. Since reclassifying 377 English learners in 2014-15, a total of 2,361 additional students have been reclassified, with the past two years seeing a steady number of about 670 students per year. In order to sustain progress made over the past several years in reclassifying English Learners, the District will continue to support staff collaboration in Professional Learning Communities (PLCs) with a strong focus on monitoring academic growth of English Learners, as well as professional learning as detailed in SBUSD's Literacy and Language Framework.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although there were great gains in many areas, there are still ongoing needs in student engagement, school climate, and student achievement.

The CA School Dashboard for Fall 2017 called attention to a spike in suspensions in 2016-17, with the overall rating "Orange" for a "Medium" suspension rate (3.6%) that increased by 0.8% from 2015-16; this was a major focus in 2017-18, and as described above, SBUSD expects to see positive results reflected as soon as the Fall 2018 CA School Dashboard release. Even with the progress made in 2017-18, further refinement of supports for positive behavior and Restorative Approaches are needed with continued attention around proportionality, as the CA School Dashboard Fall 2017 release of 2016-17 data highlighted disproportionate suspension of Foster Youth, students with disabilities (SWD), American Indian, and Filipino students, all in "Red", and most other groups of students of color with a rating in "Orange." Furthermore, despite the improvement in suspensions and expulsions district-wide in 2017-18, nearly all indicators of sense of safety and connectedness declined substantially in this unprecedented year, which were likely influenced by the local disasters and a heightened national climate around school safety.

Attendance is also a metric where improvement is required. Annual attendance has been at or slightly below 95%. The Fall 2017 CA School Dashboard shows that chronic absenteeism for American Indian (22%), foster youth (31%) and students with disabilities (18%) are all substantially higher than the percentage for all students (10%). Additionally,

truancy rates for student groups are also disproportionate, despite improvements amongst some groups, including students with disabilities. While truancy rates for all students is 21%, truancy rates for students with disabilities (31%), Hispanic/Latino (25%), African American (27%), English learners (24%), and socioeconomically disadvantaged (26%) students are disproportionately higher.

In order to address challenges in student attendance, safety and connectedness, particularly in secondary schools, SBUSD will continue to diligently implement restorative approaches in elementary and secondary schools, and support a Dean of Student Engagement in all secondary schools in order to provide intensive monitoring and intervention for target students (especially students with disabilities, foster youth, African-American/Black and Latino/Hispanic), as well as greater fidelity of implementation of restorative approaches to combat disproportionality in suspension rates by race.

The CA School Dashboard academic indicators for English Language Arts and math achievement highlight the continued need to increase student learning for all students, and specifically to decrease gaps between subgroups. Although SBUSD continues to exceed the state averages in English Language Arts/Literacy and Math regarding the percentage of students meeting or exceeding state standards overall, SBUSD is “Yellow” in both indicators, with an overall status of “Medium” and no change from the previous year. This indicates that the system-wide shifts in instruction and use of data to inform instruction have not materialized uniformly across schools and grade levels to where growth is not yet visible district-wide; SBUSD will continue to refine professional learning in systems leadership including analysis of student work in teachers’ Professional Learning Communities (PLCs) to support student learning and achievement. Furthermore, there is a great need to support students with disabilities (SWD), as both performance levels are in “Red” on the Fall 2017 CA School Dashboard. In order to address this gap in achievement, SBUSD will refine the development and implementation of a plan for “multiple approaches” to inclusion of students with disabilities in elementary and secondary schools. The plan establishes a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. In addition, special education case managers will be trained in using formative assessment results in ELA and math to monitor student learning and progress, and the district will examine coherence across sites in the SST process and MTSS implementation.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the California School Dashboard, there exist significant gaps between student groups in achievement on standardized testing in English-Language Arts and mathematics, with disproportionality particularly prominent with students with disabilities (SWD), as well as with English learners (EL), socioeconomically disadvantaged (SED), African American, and Hispanic/Latino students. EL, SED, African American, and Hispanic/Latino student groups were identified locally and one performance level (one color- “orange” on California School Dashboard) below the “all student” performance, while students with disabilities (SWD) student group was two performance levels (two colors - “red” on California School Dashboard) below the “all student” performance for the district. Of particular importance is noting that there exists significant overlap in two of these populations due to the significant number of English learners identified as students with disabilities. In order to address the achievement gap and develop school and district practices responsive to the needs of these student populations, SBUSD continues to undertake a number of steps. First, professional learning of all district staff and administrators will focus on research-based approaches that have proven effective in supporting a continuum of learners. Specifically, the district’s Literacy and Language Framework was launched in 2016-2017. The plan focuses on research-supported classroom approaches intended to appropriately differentiate and scaffold learning for English learners and students with disabilities. Second, district practices will continue to focus on increasing access and supports for all students. In order to support students with special needs, SBUSD will continue to evaluate and refine a plan for “multiple approaches” to inclusion. Third, SBUSD will continue to sustain and expand various embedded and extended supports that have proven to improve student academic achievement in the district. Through blended funding and community support, the District will continue to sustain and expand Program for Effective Access to College (PEAC), which utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of study. Additionally, SBUSD will continue to support Community of Schools in development of Regional Family Centers (RFCs) which provides school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).

Related, the Fall 2017 CA School Dashboard also shows a substantial gap between the overall graduation rate (92.5%) and College Career Ready (CCR) rate (50.1%). While there are no major gaps between graduation rates, there exist substantial gaps in CCR statuses across subgroups. Specifically, the following subgroups’ CCR rates are substantially

below the average for all students: English learner (EL) (low), Homeless (low), socioeconomically disadvantaged (low), Hispanic/Latino (low), students with disabilities (very low). Also according to the Fall 2017 CA School Dashboard, there exist significant proportionality gaps between student groups in suspension data. Students of color (African-American/Black and Latino/Hispanic), as well as English learner (EL), socioeconomically disadvantaged (SED), and students with disabilities (SWD) continue to comprise a disproportionate amount of total number of suspensions. In order to address the gaps identified previously and develop school and district practices responsive to the needs of these student populations, SBUSD continues to refine several actions. First, district leadership and staff will continue to focus on implementation of Restorative Approaches in elementary and secondary schools. Second, due to the disproportionality being more pronounced in high schools, a Dean of Student Engagement position will be continued in the three traditional high schools in order to provide intensive monitoring and intervention for target students, as well as greater fidelity of implementation of restorative approaches to combat disproportionality in suspension rates by race, economic status, and language proficiency. Taken together, the data shows that we need to continually evaluate the effectiveness of our work and improve our practices in order to close equity gaps between subgroups, with particular focus on students with disabilities, English learners, socioeconomically disadvantaged students and students of color; a major component of this is further developing critical structures and systems that will allow us to be more effective in leading and making progress that supports student engagement and learning.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Increased and improved services for unduplicated pupils (low-income, English learners and foster youth) can be found in the description provided above.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$164,621,453
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$12,063,633.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures not included in LCAP, but captured in the expenditures specified above include: salaries and benefits for certificated and classified staff and management, costs for routine and scheduled maintenance, costs of student transportation, most instructional materials and supplies, contracted services, food services

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$123,207,547

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Through organizational transformation, develop a culturally proficient district to ensure success for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A-G Completion (P4) 17-18 A-G Completion (P4), 2016-17 All students: 56% Asian: 75% Black/African Am: 59% Hispanic/Latino: 45% White: 66% SED: 45% English Learners: 13% Reclassified: Not reported SWD: Not reported Homeless/Foster Youth: Not reported	A-G Completion (P4), 2016-17 All students: 50% Asian: 83% Black/African Am: 52% Hispanic/Latino: 31% White: 68% SED: 32% English Learners: 8% Reclassified: Not reported SWD: Not reported Homeless/Foster Youth: Not reported

Expected

Baseline

2015-16

All students: 51%

Asian: 74%

Black/African Am: 55%

Hispanic/Latino: 35%

White: 65%

SED: 34%

English Learners: 3%

Reclassified: Not reported

SWD: Not reported

Homeless/Foster Youth: Not reported

Metric/Indicator

Advanced Learning Enrollment Rate, Grades 7-12 (P7)

17-18

Advanced Learning Enrollment Rate, Grades 7-12 (P7), 2016-17:

All Students: 66%

Asian: 85%

Black/African Am: 62%

Hispanic/Latino: 53%

White: 82%

SED: 49%

English Learners: 15%

Reclassified: 63%

SWD: 16%

Homeless/Foster Youth: 51%

Baseline

Advanced Learning Enrollment Rate, Grades 7-12 (P7), 2015-16

All Students: 63%

Asian: 84%

Black/African Am: 57%

Hispanic/Latino: 48%

White: 81%

SED: 44%

English Learners: 10%

Reclassified: 58%

SWD: 11%

Homeless/Foster Youth: 46%

Metric/Indicator

AP/IB Enrollment Rate, Grades 9-12 (P7)

Actual

Advanced Learning Enrollment Rate, Grades 7-12 (P7), 2016-17:

All Students: 62%

Asian: 87%

Black/African Am: 49%

Hispanic/Latino: 46%

White: 82%

SED: 43%

English Learners: 9%

Reclassified: 55%

SWD: 11%

Homeless/Foster Youth: 42%

Due to the development of new reports in spring 2018, we are now able to report preliminary rates for 2017-18 as well. Rates for 2017-18 are currently stable from 2016-17, with a noticeable increase for Black/African American students:

All Students: 63%

Asian: 86%

Black/African Am: 60%

Hispanic/Latino: 46%

White: 85%

SED: 44%

English Learners: 11%

Reclassified: 53%

Spec Ed: 11%

Homeless/Foster Youth: 41%

AP/IB Enrollment Rate, 2016-17, Grades 9-12 (P7)

Expected

17-18

AP/IB Enrollment Rate, 2016-17, Grades 9-12 (P7)

All Students: 49%

Asian: 66%

Black/African Am: 45%

Hispanic/Latino: 40%

White: 59%

SED: 37%

English Learners: 9%

Reclassified: 33%

SWD: 10%

Homeless/Foster Youth: 40%

Baseline

AP/IB Enrollment Rate, Grades 9-12 (P7), 2015-16

All Students: 46%

Asian: 65%

Black/African Am: 40%

Hispanic/Latino: 35%

White: 58%

SED: 32%

English Learners: 4%

Reclassified: 28%

Spec Ed: 5%

Homeless/Foster Youth: 35%

Metric/Indicator

Dual Enrollment in Advanced Courses Rate, Grades 9-12 (P7)

17-18

Dual Enrollment in Advanced Courses Rate, 2016-17, Grades 9-12 (P7)

All Students: 23%

Asian: 40%

Black/African Am: 18%

Hispanic/Latino: 16%

White: 32%

SED: 16%

English Learners: 6%

Reclassified: 13%

SWD: 9%

Homeless/Foster Youth: 15%

Actual

All Students: 43%

Asian: 66%

Black/African Am: 35%

Hispanic/Latino: 30%

White: 57%

SED: 29%

English Learners: 2%

Reclassified: 25%

SWD: 6%

Homeless/Foster Youth: 28%

Due to the development of new reports in May 2018, we are now able to report preliminary rates for 2017-18 as well:

All Students: 41%

Asian: 63%

Black/African Am: 29%

Hispanic/Latino: 28%

White: 56%

SED: 26%

English Learners: 7%

Reclassified: 31%

SWD: 4%

Homeless/Foster Youth: 25%

Dual Enrollment in Advanced Courses Rate, 2016-17, Grades 9-12 (P7)

All Students: 19%

Asian: 30%

Black/African Am: 14%

Hispanic/Latino: 11%

White: 29%

SED: 10%

English Learners: 1%

Reclassified: 7%

SWD: 4%

Homeless/Foster Youth: 11%

Due to the development of new reports in May 2018, we are now able to report preliminary rates for 2017-18 as well:

All Students: 19%

Asian: 30%

Black/African Am: 18%

Hispanic/Latino: 11%

White: 27%

Expected

Baseline 2015-16

All Students: 20%
 Asian: 39%
 Black/African Am: 13%
 Hispanic/Latino: 11%
 White: 31%
 SED: 11%
 English Learners: 1%
 Reclassified: 8%
 Spec Ed: 4%
 Homeless/Foster Youth: 10%

Metric/Indicator

VAPA Course Enrollment Rate (P7)

17-18

VAPA Course Enrollment Rate, 2016-17 (P7)

100% of all elementary students to participate in VAPA

Secondary

All Students: 49%
 Asian: 47%
 Black/African Am: 55%
 Hispanic/Latino: 46%
 White: 53%
 SED: 46%
 English Learners: 42%
 Reclassified: 46%
 SWD: 43%
 Homeless/Foster Youth: 48%

Actual

SED: 10%
 English Learners: 4%
 Reclassified: 11%
 SWD: 4%
 Homeless/Foster Youth: 8%

VAPA Course Enrollment Rate, 2016-17 (P7)

100% of all elementary students participate in VAPA

Secondary

All Students: 45%
 Asian: 48%
 Black/African Am: 48%
 Hispanic/Latino: 42%
 White: 49%
 SED: 41%
 English Learners: 33%
 Reclassified: 42%
 SWD: 40%
 Homeless/Foster Youth: 41%

Expected

Baseline

VAPA Course Enrollment Rate, 2015-16 (P7)

100% of all elementary students participate in VAPA

Secondary

All Students: 46%

Asian: 46%

Black/African Am: 54%

Hispanic/Latino: 41%

White: 52%

SED: 41%

English Learners: 37%

Reclassified: 41%

SWD: 38%

Homeless/Foster Youth: 43%

Metric/Indicator

Academy Enrollment Rate (P7)

17-18

Academy Enrollment Rate (P7), 2016-17

All Students: 25%

Asian: 43%

Black/African Am: 21%

Hispanic/Latino: 18%

White: 36%

SED: 17%

SWD: 11%

EL: 8%

Reclassified: 19%

Homeless/ Foster Youth: 17%

Baseline

Academy Enrollment Rate (P7), 2015-16

All Students: 24%

Asian: 43%

Black/African Am: 18%

Hispanic/Latino: 13%

White: 36%

SED: 12%

SWD: 6%

EL: 3%

Reclassified: 14%

Homeless/ Foster Youth: 12%

Actual

Academy Enrollment Rate, 2016-17* (P7)

All Students: 20%

Asian: 32%

Black/African Am: 20%

Hispanic/Latino: 12%

White: 30%

SED: 11%

SWD: 5%

EL: 2%

Reclassified: 12%

Homeless/ Foster Youth: 7%

*Data do not accurately reflect the actual participation in 2016-17, district and site staff are engaged in updating the database to accurately reflect student participation for 2016-17. Final rates will be provided once available.

Due to the development of new reports in May 2018, we are now able to report preliminary rates for 2017-18 as well:

All Students: 25%

Asian: 46%

Black/African Am: 24%

Hispanic/Latino: 15%

White: 37%

SED: 13%

Expected

Actual

SWD: 7%

EL: 2%

Reclassified: 16%

Homeless/ Foster Youth: TBD

SAT Exam, 2016-17: % of Seniors Scoring 1500 or Higher, or comparable score for SAT with top score of 1600 after Spring 2016 (P4)

With the change in the SAT in 2016, CDE has yet to release guidance on new thresholds to monitor college and career readiness. This metric will be suspended until clear guidance is provided by CDE.

ACT Exam, 2016-17: % of Seniors Scoring 21 or Higher (P4)

All Seniors: 72%

Asian: 79%

Black/African Am: *

Metric/Indicator

SAT Exam: % of Seniors Scoring 1500 or Higher, or comparable score for SAT with top score of 1600 after Spring 2016 (P4)

17-18

SAT Exam, 2016-17: % of Seniors Scoring 1500 or Higher, or comparable score for SAT with top score of 1600 after Spring 2016 (P4)

All Seniors: 67%

Asian: 78%

Black/African Am: *

Hispanic/Latino: 36%

White: 85%

SED: 33%

English Learners: *

Reclassified: 32%

SWD: *

Homeless/Foster Youth: 28%

Baseline

SAT Exam, 2015-16: % of Seniors Scoring 1500 or Higher

All Seniors: 64%

Asian: 77%

Black/African Am: *

Hispanic/Latino: 31%

White: 84%

SED: 28%

English Learners: *

Reclassified: 27%

Spec Ed: *

Homeless/Foster Youth: 23%

Metric/Indicator

ACT Exam: % of Seniors Scoring 21 or Higher

Expected

17-18

ACT Exam, 2016-17: % of Seniors Scoring 21 or Higher (P4)

All Seniors: 80%

Asian: 84%

Black/African Am: *

Hispanic/Latino: 52%

White: 91%

SED: 49%

English Learners: *

Reclassified: *

SWD: *

Homeless/Foster Youth: 45%

Baseline

ACT Exam, 2015-16: % of Seniors Scoring 21 or Higher (P4)

All Seniors: 77%

Asian: 83%

Black/African Am: *

Hispanic/Latino: 47%

White: 90%

SED: 44%

English Learners: *

Reclassified: *

SWD: *

Homeless/Foster Youth: 40%

Metric/Indicator

CA School Dashboard, Fall 2017, CCR Readiness CDE Indicator (P4)

17-18

Targets will be set after CDE releases baseline in Fall 2017

Baseline

CDE will release the baseline in Fall 2017

Metric/Indicator

Number of Seniors Completing a Career Technical Education (CTE) Pathway (P7)

17-18

N/A - New

Baseline

N/A - New

Actual

Hispanic/Latino: 42%

White: 91%

SED: 35%

English Learners: *

Reclassified: *

SWD: *

Homeless/Foster Youth: 40%

CA School Dashboard, Fall 2017, CCR Readiness CDE Indicator (P4)

50% of the class of 2016 was College/Career Ready

Number of Seniors Completing a Career Technical Education (CTE) Pathway (P7), 2016-17: 154 (9% of all seniors)

The following groups were overrepresented in CTE Pathway Completion:

Asian (20%), White (15%)

The following groups were underrepresented in CTE Pathway Completion:

Black (0%), Hispanic/Latino (3%), SED 3%), EL (0%), Reclassified (3%),

Homeless/Foster Youth (4%), SWD (0%)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”</i></p> <p>1. Continue to implement the district's cultural proficiency plan. This initiative will enhance the internal capacity districtwide to foster equity, cultural proficiency, and systems change in ways that will improve academic opportunities and outcomes for all students, but especially for students who are Latino, English Learners (EL), first generation college-bound students, from low socioeconomic status (SES) backgrounds, and who are in the Special Education program. Ultimately, all students will succeed at high levels demonstrating that student race/ethnicity/language/socioeconomic status are not predictors of academic opportunities or outcomes.</p> <p>Reexamine the efforts of the District's Cultural Proficiency and Equity Committee to determine next steps in developing an action plan to support sites and the district as a whole in assessing and improving cultural proficiency across a range of domains. Refer to artifacts generated by CPEC including the cultural proficiency self-reflection tool (rubric).</p>	<p><i>“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”</i></p> <p>1.The Cultural Proficiency and Equity Committee as it previously existed, including prior efforts to formulate and execute a district cultural proficiency plan, are currently inactive. A change in leadership in the past 18 months--at the Board, Superintendent, and Assistant Superintendent level--has led to both an affirmation that developing culturally proficient school communities remains a top District priority, as well as an examination of our prior and current approaches to achieving this aim. Developing and maintaining an understanding of the role of bias among our stakeholders has remained at the forefront. Efforts in this vein include but are not limited to: the ongoing engagement of Just Communities to provide programming such as the Institute for Equity in Education (IEE), Talking in Class, and Parents in Dialogue and Action (PIDA). During SY 2017-2018 specifically, district-wide sessions of Talking in Class were held specifically to spotlight and provide support to meet the needs of African-American and undocumented youth. Furthermore, new attention is being devoted to sustaining cultural proficiency efforts by convening reunions of “allies” who have</p>	<p>1.) Just Communities</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$233,850.00</p>	<p>1.) Just Communities</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$235,000.00</p>

District and site leaders and teacher volunteers will engage in self-assessment, self-reflection, professional learning and research regarding implicit bias through collaboration with Just Communities and Westmont College to identify areas for personal and professional growth.

2. Complete alignment of Human Resources recruiting practices to ensure candidates reflect demographics of the district. Continue recruitment at Hispanic-serving colleges and universities.

completed formal training on bias, both through the proliferation of campus-specific “Allies for Equity” groups and the 11/7/17 Allies Reunion facilitated by personnel from Just Communities and Westmost College. The District formally partnered with these two organizations in SY 2017-2018 to deliver training on implicit bias to approximately 350 certificated staff members.

Finally, during the course of SY 2017-2018, the District has actively developed the infrastructure and internal capacity to lead the effort to further expand and integrate a course on Ethnic Studies as an offering and potential graduation requirement, even as we simultaneously focus on transforming our curriculum and pedagogy to become more culturally responsive in general.

2.

The Santa Barbara Unified School District participates in a variety of recruitment efforts to ensure that our candidates reflect the demographics of the district. Human Resources staff continue to serve on the advisory board for the education program of 2 of our local universities (Westmont College and Antioch University) as well as present annually to the UCSB Student teaching programs (general education and special education) for recruitment purposes. We attend a variety of recruitment fairs including CAFE (California Association of Bilingual Educators), Cal TASH, Cal Lutheran, CSU Northridge and CSU Channel Islands. This year we hosted

our first hiring faire which we hoped would attract regional talent to join our team, as well as mitigate barriers to

participating in hiring processes for prospective candidates.
A large number of positions were filled as a result. We are also in the process of developing internal reports to monitor staffing demographics inclusive of both hiring and retention.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1.) Implement the American School Counseling Association national model for comprehensive school counseling with focus on the following: a) student semester schedules for A-G progress and completion, b) develop a process to initiate 10 year plans at the end of 7th grade as well as ensure progress monitoring through secondary schools c) address holistic needs of students, as expressed in the Cal-SHLS survey, with particular focus on students’ attitudes and beliefs around school safety and connectedness.</p> <p>2.) School site administration and counselors will be supported by ETS to develop and implement a protocol to actively identify, recruit, and place students in Honors, AP/IB and Dual Enrollment courses at secondary schools. Master Scheduling teams will closely monitor enrollment data during the spring semester and instructional leadership teams will monitor student outcome data, such as grades and exam passage rates, year-round.</p> <p>3.) Develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to</p>	<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1.) In 2017-18, the SBUSD contracted with a consulting firm, Hatching Results, to aid in the design of a school counseling program that fully implements the American School Counseling Association national model. Six full days of training for our district’s school counselors included topics such as:</p> <ul style="list-style-type: none"> • Evaluating Tier 1 Lessons and Programs • Strategies for Scheduling Students • SMART Goal and Core Curriculum Review • Developing Individualized Learning Plans for All Students • Parent/Family Education • Data-Driven Tier 2 Intentional Interventions • 	<p>1.) Secondary Counselor Academic Planning (Naviance) 5000-5999: Services And Other Operating Expenditures Supplemental 31,332.00</p> <p>5.) Testing Pre ACT; PSAT 5000-5999: Services And Other Operating Expenditures Supplemental 36,000</p> <p>6.) Coordinator of Special Programs 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 69,354.00</p> <p>6.) Coordinator of Special Programs 1000-3999: Certificated Personnel Salaries and Benefits CTEIG 69,354.00</p> <p>7.) CTE Teachers 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 146,639.00</p>	<p>1.) Secondary Counselor Academic Planning (Naviance) 5000-5999: Services And Other Operating Expenditures Supplemental 28,055</p> <p>5.) Testing Pre ACT; PSAT 5000-5999: Services And Other Operating Expenditures Supplemental 33,482</p> <p>6.) Coordinator of Special Programs 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 70,183</p> <p>6.) Coordinator of Special Programs 1000-3999: Certificated Personnel Salaries and Benefits CTEIG 70,183</p> <p>7.) CTE Teachers 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 146,639</p>

students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs so that students with disabilities accelerate their progress in ELA and math. Provide professional learning anew to support success of multiple approaches (to include Title I funds).

4.) Continue to make progress toward ensuring proportionality in district's programs of choice and academies. Specifically, collaborate and share effective practices for outreach and retention of underrepresented students in order to mirror the enrollment of the district's overall demographics.

5.) Continue to support all 10th and 11th grade students in taking Pre-ACT and PSAT assessments, respectively, in order to provide universal access to college entrance exams.

6.) Support the establishment of a Coordinator of Special Programs position in order to ensure equitable pathways for all students into CTE and VAPA programs, including underrepresented subgroups. CTE focus for this year is to oversee administration of the Career Technical Education Incentive Grant (CTEIG) in order to strengthen and expand CTE pathways. VAPA focus for this year is to ensure coherence in elementary VAPA programs and develop a vertical learning progression for students TK-6, as well as to oversee expansion of Bravo! after-school program.

7.) Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways.

Purpose and Scope of School Counselor PLC work-- Data Driven School Counseling

In addition, the structure of school counseling meetings, both site-based and district-level, were redesigned in 2017-18 to serve as PLCs so that time would exist for teams to work together to develop core curriculum and evaluate data. In addition to site teams, three district PLC teams were created: Grades 7-8, 9-10, and 11-12.

2.) This work has begun, and is still in progress. SBUnified Educational Technology Services (ETS) is assisting in the development of custom reports to assist in screening students for follow-up and reporting on outcomes. One example of this is a version of the course access report that is used as part of the LCAP/SPSA processes to add current year numbers and projected numbers based on course requests. This provides sites the ability to monitor whether course requests indicate that more students are getting access to rigorous courses in 2018-19 than had access in 2017-18.

3.) In 2017-18 the Special Education Management Team, in collaboration with Educational Services leadership, saw the need to do a qualitative assessment of the inclusion efforts that had been initiated in the previous five years. Recognizing that both successes and challenges have arisen as a result of the implementation of co-teaching and understanding that a more flexible strategy of "multiple approaches" to inclusion is appropriate, the Special Education Management Team scheduled a series of listening meetings with all nine of the secondary schools. The District Inclusion Steering Committee (DISC) was formed to bring together various stakeholders who are deeply

engaged in the effort to more fully include students with disabilities. The purpose of these efforts was to assess sites' progress toward inclusion, understand the remaining challenges, and to be better informed to make decisions regarding the implementation of "multiple approaches." The DISC concluded that we needed to develop more internal capacity before availing ourselves of professional learning from outside experts; Title I funding was utilized to pay for collaboration time for co-teaching pairs. Sites were availed the opportunity to submit proposals for District compensation of inclusion supports, such as release time for co-teaching pairs. The special education department did not conduct an needs assessment regarding inclusive practices at the elementary level during the 2017-18 school year.

4.) The demographic data associated with enrollment in academies is stable overall with more significant changes for certain student groups in certain academies. Substantial efforts went into charting a different course for current and future year outreach, application, and admission efforts. For the first time ever, Academy Directors were convened to review practices and design improvements to remove barriers to access. The group met later in the year to analyze results in the demographic data resulting from this year's Academy cycle and these renewed efforts.

5.) The Pre-ACT and PSAT were administered universally on our high school campuses in the fall.

6) The newly created Coordinator of Special Programs position served to streamline the previous robust but

disparate efforts to strengthen access to and quality of the District's CTE and VAPA pathways and programs. The focus with respect to CTE this past year was to oversee administration of the Career Technical Education Incentive Grant (CTEIG) in order to strengthen and expand CTE pathways. The Coordinator developed systems for increasing accountability for achieving and sustaining components of high-quality CTE pathways, including having teachers write course outlines aligned with the California CTE Model Curriculum Standards. Areas of focus for this past year with respect to VAPA included: alignment of elementary art curriculum for students TK-6, expansion of the Bravo! after-school program, establishment of cohesive systems for offering local arts opportunities to students, including field trips to local performances.

7) The Coordinator of Special Programs supported the strengthening of pathways by monitoring appropriate credentialing, providing relevant professional learning, assisting in the development of appropriate course curriculum and sequencing, and establishing expectations for the development of industry sector-specific advisory councils.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1.) Continue to expand the Program for Effective Access to College (PEAC) in secondary schools through phased addition of grade-level cohorts</p>	<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1.) The PEAC college readiness support program for first generation college-bound students was expanded to include additional cohorts at all three comprehensive high schools and is now</p>	<p>1.) 1000-3999 Cert. Personnel (PEAC Counselors); 2000-3999 Class. Personnel; PEAC Administration (Coordinator, Administrative Assistant)</p>	<p>1.) 1000-3999 Cert. Personnel (PEAC Counselors); 2000-3999 Class. Personnel; PEAC Administration (Coordinator, Administrative Assistant)</p>

and as supported by a continued blended funding model approach.
 2.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

- Elementary schools have chosen to support the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; and the purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate.

- Secondary schools have decided to allocate funds to support the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focus on supporting EL, SED and PEAC/AVID students; and the purchasing of instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie. IXL Math).

serving 1,300 students 7th - 12th grade. A fourth Learning Center was implemented in the Fall 2017, serving students in secondary. The Program continues to operate on blended funding with positive private sector fiscal support.

2.) Individual school sites utilized supplemental funds to support the activities described. The goals, actions and services were described in detail in each school's Single Plan for Student Achievement, which were approved by the board of education in May 2017. An evaluation of these goals, actions and services was conducted and approved by the board of education on May 2018. Some salient examples from secondary schools of how supplemental funding was used to improve cultural proficiency and access to courses include the addition/continuance of programming to tackle institutionalized bias, the establishment or refining of specialized positions to provide targeted academic and behavioral intervention, and the development of systems to screen for students who should be placed in more advanced coursework as well as promote subsequent success.

1000-3999: Certificated Personnel Salaries and Benefits Supplemental 394,275.00

1.) 1000-3999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly; PEAC Community of Schools Grant
 1000-3999: Certificated Personnel Salaries and Benefits Local Donations 400,000

1.) Instructional materials; PEAC Community of Schools Grant
 4000-4999: Books And Supplies Local Donations 100,000

2.) Extra Hourly
 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 196,247.00

2.) Instructional materials; site based allocations
 4000-4999: Books And Supplies Supplemental 100,000

1000-3999: Certificated Personnel Salaries and Benefits Supplemental 394,275.00

1.) 1000-3999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly; PEAC Community of Schools Grant
 0001-0999: Unrestricted: Locally Defined Local Donations 400,000

1.) Instructional materials; PEAC Community of Schools Grant
 4000-4999: Books And Supplies Local Donations 100,000

2.) Extra Hourly
 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 196,247.00

2.) Instructional materials; site based allocations
 4000-4999: Books And Supplies Supplemental 100,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During School Year 2017-2018, SBUnified implemented all of the tasks enumerated above. Tasks that were executed fully and in a way that was closely aligned to what was planned include: programming to promote cultural proficiency, counselor training, deepening of the coordination of access to CTE & VAPA, universal administration of college entrance exams, and expansion of PEAC. The release of local data against the College Career Readiness Indicator is brand new and there is still substantial articulation work that needs to take place between the state and local level in order to have confidence in the accuracy of the systems for tracking this data, especially as relates to CTE Pathway completion and year-over-year comparisons. There were challenges involved with certain tasks. The re-orientation of our approach to supporting successful co-teaching affected both timelines and outcomes associated with our inclusion efforts. Also, we were not able to execute our own internally developed screening tool for systematically identifying underrepresented and eligible students for advanced coursework in the secondary space in time to utilize pertinent data during the course selection window. Nevertheless, progress was made in virtually every case.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The development of tools that allow us to monitor and analyze the demographic characteristics of staff hires and departures has allowed us to see that steady progress has been made toward diversifying our teaching workforce. Beyond enrollment statistics, many artifacts have been produced during the course of the past year to attest to improvements in practice in the realms of CTE and VAPA; strengthening the implementation of these programs will continue to sustain and build enrollment that is high overall and representative of our student population. Based on a comprehensive review of the metrics monitoring progress on student access to programming and other opportunities, the actions and services have allowed us to maintain the gains made in previous years in student access to rigorous coursework for targeted student populations (Socioeconomically disadvantaged (SED), English Learner (EL), Foster Youth, and Students with Disabilities (SWD)); however, the actions did not propel us to meet our expected annual outcomes for this year in most cases, except for a noticeable increase in access to advanced courses for Black/African American students despite decreases in overall enrollment. In addition, there was a slight decline in A-G completion, especially for Black/African American, Hispanic/Latino, and SED students, and although the numbers of Hispanic/Latino and SED students taking the ACT have increased by about 50% the past five years, the rates of success have not kept pace. With only 50% of graduates being identified as ready for college and career through the CA School Dashboard, we need to continue to make systemic changes with regard to cultural proficiency and equity in opportunity and access to better serve our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between Budgeted and Estimated Actual Expenditures with respect to Goal 1.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of this analysis and an analysis of the LCFF Evaluation Rubrics, we will be modifying our metrics under Goal 1 in a few ways so that they are more meaningful and actionable for us at the local level; this will help us hone our laser-like focus on improving student proportionality in accessing a broad course of study. First, we will identify what more appropriate expected annual outcomes should be overall for each metric. For example, it may be appropriate that we aim to maintain about 20% participation in high school academies, rather than increase that percentage each year, given there are a variety of curricular options for students to pursue. Second, once overall expected annual outcomes are identified for each metric, we will rephrase each metric to emphasize the importance of proportionality, and growth where appropriate. For example, a metric might be that SBUSD ensures that at least two-thirds of all students are enrolled in at least

one advanced learning course in secondary, that we increase rates by at least 3% points from baseline for underrepresented groups, and that the long-term target is that all subgroups will be within 2% points of the overall average. Subsequently, if there is a gap in enrollment between subgroups, we will continue to highlight those results through the LCAP. Third, we will add a metric for Career Technical Education (CTE) Pathway Completion with a C minus or better in the Capstone Course to mirror part of the criteria the state has identified for college and career readiness. Internally, we are now gathering the numbers of Essential Career Connections per year per student within CTE pathways, which will be publicly reported to our board as part of the CTEIG. Fourth, we will suspend reporting of SAT results until clear guidance around new thresholds for the new SAT is provided by CDE. Fifth, the EMAO's for Course Access will be updated to reflect projections for 2018-19, given that we can now report preliminary rates for 17-18; we will continue to develop the reporting capabilities for other metrics around course access (i.e. CTE, Academies, VAPA, Dual Enrollment) so that our reporting for those metrics can be brought up to pace with the current year in terms of more real-time data reporting. Additionally, we have now developed both the capacity and the internal tools to track and support student access toward coursework that will prepare them for college and career readiness; as such, we will be discontinuing using Naviance as a contracted software platform to assist with this service. The success of the PEAC initiative has reinforced the District's commitment to absorb the salary costs associated with school-based services. These changes will be reflected in the Goals, Actions, Services section of this LCAP under the Expected Annual Outcomes for Goal 1.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Engage students and families to promote student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

CA Parent School Survey Results (P3)

% of Parent Respondents that Strongly Agree or Agree that "This school allows input and welcomes parents' contributions."

% of Parent Respondents that Strongly Agree or Agree that "This school actively seeks the input of parents before making important decisions"

% of Parent Respondents that "Attended a meeting of the parent-teacher organization or association."

% of Parent Respondents that "Served on a school committee."

Actual

Number of respondents, 2017-18: 3,312 (30%)

CA Parent School Survey Results, 2017-18 (P3)

% of Parent Respondents that Strongly Agree or Agree that "This school allows input and welcomes parents' contributions."

All Parents: 79%

Asian: 78%

Black/African Am: 83%

Hispanic/Latino: 88%

White: 79%

SWD: 79%

EL: 84%

SED: 85%

Foster Parents: 30%

% of Parent Respondents that Strongly Agree or Agree that "This school actively seeks the input of parents before making important decisions"

All Parents: 60%

Asian: 58%

Black/African Am: 70%

Hispanic/Latino: 75%

Expected

17-18

CA Parent School Survey Results, 2017-18 (P3): 31% response rate
% of Parent Respondents that Strongly Agree or Agree that "This school allows input and welcomes parents' contributions."

All Parents: 91%

Asian: 83%

Black/African Am: 90%

Hispanic/Latino: 95%

White: 90%

SWD: 91%

EL: 94%

SED: 95%

Foster Parents: *

% of Parent Respondents that Strongly Agree or Agree that "This school actively seeks the input of parents before making important decisions."

All Parents: 76%

Asian: 84%

Black/African Am: 65%

Hispanic/Latino: 85%

White: 72%

SWD: 81%

EL: 87%

SED: 84%

Foster Parents: *

% of Parent Respondents that "Attended a meeting of the parent-teacher organization or association."

All Parents: 40%

Asian: 43%

Black/African Am: 31%

Hispanic/Latino: 54%

White: 34%

SWD: 49%

EL: 64%

SED: 52%

Foster Parents: *

% of Parent Respondents that "Served on a school committee."

All Parents: 23%

Asian: 22%

Black/African Am: 27%

Hispanic/Latino: 22%

White: 25%

SWD: 22%

EL: 26%

SED: 22%

Foster Parents: *

Baseline

CA Parent School Survey Results, 2016-17 (P3): 30% response rate, n = 3,640

Actual

White: 54%

SWD: 65%

EL: 81%

SED: 72%

Foster Parents: 20%

% of Parent Respondents that "Attended a meeting of the parent-teacher organization or association."

All Parents: 34%

Asian: 32%

Black/African Am: 47%

Hispanic/Latino: 42%

White: 30%

SWD: 41%

EL: 47%

SED: 43%

Foster Parents: 10%

% of Parent Respondents that "Served on a school committee."

All Parents: 61%

Asian: 53%

Black/African Am: 67%

Hispanic/Latino: 55%

White: 69%

SWD: 56%

EL: 53%

SED: 55%

Foster Parents: 20%

Expected

Metric/Indicator

% of Students that "Feel Safe at School" (P6)

17-18

% of Students that "Feel Safe at School", 2017-18 (P6)

Grades 5-6

All Students: 86%

Grades 7-12

All Students: 72%

Asian: 76%

Black/African Am: 64%

Hispanic/Latino: 68%

White: 77%

SED: 66%

SWD: Not reported

EL: Not reported

Reclassified: Not reported

Foster Youth: 69%

Homeless: 64%

Baseline

% of Students that "Feel Safe at School", 2016-17 (P6)

Grades 5-6

All Students: 85%

Grades 7-12

All Students: 69%

Asian: 75%

Black/African Am: 59%

Hispanic/Latino: 63%

White: 76%

SED: 61%

SWD: Not reported

EL: Not reported

Reclassified: Not reported

Foster Youth: 64%

Homeless: 59%

Metric/Indicator

% of Students with a High Sense of Connectedness to School (P6)

Actual

% of Students that "Feel Safe at School", 2017-18 (P6)

Grades 5-6

All Students: 85%

Grades 7-12

All Students: 63%

Asian: 70%

Black/African Am: 47%

Hispanic/Latino: 58%

White: 70%

SED: 58%

SWD: Not reported

EL: Not reported

Reclassified: Not reported

Foster Youth: 56%

Homeless: 53%

% of Students with a High Sense of Connectedness to School, 2017-18 (P6)

Grades 5-6

All Students: 68%

Grades 7-12

All Students: 54%

Asian: 70%

Black/African Am: 47%

Hispanic/Latino: 58%

Expected

17-18

% of Students with a High Sense of Connectedness to School, 2017-18 (P6)

Grades 5-6

All Students: 70%

Grades 7-12

All Students: 65%

Asian: 75%

Black/African Am: 63%

Hispanic/Latino: 67%

White: 75%

SED: 64%

SWD: Not reported

EL: Not reported

Reclassified: Not reported

Foster Youth: 69%

Homeless: 63%

Baseline

% of Students with a High Sense of Connectedness to School, 2016-17 (P6)

Grades 5-6

All Students: 68%

Grades 7-12

All Students: 60%

Asian: 74%

Black/African Am: 58%

Hispanic/Latino: 62%

White: 74%

SED: 59%

SWD: Not reported

EL: Not reported

Reclassified: Not reported

Foster Youth: 64%

Homeless: 58%

Metric/Indicator

Parents' Sense of Safety (P6)

% of Parents that Agree or Strongly Agree that "this school is a safe place for my child"

Actual

White: 70%

SED: 58%

SWD: Not reported

EL: Not reported

Reclassified: Not reported

Foster Youth: 56%

Homeless: 53%

Parents' Sense of Safety, 2017-18 (P6)

% of Parents that Agree or Strongly Agree that "this school is a safe place for my child"

All: 85%

Asian: 84%

Black/African Am: 90%

Hispanic/Latino: 89%

White: 87%

SED: 86%

SWD: 82%

EL: 88%

Expected

17-18

Parents' Sense of Safety, 2017-18 (P6)

% of Parents that Agree or Strongly Agree that "this school is a safe place for my child"

All: 96%

Asian: 97%

Black/African Am: 96%

Hispanic/Latino: 95%

White: 96%

SED: 94%

SWD: 94%

EL: 92%

Reclassified: Not reported

Foster Parents: *

Homeless: Not reported

Baseline

Parents' Sense of Safety, 2016-17 (P6)

% of Parents that Agree or Strongly Agree that "this school is a safe place for my child"

All: 95%

Asian: 96%

Black/African Am: 95%

Hispanic/Latino: 94%

White: 95%

SED: 93%

SWD: 93%

EL: 90%

Reclassified: Not reported

Foster Youth: *

Homeless: Not reported

Metric/Indicator

Parents' Sense of Connectedness (P6)

% of Parents that Agree or Strongly Agree that "this school encourages me to be an active partner with the school in educating my child"

% of Parents that Agree or Strongly Agree that "Parents feel welcome to participate at this school"

% of Parents that Agree or Strongly Agree that "School staff take parent concerns seriously"

Actual

Reclassified: Not reported

Foster Parents: 60%

Homeless: Not reported

Parents' Sense of Connectedness, 2017-18 (P6)

% of Parents that Agree or Strongly Agree that "this school encourages me to be an active partner with the school in educating my child"

All: 83%

Asian: 79%

Black/African Am: 90%

Hispanic/Latino: 90%

White: 83%

SED: 86%

SWD: 81%

EL: 89%

Reclassified: Not reported

Expected

17-18

Parents' Sense of Connectedness, 2017-18 (P6)

% of Parents that Agree or Strongly Agree that "this school encourages me to be an active partner with the school in educating my child"

All: 93%

Asian: 93%

Black/African Am: 93%

Hispanic/Latino: 95%

White: 93%

SED: 94%

SWD: 92%

EL: 94%

Reclassified: Not reported

Foster Parents: *

Homeless: Not reported

% of Parents that Agree or Strongly Agree that "Parents feel welcome to participate at this school"

All: 93%

Asian: 91%

Black/African Am: 96%

Hispanic/Latino: 96%

White: 91%

SED: 95%

SWD: 92%

EL: 97%

Reclassified: Not reported

Foster Parents: *

Homeless: Not reported

% of Parents that Agree or Strongly Agree that "School staff take parent concerns seriously"

All: 89%

Asian: 85%

Black/African Am: 93%

Hispanic/Latino: 92%

White: 88%

SED: 91%

SWD: 91%

EL: 93%

Reclassified: Not reported

Foster Parents: *

Homeless: Not reported

Actual

Foster Parents: 40%

Homeless: Not reported

% of Parents that Agree or Strongly Agree that "Parents feel welcome to participate at this school"

All: 79%

Asian: 73%

Black/African Am: 90%

Hispanic/Latino: 87%

White: 79%

SED: 83%

SWD: 78%

EL: 84%

Reclassified: Not reported

Foster Parents: 40%

Homeless: Not reported

% of Parents that Agree or Strongly Agree that "School staff take parent concerns seriously"

All: 75%

Asian: 67%

Black/African Am: 80%

Hispanic/Latino: 83%

White: 75%

SED: 81%

SWD: 77%

EL: 81%

Reclassified: Not reported

Foster Parents: 40%

Homeless: Not reported

Expected

Actual

Baseline

Parents' Sense of Connectedness, 2016-17 (P6)

% of Parents that Agree or Strongly Agree that "this school encourages me to be an active partner with the school in educating my child"

All: 92%

Asian: 92%

Black/African Am: 92%

Hispanic/Latino: 94%

White: 92%

SED: 93%

SWD: 91%

EL: 93%

Reclassified: Not reported

Foster Youth: *

Homeless: Not reported

% of Parents that Agree or Strongly Agree that "Parents feel welcome to participate at this school"

All: 92%

Asian: 90%

Black/African Am: 95%

Hispanic/Latino: 95%

White: 90%

SED: 94%

SWD: 91%

EL: 96%

Reclassified: Not reported

Foster Youth: *

Homeless: Not reported

% of Parents that Agree or Strongly Agree that "School staff take parent concerns seriously"

All: 88%

Asian: 84%

Black/African Am: 92%

Hispanic/Latino: 91%

White: 87%

SED: 90%

SWD: 90%

EL: 92%

Reclassified: Not reported

Foster Youth: *

Homeless: Not reported

Expected

Metric/Indicator

Staff Sense of Safety (P6)

% of Staff that Agree or Strongly Agree that "this school is a safe place for students"

% of Staff that Agree or Strongly Agree that "this school is a safe place for staff"

17-18

Staff Sense of Safety, 2017-18 (P6)

% of Staff that Agree or Strongly Agree that "this school is a safe place for students"

All: 95%

Asian: 95%

Black/African Am: *

Hispanic/Latino: 98%

White: 94%

% of Staff that Agree or Strongly Agree that "this school is a safe place for staff"

All: 94%

Asian: 95%

Black/African Am: *

Hispanic/Latino: 99%

White: 96%

Baseline

Staff Sense of Safety, 2016-17 (P6)

% of Staff that Agree or Strongly Agree that "this school is a safe place for students"

All: 94%

Asian: 94%

Black/African Am: *

Hispanic/Latino: 97%

White: 93%

% of Staff that Agree or Strongly Agree that "this school is a safe place for staff"

All: 93%

Asian: 94%

Black/African Am: *

Hispanic/Latino: 98%

White: 95%

Actual

Staff Sense of Safety, 2017-18 (P6)

% of Staff that Agree or Strongly Agree that "this school is a safe place for students"

All: 88%

Asian: 90%

Black/African Am: 90%

Hispanic/Latino: 88%

White: 88%

% of Staff that Agree or Strongly Agree that "this school is a safe place for staff"

All: 87%

Asian: 81%

Black/African Am: 90%

Hispanic/Latino: 89%

White: 88%

Expected

Metric/Indicator

Staff Sense of Connectedness (P6)

% of Staff that Agree or Strongly Agree that "This school is a supportive and inviting place for staff to work"

% of Staff that Agree or Strongly Agree that "This school promotes trust and collegiality among staff"

% of Staff that indicate "Nearly All Adults" or "Most Adults" at this school "Have close professional relationships with each other"

% of Staff that indicate "Nearly All Adults" or "Most Adults" at this school "Support and treat each other with respect"

17-18

Staff Sense of Connectedness, 2017-18 (P6)

% of Staff that Agree or Strongly Agree that "This school is a supportive and inviting place for staff to work"

All: 90%

Asian: 81%

Black/African Am: *

Hispanic/Latino: 95%

White: 90%

% of Staff that Agree or Strongly Agree that "This school promotes trust and collegiality among staff"

All: 87%

Asian: 80%

Black/African Am: *

Hispanic/Latino: 88%

White: 87%

% of Staff that Agree or Strongly Agree that "Adults at this school have close professional relationships with each other"

All: 77%

Asian: 74%

Black/African Am: *

Hispanic/Latino: 86%

White: 76%

% of Staff that Agree or Strongly Agree that "Adults at this school support and treat each other with respect"

All: 90%

Asian: 80%

Black/African Am: *

Hispanic/Latino: 92%

White: 90%

Actual

Staff Sense of Connectedness, 2017-18 (P6)

% of Staff that Agree or Strongly Agree that "This school is a supportive and inviting place for staff to work"

All: 84%

Asian: 84%

Black/African Am: *

Hispanic/Latino: 84%

White: 84%

% of Staff that Agree or Strongly Agree that "This school promotes trust and collegiality among staff"

All: 81%

Asian: 81%

Black/African Am: 90%

Hispanic/Latino: 79%

White: 82%

% of Staff that Agree or Strongly Agree that "Adults at this school have close professional relationships with each other"

All: 80%

Asian: 81%

Black/African Am: 90%

Hispanic/Latino: 82%

White: 80%

% of Staff that Agree or Strongly Agree that "Adults at this school support and treat each other with respect"

All: 84%

Asian: 81%

Black/African Am: 90%

Hispanic/Latino: 83%

White: 86%

Expected

Baseline

Staff Sense of Connectedness,
2016-17 (P6)

% of Staff that Agree or Strongly Agree that "This school is a supportive and inviting place for staff to work"

All: 89%

Asian: 78%

Black/African Am: *

Hispanic/Latino: 94%

White: 89%

% of Staff that Agree or Strongly Agree that "This school promotes trust and collegiality among staff"

All: 85%

Asian: 78%

Black/African Am: *

Hispanic/Latino: 87%

White: 85%

% of Staff that indicate "Nearly All Adults" or "Most Adults" at this school
"Have close professional relationships with each other"

All: 75%

Asian: 72%

Black/African Am: *

Hispanic/Latino: 85%

White: 74%

% of Staff that indicate "Nearly All Adults" or "Most Adults" at this school
"Support and treat each other with respect"

All: 89%

Asian: 78%

Black/African Am: *

Hispanic/Latino: 91%

White: 89%

Metric/Indicator

Annual P-2 Attendance Rate (P5)

17-18

Annual P-2 Attendance Rate, 2017-18 (P5): 94.7%

Baseline

Annual P-2 Attendance Rate, 2015-16 (P5): 94.2%

Metric/Indicator

Truancy Rate (P5)

Actual

Annual P-2 Attendance Rate, 2017-18 (P5): 94.0%

Truancy Rate, 2016-17 (P5)

All students: 21%

Expected

17-18

Truancy Rate, 2016-17 (P5)

All students: 20%

Asian: 12%

Black/African Am: 26%

Hispanic/Latino: 22%

White: 17%

EL: 20%

SED: 22%

Foster Youth: 23%

SWD: 33%

Baseline

Truancy Rate, 2015-16 (P5)

All students: 25%

Asian: 13%

Black/African Am: 34%

Hispanic/Latino: 28%

White: 21%

EL: 24%

SED: 29%

Foster Youth: 30%

SWD: 36%

Metric/Indicator

Chronic Absenteeism Rate (P5)

17-18

Chronic Absenteeism Rate, 2016-17 (P5)

All students: 15%

Asian: 8%

Black/African Am: 17%

Hispanic/Latino: 15%

White: 14%

EL: 14%

SED: 16%

Foster Youth: 16%

SWD: 23%

Actual

Asian: 8%

Black/African Am: 27%

Hispanic/Latino: 25%

White: 15%

EL: 24%

SED: 26%

Chronic Absenteeism Rate, 2016-17 (P5)

All students: 10%

Asian: 5%

Black/African Am: 10%

Hispanic/Latino: 11%

White: 9%

EL: 12%

SED: 12%

Foster Youth: 31%

Homeless Youth: 11%

Expected

Baseline

Chronic Absenteeism Rate, 2015-16 (P5)

All students: 17%
 Asian: 8%
 Black/African Am: 20%
 Hispanic/Latino: 18%
 White: 17%
 EL: 17%
 SED: 19%
 Foster Youth: 19%
 SWD: 28%

Metric/Indicator

Middle School Dropout Rate (P5)

17-18

Middle School Dropout Rate, 2016-17 (P5)
 0% (n = 3)

Baseline

Middle School Dropout Rate, 2015-16 (P5)
 0% (n = 4)

Metric/Indicator

High School Cohort Dropout Rate (P5)

17-18

High School Cohort Dropout Rate, 2016-17 (P5)
 All students: 8.5%
 Asian: 2.0%
 Black/African Am: 10.5%
 Hispanic/Latino: 9.5%
 White: 8.0%
 EL: 11.5%
 SED: 10.0%
 Foster Youth: 17.0%
 SWD: 8.1%

Actual

SWD: 18%

Middle School Dropout Rate, 2016-17 (P5)
 0% (n = 4)

High School Cohort Dropout Rate, 2016-17 (P5) - Embargoed until public release

CDE is making adjustments to the calculations used for Cohort Outcomes Rates to better align with new guidance under the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB). CDE estimates that the changes will result in a 2-3% point decrease in the statewide graduation rate, and respective changes in the dropout rate. CDE expects the reports to become publicly available on DataQuest late June 2018 at the earliest. Rates will be added to the LCAP if data is made public prior to the board agenda being posted for the meeting in which the LCAP is to be approved.

Expected

Baseline

High School Cohort Dropout Rate, 2015-16
 All students: 9.2%
 Asian: 2.1%
 Black/African Am: 12.0%
 Hispanic/Latino: 10.6%
 White: 8.2%
 EL: 13.3%
 SED: 11.8%
 Foster Youth: 22.2%
 SWD: 8.4%

Metric/Indicator

High School Cohort Graduation Rate (P5)

17-18

High School Cohort Graduation Rate, 2016-17 (P5)
 All students: 88.0%
 Asian: 98.0%
 Black/African Am: 88.5%
 Hispanic/Latino: 84.0%
 White: 90.8%
 EL: 80.0%
 SED: 77.0%
 Foster Youth: 80.0%
 SWD: 75.0%

Baseline

High School Cohort Graduation Rate, 2015-16
 All students: 86.6%
 Asian: 97.9%
 Black/African Am: 88.0%
 Hispanic/Latino: 81.9%
 White: 90.7%
 EL: 76.0%
 SED: 72.4%
 Foster Youth: 77.8%
 SWD: 72.4%

Metric/Indicator

Suspension Rate (P6)

Actual

High School Cohort Graduation Rate, 2016-17 (P5) - Embargoed until public release
 CDE is making adjustments to the calculations used for Cohort Outcomes Rates to better align with new guidance under the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB). CDE estimates that the changes will result in a 2-3% point decrease in the statewide graduation rate, and respective changes in the dropout rate. CDE expects the reports to become publicly available on DataQuest late June 2018 at the earliest. Rates will be added to the LCAP if data is made public prior to the board agenda being posted for the meeting in which the LCAP is to be approved.

Suspension Rate, 2016-17 (P6)

All Students: 3.7%

Asian: 0.8%

Expected

17-18

Suspension Rate, 2016-17 (P6)

All Students: 2.8%

Asian: 0%

Black/African Am: 3.3%

Hispanic/Latino: 3.4%

White: 1.8%

SED: 3.8%

SWD: 6.7%

EL: 3.9%

Reclassified: 2.8%

Homeless/Foster Youth: 4.1%

Baseline

Suspension Rate, 2015-16

All Students: 444 (3.1%)

Asian: 0%

Black/African Am: 3.8%

Hispanic/Latino: 3.9%

White: 1.9%

SED: 4.3%

SWD: 7.7%

EL: 4.4%

Reclassified: 3.1%

Homeless/Foster Youth: 5.1%

Metric/Indicator

Expulsion Recommendation Rate (P6)

17-18

Expulsion Recommendation Rate, 2016-17 (P6)

All Students: 45

Asian: 0%

Black/African Am: 0%

Hispanic/Latino: 0.3%

White: 0.2%

SED: 0.4%

SWD: 1.0%

EL: 0.5%

Reclassified: 0.2%

Homeless/Foster Youth: Secure data

Actual

Black/African Am: 5.9%

Hispanic/Latino: 4.7%

White: 2.0%

SED: 4.8%

SWD: 8.3%

EL: 4.4%

Reclassified: 4.2%

Homeless Youth: 4.6%

Foster Youth: 15.6%

Expulsion Recommendation Rate, 2016-17 (P6)

All Students: 65

Asian: 0.2%

Black/African Am: 2.0%

Hispanic/Latino: 0.6%

White: 0.2%

SED: 0.6%

SWD: 1.8%

EL: 0.8%

Reclassified: 0.4%

Homeless/Foster Youth: 2.1%

Projected Expulsion Recommendations, 2017-18: 0.2% (Less than 50 students as of May 2018, and major improvements in proportionality for most subgroups.)

All Students: 47

Asian: 0%

Black/African Am: 1.3%

Hispanic/Latino: 0.3%

Expected

Baseline

Expulsion Recommendation Rate, 2015-16

All Students 49 (0.3%)

Asian: 0%

Black/African Am: 0.01%

Hispanic/Latino: 0.4%

White: 0.2%

SED: 0.5%

SWD: 1.3%

EL: 0.7%

Reclassified: 0.2%

Homeless/Foster Youth: Data not available

Metric/Indicator

Expulsion Rate (P6)

17-18

Expulsion Rate, 2016-17 (P6)

All Students: 25 (0.2%)

Asian: 0%

Black/African Am: 0%

Hispanic/Latino: 0.2%

White: 0.1%

SED: 0.2%

SWD: 0.3%

EL: 0.4%

Reclassified: 0.1%

Homeless/Foster Youth: 0.3%

Baseline

Expulsion Rate, 2015-16

All Students: 31 (0.2%)

Asian: 0%

Black/African Am: 0%

Hispanic/Latino: 0.3%

White: 0.1%

SED: 0.3%

SWD: 0.4%

EL: 0.5%

Reclassified: 0.1%

Homeless/Foster Youth: 0.4%

Actual

White: 0.2%

SED: 0.4%

SWD: 0.7%

EL: 0.5%

Reclassified: 0.3%

Homeless/Foster Youth: 0.7%

Expulsion Rate, 2016-17 (P6)

All Students: 36 (0.3%)

Asian: 0.2%

Black/African Am: 0.6%

Hispanic/Latino: 0.3%

White: 0.1%

SED: 0.3%

SWD: 0.3%

EL: 0.4%

Reclassified: 0.3%

Homeless Youth: 0.4%

Foster Youth: 0%

Projected Expulsion Rate, 2017-18: 0.1% (Less than 25 students as of late May, 2018)

All student subgroups except white and Asian students continue to be overrepresented, with SWD holding steady at about 20% of all expulsions the past four years, having decreased from about 30% of all expulsions five years ago.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”</i></p> <p>1. Restorative Approaches (RA) has been implemented in all secondary schools and seven of the ten elementary schools; it has helped reduce disciplinary actions including suspensions, which keeps students in class in a supportive learning environment. In 2017-18, continue the expansion of Restorative Approaches (RA) at the elementary level at all remaining schools. Revise the action plan originally developed in 2016-17 to continue to improve the implementation and support to sites as needed, including a focus on reducing disproportionate rates of suspension by race, especially in the case of African-American students. Ensure the school staff receive the district-led training and ongoing support from the RA TOSA. At the 17 sites that had already implemented RA, roll out the action plan developed in 2016-17 by the RA TOSA that includes the following: a) refined RA protocols and tools for the purpose of clarifying roles and responsibilities of teachers and administrators, b) systematized incorporation of the PeaceBuilders Program, a collaboration with AHA!, at all three traditional high schools for the purpose of having trained students share in the facilitation of RA strategies alongside adults, c) providing teachers with web-based</p>	<p><i>“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”</i></p> <p>1. The District has expanded “Restorative Approaches” to all schools and initially trained most all of our teachers. We have continued to improve the implementation and support at all sites. At the three comprehensive high schools, this has included the addition of a Dean of Student Engagement at each site to focus on a few specific items - Restorative Approaches being one of them. This has helped sites in engaging more students who have traditionally been more disengaged than others. The Dean of Student Engagement positions have collectively made over three thousand interventions with students this year to keep students in class and to help them be more successful at school. Following the district’s action plan developed in 2016-17, the following have been accomplished: a) District leadership team was formed, the Restorative Approaches Focus Team (RAFT), to create a framework which was branded as the Discipline Suite. This tool has protocols in place for how to use Restorative Approaches in discipline, a Discipline Ladder for administrators and teachers to follow when responding to misbehavior, as well as a Discipline Matrix that helps guide teachers and administrators in steps to take when working with students</p>	<p>1.) RA Training 5000-5999: Services And Other Operating Expenditures Supplemental 10,500.00</p> <p>2.) AHA 5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p> <p>3.) A2A Attendance 5000-5999: Services And Other Operating Expenditures Supplemental 42,120</p>	<p>1.) RA Training 5000-5999: Services And Other Operating Expenditures Supplemental 7,212.00</p> <p>2.) AHA 5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p> <p>3.) A2A Attendance 5000-5999: Services And Other Operating Expenditures Supplemental 42,228</p>

strategies for developing and maintaining positive student-teacher relationships, d) coaching and mentoring of teachers, administrators, and classified staff on RA philosophy and methods, e) a focus on the training of classified staff to include them in the RA process, and f) monthly training of newly-hired staff.

2. To monitor student engagement, school site administration will regularly review pertinent student data. Specifically, administration will continue to monitor student attendance on a weekly, monthly, and annual basis via partnership with School Innovations & Achievement and implementation of Attention2Attendance (A2A) as an online tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on supporting students with chronic absenteeism more acutely. Increase training to support staff in optimizing A2A. On an annual basis, school administration will administer the school climate survey to students, parents/guardians, and staff during the specified administration windows, which will continue to minimize conflict with other surveys and maximize stakeholder participation. Administration will continue to review results regarding stakeholders' sense of connectedness to school, and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of connectedness to school.

and harm caused. This tool was created to help calibrate practices across sites and the district, as well as give everyone a common language and understanding of the progressive nature of discipline. It was introduced by administrators at the beginning of the school year at all secondary sites, and was introduced by our Restorative Approaches TOSA to a select number of elementary schools to solicit feedback and hear ideas for how to cater it to be even more appropriate for elementary schools. This tool has, overall, helped administrators and teachers to be on the same page when issues occur in class. They have helped to have common knowledge of procedures when misbehaviors happen, and a plan in place to bring in all stakeholders involved. The RAFT has also adopted and revised a "Welcome Back Meeting" structure to improve reintegrating students back into campus life after a suspension or expulsion. This protocol helps administrators lead a meeting with stakeholders and the student involved to set the student up for success upon re-entry.

b) The district's three comprehensive high schools also had a few students trained through AHA! PeaceBuilders to assist in facilitating circles as well as formal conferences. They were utilized at varying levels for each campus, and were sometimes brought in to help facilitate reactive circles with students, or to assist in facilitating conferences. Bringing students into these conversations and spaces has been a powerful use of student leaders to help facilitate these conversations in a way that is different than with adults as the facilitators.

3. School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school. School safety plans will be updated annually and reviewed by the Assistant Superintendent of Student Services. Once reviewed they will be sent to the school board for approval.

c) A Restorative Approaches Resources website and Google Drive shared folders were maintained, updated, and revised throughout the year, to provide teachers with resources at the ready for relationship building in class (amongst other things). This includes resources for running circles, relationship-building activities, different group structures for class work, formal conference procedures, as well as more resources on the philosophy of Restorative Approaches.

d) The Restorative Approaches TOSA coached and mentored teachers, administrators, and classified staff on the use of Restorative Approaches in the context of their specific jobs. This was on an as-needed basis and staff could be referred or could self-refer to the TOSA for added resources or support in whatever form worked best for them. This has helped staff across a range of experience levels in integrating restorative practices into their daily routines and mindsets, and has aided in teachers feeling supported. It has also helped sites increase consistency in adult approaches to behavior across curricular and co-curricular settings.

e) Intentional outreach was undertaken to include classified staff in our trainings this year and had heterogeneous groups in our introductory trainings. Having classified and certificated staff on the same page has been critically important in helping Restorative Approaches become a grounding philosophy that a whole school genuinely adapts and uses to guide their thinking, values, and policies.

f) The RA TOSA facilitated multiple introductory trainings this year to

introduce all new staff to Restorative Approaches. This helped sites onboard new staff and orient them to the culture of how we foster healthy learning environments for all students and respond when harm is done between people on campus.

2. Utilizing multiple data points to inform decision-making and resource allocation continue to be important district priorities. Attention2Attendance (A2A) continued to yield important information about student attendance, absenteeism and truancy. This tool proved useful across the district, particularly for Deans of Student Engagement in traditional high schools. Overall, chronic absenteeism data was lower than expected, with a rate of 10% for all students and lower than anticipated rates for all student groups. In an effort to increase data literacy and use of formative data, in particular, district's Director of Research and Evaluation conducted two rounds of data chats with school principals where school climate survey data was a component of the school's data set discussed. Finally, building on systems put in place the last four years, SPSA evaluation has been established as a key component of each school's SPSA development process, with analysis of stakeholder connectedness results continuing as a critical element.

3. As was mentioned previously, the district has systematized the SPSA evaluation and development process year-over-year not only to bring into greater alignment with LCAP, but to ensure greater analysis of prior year goals, actions and expenditures. Analysis will be articulated in evaluation of SPSA, as well as in the

comprehensive needs assessment. School safety plans were developed by school administration, in close coordination with Assistant Superintendent of Student Services, and approved by the board of education in February 2017. Ongoing development of school safety plans will focus on ensuring alignment to most proactive and up-to-date approaches, strategies and policies, including emergency services, mental health and wellbeing. Additionally, the board has approved the creation of a Safety Coordinator, whose purpose is to enhance the district's planning and preparedness in order to make sure students and staff are safe when at school/work.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1.) Continue to support expansion of the Academy for Success at SBHS, SMHS, and DPHS through a blended funding model. Academy for Success focuses on providing academic and social-emotional support, within a cohort model, to target students with significant credit-deficiency and engagement barriers. Specifically, initiate a second cohort at DPHS.</p> <p>2.) Establish a new “Dean of Student Engagement” position at SBHS, SMHS, and DPHS in order to dedicate specific administrative resources and focus to improving the effectiveness of interventions related to: a) attendance,</p>	<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1. Academy for Success has continued expansion through a blended funding model (Supplemental, Title I, Private Grants) at all three traditional high schools (DPHS, SMHS, SBHS). In 2017-2018, DPHS expanded to two cohorts (60 students), while SBHS and SMHS maintained one cohort (30 students), respectively.</p> <p>2. Dean of Student Engagement positions were staffed at all three traditional high schools (DPHS, SMHS, and DPHS). Preliminary evaluation, based on early formative data, suggests positions are having an impact on attendance and discipline</p>	<p>1.) Academy for Success 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 110,000</p> <p>1.) Academy for Success 1000-3999: Certificated Personnel Salaries and Benefits Title I 570,000</p> <p>2.) Dean of Students (HS only) 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 294,000</p> <p>2.) Dean of Students (HS only) 1000-3999: Certificated Personnel Salaries and Benefits Title I 126,000</p>	<p>1.) Academy for Success 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 101,412</p> <p>1.) Academy for Success 1000-3999: Certificated Personnel Salaries and Benefits Title I 570,000</p> <p>2.) Dean of Students (HS only) 1000-3999: Certificated Personnel Salaries and Benefits Supplemental 257,534</p> <p>2.) Dean of Students (HS only) 1000-3999: Certificated Personnel Salaries and Benefits Title I 126,000</p>

b) student safety, c) student connectedness to school, d) restorative approaches, e) alcohol/drug use, and f) socio/emotional well-being. Explore alternate models for providing parallel supports to elementary sites.

outcomes. While truancy rate data was higher than expected (20% versus 21%; slight increase across student groups), chronic absenteeism data did decline overall and across all student groups. Dean positions have focused on these data points in evaluating their impact and effectiveness with students.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>“Meet the holistic needs of students.”</i></p> <p>1) Establish a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.</p> <p>2) Continue the regular meeting and collaboration of the District’s Wellness Committee, comprised of representatives from every school, stakeholders in the community, as well as district staff, in order to continue to ensure that the district wellness policy is appropriately implemented on every school site.</p> <p>3) To the extent possible, all food provided at all schools is fresh, local, and prepared in an age-appropriate way.</p>	<p><i>“Meet the holistic needs of students.”</i></p> <p>1. In January 2018, district staff presented and board approved a two requests for proposal (RFPs) seeking providers to design, develop and deliver comprehensive, integrated, school-based counseling services for the 2018-2019 academic year for students’ grades P-6 and 7-12. In grades P-6, it is anticipated there will be approximately 300-350 students who will receive at least an initial assessment throughout the year, with individual therapies provided to approximately 200-250. In grades 7-12, it is anticipated there will be approximately 700-750 students who will receive at least an initial assessment throughout the year, with community referrals provided to approximately 450-500 students. Successful RFP proposals will include, at minimum, a description of the following components: school-based counseling model, collaboration & leadership, delivery of services, provider staffing and training, itemized budget and program evaluation/expected data collection practices. Review and evaluation of RFPs is expected in April 2018, with</p>	N/A	N/A

anticipated board approval in May 2018.

2. District Wellness Committee continues to meet regularly to discuss topics and issues pertaining to nutrition, physical activity and mental health. District Wellness Policy continues to be a focal point for the committee, as is active participation from school-based representatives, community stakeholders and staff. The committee has continued to provide staff and Board with input on policy and services related to student wellness.

3. Food services continue to focus on the goal of preparing meals from scratch (breakfast and lunch entrees, as well as salad dressings and sauces are made from scratch), using local businesses and farmers, whenever possible.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>"Meet the holistic needs of students"</i></p> <p>1) Establish a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.</p> <ul style="list-style-type: none"> In elementary schools, continue to support partnership between the district and Council on Alcohol and Drug Abuse (CADA) and Family Service Agency (FSA) for school-based counseling. Additional counseling services will be 	<p><i>"Meet the holistic needs of students"</i></p> <p>The district continued to provide funding toward mental health and socio-emotional services in elementary through high school grades. The district and school sites contracted with Family Services Agency (FSA), Council on Alcoholism and Drug Abuse (CADA), Child Abuse Listening Mediation (CALM), and Antioch University to provide school-based counseling for students in grades TK-6. In addition, preschools also contract with community-based organizations to provide similar, age-appropriate services. In secondary schools, a partnership with CADA for</p>	<p>1.) Social Emotional Support 5000-5999: Services And Other Operating Expenditures Supplemental 235,000</p> <p>1.) At-risk Outreach Liaisons (2) 2000-3999: Classified Personnel Salaries and Benefits Supplemental 171,217</p> <p>1.) YSS Super 5000-5999: Services And Other Operating Expenditures Supplemental 215,000</p>	<p>1.) Social Emotional Support 5000-5999: Services And Other Operating Expenditures Supplemental 261,193</p> <p>1.) At-risk Outreach Liaisons (2) 2000-3999: Classified Personnel Salaries and Benefits Supplemental 170,872</p> <p>1.) YSS Super 5000-5999: Services And Other Operating Expenditures Supplemental 214,995</p>

retained for Title I schools using Title I funding.

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In secondary schools, continue to support staffing of two (2) student At-Risk Outreach Liaisons. These positions provide mentoring, leadership training, and inter/intra-personal communication skills to secondary students “at-risk” of dropping out. Additionally, continue to support secondary schools with drug and alcohol prevention counseling (YSS/ SUPER) at high schools through partnership with Council on Alcohol and Drug Abuse (CADA).

YSS/SUPER also continued. The focus of CADA’s services in junior high and high schools was on alcohol and drug-related issues, with an increased emphasis on the interplay between substance use and overall mental health. In addition, in 2017-18 a pilot program was launched with FSA to provide a school based mental-health referral process in the three traditional high schools. At-Risk Outreach Liaisons, staffed by the district, continued to provide mentoring, leadership training and skill-building for secondary students considered “at-risk” of dropping out of school. In an effort to ensure a more coherent and well-articulated model and delivery of services to students, the district board has approved two requests for proposal (RFPs) seeking providers to design, develop and deliver comprehensive, integrated, school-based counseling services for the 2018-2019 academic year for students’ grades P-6 and 7-12, respectively. Review and evaluation of RFPs was completed spring 2018, with anticipated board approval in June 2018.

Action 5

Planned Actions/Services

“Parent and Family Engagement”

1.) With guidance and facilitation from the office of EL and Parent Engagement, each school will fine-tune, implement and monitor a parent engagement plan that aligns to the District’s framework for family engagement and that outlines specific actions and activities that authentically

Actual Actions/Services

“Parent and Family Engagement”

1. Schools continued to implement and modify parent engagement plans developed during 2016-2017 school year for 2017-2018. Major goals and actions related to parent involvement and engagement for each school, respectively, is articulated in Single

Budgeted Expenditures

See Goal 2, Action 6

Estimated Actual Expenditures

See Goal 2, Action 6

engage families as equal partners in their children's education.

Plans for Student Achievement (SPSAs). Plans for 2017-2018 were board approved in May 2017. Plans for 2018-2019 were approved in May 2018 and include an evaluation of the 2017-18 year's plan, many of which indicate increased participation of families in school events, as well as increased interpretation and translation of home-school communications. In addition, sites have increased opportunities for families of different linguistic and demographic backgrounds to come together in school participation.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<i>"Parent and Family Engagement"</i> 1.) Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta). 2.) Supplemental funding will support the maintenance and expansion of Parent Engagement Programs. Support staff for the office of EL and Parent Engagement will assist with the monitoring of the District's parent advisory committees, including DELAC, and ensure the essential functions of each committee are fulfilled. A recursive cycle of feedback and input to staff and the Board is ongoing and include a mid-year report,	<i>"Parent and Family Engagement"</i> 1. District continued to support the staffing of Community Resource Coordinator to further the expansion of Regional Family Centers (RFCs) through blended funding approach (supplemental, private grants and donations). Expansion in 2017-2018 continued at Goleta Valley Junior High School to provide services and programming to parents and families in Goleta. 2. Support staff position has assisted with the coordination of parent engagement opportunities to include communication with DELAC committees, planning of the all ELAC Celebration, and execution of tasks to support with the DELAC subcommittee. Parent participation in DELAC remains high and engaged, and parents continue to increase their leadership capacity as demonstrated in part by a deep synthesis of	1.) PEAC 1000-3999: Certificated Personnel Salaries and Benefits Grant See Goal 1, Action 3 1.) PEAC 4000-4999: Books And Supplies Grant See Goal 1, Action 3 2.) Director of EL and Parent Engagement 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$170,926 2.) Hourly 2000-3999: Classified Personnel Salaries and Benefits Supplemental \$30,000 2.) Parent Engagement Activities 4000-4999: Books And Supplies Supplemental \$10,000	1.) PEAC 1000-3999: Certificated Personnel Salaries and Benefits Grant See Goal 1 1.) PEAC 4000-4999: Books And Supplies Grant See Goal 1, Action 3 2.) Director of EL and Parent Engagement 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$134,006.10 2.) Hourly 2000-3999: Classified Personnel Salaries and Benefits Supplemental \$6,553.43 2.) Parent Engagement Activities 4000-4999: Books And Supplies Supplemental \$10,000

and end-of-year recommendations from DELAC to the Board.

3.) Family Engagement Liaison (FEL) job family was created and a district level FEL will be hired to initiate the Family Engagement Unit and facilitate the development, implementation and delivery of parent education programs that are aligned to the District's Framework for Family Engagement. The District level Family Engagement Liaison position will ensure the delivery of base level parent education training and/or learning modules to parents and families across the district. These learning opportunities include, but are not limited to the Parent School Partnership (PSP), and The Latino Family Literacy Project, which are currently implemented at specific schools in the district.

4.) Support staff for the office of English Learner and Parent Engagement programs will be retained using supplemental funding. The position will support the maintenance of central office-led initiatives, including the development of ELD program options in elementary and secondary schools, monitoring of English Learner reclassification eligibility, RFEP monitoring, planning of professional learning opportunities for staff, the expansion and evaluation of parent education programs, and district-wide language access services.

5.) Continue allocation of funding to support staffing for the parent resource center. The center will continue to serve as a central location to provide workshops to parents and families. A menu of workshops will be offered to families.

6.) Continue providing supplemental funding to school-site budgets in

recommendations aligned to the LCAP goals, and presented to the Board of education.

3. Family Engagement Liaison (FEL) was hired to facilitate base level parent education programs across the district, to date, the FEL has implemented the Parent School Partnership Program (PSP) at 7 elementary school sites to include Monroe, Franklin and McKinley in the fall and Harding, Cleveland, Adams, and Roosevelt in the Spring. The PSP Institute is comprised of 12 week courses which aim to equip parents with the tools to support their children's academic success and Provide opportunities to build parents' leadership skills. FEL also supported all DELAC meetings as well as attended some ELAC meetings. This position's funding source has been changed to Title 1 to better match the activities assigned to the Family Engagement Liaison.

4. Support staff position has assisted with the coordination of teacher professional learning, monitoring and documentation of English learner Reclassification eligibility, language access services and DELAC planning and communication.

5. Support for parent resource center was transitioned to Family Resource Centers (FRCs), located at Franklin Elementary School, La Cumbre Junior High School and Goleta Valley Junior High School, where services and programming could be more proximal and accessible to parents and families.

6. Individual school sites utilized supplemental funds to support the activities described to support student and family engagement. The goals, actions and services were described

3.) Family Engagement Liaison
2000-3999: Classified Personnel
Salaries and Benefits
Supplemental \$85,000

4.) EL and Parent Engagement support
staff
2000-3999: Classified Personnel
Salaries and Benefits
Supplemental \$54,374

5.) Parent Resource Center
2000-3999: Classified Personnel
Salaries and Benefits
Supplemental \$12,435

6.) Site Allocations
5000-5999: Services And Other
Operating Expenditures
Supplemental \$50,000

6.) Site Allocations
1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$149, 633

3.) Family Engagement Liaison
2000-3999: Classified Personnel
Salaries and Benefits Title I
\$85,000

4.) EL and Parent Engagement support
staff
2000-3999: Classified Personnel
Salaries and Benefits
Supplemental \$61,038.24

5.) Parent Resource Center
2000-3999: Classified Personnel
Salaries and Benefits
Supplemental \$0

6.) Site Allocations
5000-5999: Services And Other
Operating Expenditures
Supplemental \$50,000

6.) Site Allocations
1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$149,633

proportion to their respective enrollment of unduplicated students.

- Elementary sites have focused their efforts to increase student and family engagement in the following ways: increase time for specific staff to monitor and support families in identifying and overcoming barriers with attendance; provide families the opportunity to participate in parent education programs that are aligned to the district's framework for family engagement and secure child care services for families to ensure consistent participation.
- Site based allocations at the Secondary level have beenutilized to support students and families in the following ways: increase time for specific staff to assist with the monitoring of attendance and support families to overcome attendance challenges; parent education programs provided that give families the opportunity to learn about how the educational system operates and the supports available to their students; and dedicate resources to strengthen the communication between home and school through interpretation services.

in detail in each school's Single Plan for Student Achievement, which were approved by the board of education in May 2017. An evaluation of these goals, actions and services was conducted and approved by the board of education on May 22, 2018.

Action 7

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
<p><i>“Language Access and Supports”</i> 1.) With guidance and facilitation from the office of EL and Parent Engagement, each school site will continue with specific actions that address the Language Access Guidelines in their site-based Parent Engagement Plans and allocate funding in the school’s SPSSA.</p> <p>2) Supplemental funding will continue to support the implementation of the District’s Language Access Guidelines by norming centralized and site-based services; expanding the offerings for interpreter-translator trainings and follow up sessions, as well as ensuring interpretation is provided at district level meetings and translation of relevant written communication and documents is available. Supplemental funding will, also, support the maintenance and expansion of interpretation-translation services at district-wide special events, such as Back to School Night (BTSN). Support staff for the office of EL and Parent Engagement will assist with coordination of Language Access services at each of the eighteen (18) school sites.</p>	<p><i>“Language Access and Supports”</i> 1. Schools work with site bilingual staff and Language Access partners to provide timely and accurate translation and interpretation services at each school site.</p> <p>2. Training opportunities for Translators/Interpreters included attendance to the Annual Education Conference at the Orange County Department of Education, California Association of Bilingual Education, Interpreting for Social Justice Institute, among many others. LAU directly supports all district departments with critical interpretation and translation services.</p> <p>Interpretation and translation services were provided to all 18 schools at Back to School Night (BTSN) among other important district-wide educational events.</p>	<p>2.) Translation and interpreter services, hourly, OT 2000-3999: Classified Personnel Salaries and Benefits Supplemental \$98,826</p> <p>2.) Translation and interpreter services, DO hourly, OT 2000-3999: Classified Personnel Salaries and Benefits Supplemental \$60,000</p>	<p>2.) Translation and interpreter services, hourly, OT 2000-3999: Classified Personnel Salaries and Benefits Supplemental \$56,988</p> <p>2.) Translation and interpreter services, DO hourly, OT 2000-3999: Classified Personnel Salaries and Benefits Supplemental \$53,670</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>“Improve Supports for Homeless and Foster Youth”</i> 1.) With guidance and coordination from the Assistant Superintendent of Student Services, continue funding allocation for a school social worker to support homeless and foster youth</p>	<p><i>“Improve Supports for Homeless and Foster Youth”</i> 1.)The number of homeless students enrolled in the district at the beginning of the 2017-18 school year was 1486, with the school social worker providing case management to 282 homeless students</p>	<p>1.) Social Worker 1000-3999: Certificated Personnel Salaries and Benefits Title I \$76,860</p>	<p>1.) Social Worker 1000-3999: Certificated Personnel Salaries and Benefits Title I \$76,860</p>

pupils. Position will serve to coordinate services, while being a liaison between district and external agencies, committees and community-based organizations. Title I funds will continue to be utilized to support this position.

and their families. In addition, the school social worker provided short-term or single-incidence support to 107 additional students/families.

- Educational Case Management: The school social worker maintained a regular schedule at district schools for the purpose of providing educational case management for homeless students and foster youth. Grade checks and attendance monitoring were a regular part of this support. This case management also included attendance at IEPs, SSTs, SARB, and other meetings involving the family and school staff. In addition, the school social worker regularly made visits "in the field" to places where families were sheltered, including vehicles, motels, permanent residences, and temporary shelters. Twice a week, in the evening, she provided support to students and their parents/guardians at Transition House Family Shelter.

- Enrollment and Transfers: The school social worker was responsible for facilitating the enrollment and school transfer of homeless students. As such, she worked closely with Student Services staff to expedite these processes so as to ensure that students did not miss learning time.

- Supplemental Services: The school social worker was responsible for ensuring that homeless students and foster youth had access to the supplies and services needed to access all educational experiences, both curricular and extracurricular. Examples of these

supplies and services included: athletic shoes, clothing for specialized field trips, pens, binders, backpacks, tutoring, college enrollment fees, and senior activities.

- Community Partnerships: Working with the district's community partners was a large part of the work of the school social worker. She regularly collaborated with Cal Fresh, City Housing, Transition House, Unity Shoppe, Catholic Charities, Family Service Agency, Food Bank, and the Department of Social Services to ensure that students' basic needs were met. In addition, she made regular referrals for health services to entities such as Family Service Agency, CADA, and Neighborhood Clinics.

- Transportation: Homeless students have the right to remain in the school they are attending, regardless of where they sleep at night. As such, transportation to school can become an issue. The school social worker coordinated with Student Services and Business Services staff to arrange SBTA transportation and/or MTD bus passes for homeless students.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services described in Goal 2 continued to support ongoing programming. Continued funding support for services coming from the office of Director of English Learner and Parent Engagement Programs, including Language Access (translation and interpretation) services, allowed for improved access for parents and families. Additionally, support services intended to impact student wellness and connectedness were implemented through strategic hiring and/or continued partnerships with community-based organizations.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services in goal 2 helped improve student engagement and discipline as measured by the metrics, although survey perceptions of school climate suggest more work needs to be done to improve the sense of safety and connectedness amongst parents, staff, and secondary students, particularly considering local and national events this year.

Student Engagement: In 2016-17, truancy remained fairly stable overall, and decreased for students with disabilities; chronic absenteeism also decreased overall and for all subgroups except Foster Youth. Mid-year data for 2017-18 shows that truancy is holding stable around 19%, with a slight uptick in chronic absenteeism; this means that in 2017-18, unexcused student absences (truancy) held steady, while excused absences increased, which is not surprising given an unprecedented year.

School Climate: Suspensions and expulsions increased from 2015-16 in 2016-17, but have decreased substantially in 2017-18. The CA School Dashboard Fall 2017 release of 2016-17 data highlighted disproportionate suspension of Foster Youth, students with disabilities (SWD), American Indian, and Filipino students. The number of suspensions mid-year of 2017-18 show a 40% decline at the three traditional high schools, which can be attributed to the new Dean of Student Engagement position that supports the implementation of Restorative Approaches and takes a proactive approach to building relationships and respect amongst students; in addition, suspensions are down district wide by about 10%, with improved proportionality for SWD and Black/African American students. Therefore, it is expected there will be substantial improvement reflected in the Fall 2018 Dashboard in the area of suspensions, including improved proportionality.

Despite the dramatic improvement around suspensions at the traditional high schools, nearly all indicators of sense of safety and connectedness declined noticeably, except those of elementary school students, and socioeconomically disadvantaged students in secondary schools. There is also acknowledgement that the survey window was open during two local natural disasters, and that there has been a heightened national climate around school safety in addition to group-based discrimination, which impact perceptions despite efforts to address and mitigate their effects.

Parent Engagement: The percentage of parents indicating participation in a school committee jumped from 22% to 61%; this suggests that while the parent response rate was stable from our baseline with 30% of all parents responding, the composition of those responding likely shifted dramatically to parents on school or district committees, rather than an increase to nearly two-thirds of all parents participating in a committee, although we have seen more participation at sites. The parent results are therefore more likely representative of parents who are already more involved in school functions, and who often join due to an interest in improving each school. In light of the current local and national contexts, including anomalies during the survey administration window, the district remains committed to improving practices that strengthen parental involvement and all stakeholders' sense of safety and connectedness to school.

The effectiveness of actions and services in goal 2 are evident in the improvement of key metrics. The collective efforts of the district in parent engagement, advocacy, education and language access have yielded improved participation in school committees. The intent of these actions has been to eliminate as many institutional barriers and challenges for parents and families to participate in school and district-sponsored events, while simultaneously shaping culture to be increasingly receptive to their needs, as well. The district also saw improvement in secondary settings due to continued focus on deliberate practices and approaches aligned with a restorative justice philosophy to student behavior. The creation of Deans of Student Engagement allowed high schools, specifically, to add key personnel to coordinate those efforts. As such, there were promising results, as evidenced by the drop in suspensions and improvements in attendance. Nevertheless, there are specific improvements and adjustments that need to be considered. Specifically, the metrics around school climate indicate there is less effectiveness in district efforts, particularly in elementary schools. Furthermore, language access (translation/interpretation) at all levels of the district will require continued evaluation, especially as there is improved participation among diverse groups of parents and families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Office of EL and Parent Engagement experienced a 3 month vacancy in the Director position. We spent \$36,920 less than we had originally budgeted.

Action #7 Item 2-Language Access and Supports Classified Salaries

General Language Access Unit Overtime costs were \$3,012 less than originally budgeted. We spent \$40,000 less than we had originally budgeted.

Special Events Overtime was also over-budgeted by \$45,156. Remaining funds will be reallocated to other activities related to parent engagement

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of this analysis, it became clear that SBUSD needed to re-envision the approach to social-emotional learning and wellness for all students. A major change that is reflected in the Goals, Actions, Services in Goal 2, Action 4 is an increase of nearly \$400,000 for Support for Mental Health that will allow SBUSD to implement a new service model in collaboration with community partners that provides therapeutic services to students as part of a Multi-Tiered System of Support (MTSS).

SBUSD will sustain current staffing levels in 2018-19, consistent with 2017-18, pending a further evaluation of the scope of services and delivery models for parent engagement programming and committees. It also became apparent that the community would be better served by repurposing the funds for the Parent Resource Center located at the district office to support the increasing development of the Family Regional Centers (FRCs) located at Franklin Elementary, La Cumbre Junior High, and Goleta Valley Junior High. In addition, it became evident that ELAC training will become more effective with centralized support provided to sites. These modifications are reflected in Goal 2, Action 6.

As a result of this analysis and an analysis of the LCFF Evaluation Rubrics, we will be modifying our metrics under Goal 2, similar to the changes listed under Goal 1 so that they are more meaningful and actionable for us at the local level. First, we will identify which metrics and overall expected annual outcomes should be different than what is currently identified. For example, we will replace the current reporting mechanism for suspensions and chronic absenteeism with the CA School Dashboard indicators. We will continue to report sense of safety and connectedness for students, but will report the respective results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large amount of detailed data involved.

Parent involvement will continue to be reported in the LCAP.

Second, we will rephrase each metric to emphasize the importance of proportionality, and growth or reduction where appropriate. For example, the metric for suspensions would be that there is no more than a “one color wheel” difference in the Dashboard rating between student subgroups, and that SBUSD makes progress towards a low suspension rate of 2.5% or less as measured by the CA School Dashboard, with a decline each year, preferably of 0.3% or more, until we reach and maintain a low suspension rate. Subsequently, if there is a gap in suspension rates between subgroups, we will continue to report those results through the LCAP.

For metrics that do not have a CA School Dashboard indicator, the long-term target is that all subgroups will be within 2% points of the overall average. In addition, the EMAO’s for recommendations for expulsion and expulsions will be updated so that we will no longer be one year behind; we can now report preliminary rates for 17-18 through mid to late May annually due to reports developed with ETS this year; we will continue to develop the reporting capabilities so that our reporting for those metrics can be brought up to pace with the current year in terms of more real-time reporting.

These changes will be reflected in the Goals, Actions, Services section of this LCAP under the Expected Annual Outcomes for Goal 2.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Prepare students for life, learning and work in the 21st century.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Common Core State Standards (CCSS) Implementation (P2), CA School Dashboard Fall 2017

17-18

Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process

Baseline

SBUSD will engage in CDE's LCAP Self-Evaluation Reporting for Local Indicators in Fall 2017

Metric/Indicator

How programs/services enable English Learners (EL) to access CA and ELD standards (P2), CA School Dashboard Fall 2017

17-18

Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process

Actual

Common Core State Standards (CCSS) Implementation (P2), CA School Dashboard Fall 2017: Met

SBUSD engaged in the self-evaluation process and met standard as reported on the CA School Dashboard. More detailed information regarding SBUSD's implementation of the state academic standards can be found at www.caschooldashboard.org and in the report and presentation made to the local board at the Nov. 14, 2017 meeting at: <http://www.sbunified.org/board/board-meetings/>

How programs/services enable English Learners (EL) to access CA and ELD standards (P2), CA School Dashboard Fall 2017: Met

SBUSD engaged in the self-evaluation process and met standard as reported on the CA School Dashboard. More detailed information regarding SBUSD's implementation of the state academic standards can be found at www.caschooldashboard.org and in the report and presentation made to the local board at the Nov. 14, 2017 meeting at: <http://www.sbunified.org/board/board-meetings/>

Expected

Baseline

SBUSD will engage in CDE's LCAP Self-Evaluation Reporting for Local Indicators in Fall 2017

Metric/Indicator

English Learner Proficiency Indicator, CA School Dashboard Fall 2017

17-18

In accordance with state assessment changes, SBUSD will transition from the CELDT to the English Language Proficiency Assessment of California (ELPAC) in 2017-18. A new baseline will be set in 2017-18 using the ELPAC summative assessment results and CA School Dashboard results.

Baseline

English Learner Proficiency Indicator, CA School Dashboard Spring 2017

"Green" - % of ELs making one year of progress on CELDT from 2014 to 2015 or reclassified from 2013 to 2014 = 73.7%

Metric/Indicator

English Learner (EL) California English Language Development Test CELDT Progress toward Proficiency(P4)

17-18

In accordance with state assessment changes, SBUSD will transition from the CELDT to the English Language Proficiency Assessment of California (ELPAC) in 2017-18. A new baseline will be set in 2017-18 using the ELPAC summative assessment results and CA School Dashboard results.

Baseline

2015-16 English Learner Progress and Proficiency Report

58.2% (1739/2991)

Metric/Indicator

English Learner (EL) Reclassification Rate (P4)

17-18

English Learner (EL) Reclassification Rate (P4), 2016-17: 600 students or more

Baseline

2015-16: 22.4% (n = 1,079)

This was the first year of the implementation of a new interim reclassification criteria.

Actual

English Learner Proficiency Indicator, CA School Dashboard Fall 2017: Yellow (A high percentage of ELs made progress, but there was a decline from 80% in 15-16 to 76% in 16-17).

In accordance with state assessment and accountability changes, SBUSD transitioned from the CELDT to the English Language Proficiency Assessment of California (ELPAC) in 2017-18.

English Learner (EL) California English Language Development Test CELDT Progress toward Proficiency (P4), 2016-17: 79% (2,337 of 2,974) scored a 3 or higher.

In accordance with state assessment and accountability changes, SBUSD transitioned from the CELDT to the English Language Proficiency Assessment of California (ELPAC) in 2017-18.

English Learner (EL) Reclassification Rate (P4), 2017-18: 622 students (21.6%) - Target met

Expected

Metric/Indicator

Number of Long Term English Learners (LTELs) and ELs At Risk of Becoming LTELs

17-18

Number of Long Term English Learners (LTEL, 6+ Yrs), 2017-18: 650 students or fewer

Number of ELs at Risk of Becoming LTEL (4-5 Yrs), 2017-18: 350 students or fewer

Baseline

2016-17

Number of Long Term English Learners (LTEL, 6+ Yrs), 2016-17: 747

Number of ELs at Risk of Becoming LTEL (4-5 Yrs), 2016-17: 444

Metric/Indicator

Smarter Balanced Assessment (SBA) English Language Arts/Literacy (ELA), Grades 3-8: % Meeting or Exceeding Standards (P4)

17-18

Smarter Balanced Assessment (SBA) English Language Arts/Literacy (ELA), Grades 3-8, 2016-17 Targets for 15-16: % Meeting or Exceeding Standards (P4)

Grade 3: 46%

Grade 4: 46%

Grade 5: 48%

Grade 6: 48%

Grade 7: 51%

Grade 8: 63

%

Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.

Actual

Number of Long Term English Learners (LTEL, 6+ Yrs), 2017-18: 598 students (9.3% of Ever-ELs) - Target met

Number of ELs at Risk of Becoming LTEL (4-5 Yrs), 2017-18: 282 students (4.4% of Ever-ELs) - Target met

Smarter Balanced Assessment (SBA) English Language Arts/Literacy (ELA), Grades 3-8, 2016-17: % Meeting or Exceeding Standards (P4)

Grade 3: 43%

Grade 4: 44%

Grade 5: 46%

Grade 6: 44%

Grade 7: 59%

Grade 8: 55

%

Expected

Baseline

Smarter Balanced Assessment (SBA) English Language Arts/Literacy (ELA), Grades 3-8, 2015-16: % Meeting or Exceeding Standards (P4)

Grade 3: 41%
Grade 4: 43%
Grade 5: 43%
Grade 6: 46%
Grade 7: 58%
Grade 8: 57%

Metric/Indicator

Smarter Balanced Assessment (SBA) Math, Grades 3-8: % Meeting or Exceeding Standards (P4)

17-18

Smarter Balanced Assessment (SBA) Math, Grades 3-8, 2016-17 Targets for 15-16): % Meeting or Exceeding Standards (P4)

Grade 3: 54%
Grade 4: 54%
Grade 5: 38%
Grade 6: 34%
Grade 7: 36%
Grade 8: 53%
%

Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement

Baseline

Smarter Balanced Assessment (SBA) Math, Grades 3-8, 2015-16: % Meeting or Exceeding Standards (P4)

Grade 3: 49%
Grade 4: 33%
Grade 5: 29%
Grade 6: 31%
Grade 7: 48%
Grade 8: 47%

Actual

Smarter Balanced Assessment (SBA) Math, Grades 3-8, 2016-17: % Meeting or Exceeding Standards (P4)

Grade 3: 48%

Grade 4: 38%

Grade 5: 30%

Grade 6: 31%

Grade 7: 51%

Grade 8: 48%
%

Expected

Metric/Indicator

Early Assessment Program (EAP), Grade 11: % Exceeding Standards (P4)

17-18

Early Assessment Program (EAP), Grade 11, 2016-17 : % Exceeding Standards (P4)

ELA/Literacy

All Students: 27%

Asian: 48%

Black/African Am: 20%

Hispanic/Latino: 16%

White: 37%

SED: 16%

English Learners: 8%

Reclassified: 17%

SWD: 9%

Math

All Students: 21%

Asian: 41%

Black/African Am: 32%

Hispanic/Latino: 13%

White: 27%

SED: 12%

English Learners: 7%

Reclassified: 13%

SWD

: 10%

Actual

Early Assessment Program (EAP), Grade 11, 2016-17 : % Exceeding Standards (P4)

ELA/Literacy

All Students: 28%

Asian: 59%

Black/African Am: 25%

Hispanic/Latino: 13%

White: 43%

SED: 14%

English Learners: 0%

Reclassified: 16%

SWD: 2%

Math

All Students: 17%

Asian: 48%

Black/African Am: 11%

Hispanic/Latino: 6%

White: 28%

SED: 7%

English Learners: 0%

Reclassified: 8%

SWD

: 1

%

Expected

Baseline

Early Assessment Program (EAP), Grade 11, 2015-16 : % Exceeding Standards (P4)

ELA/Literacy

All Students: 22%
 Asian: 47%
 Black/African Am: 13%
 Hispanic/Latino: 9%
 White: 36%
 SED: 9%
 English Learners: 1%
 Reclassified: 10%
 Spec Ed: 2%

Math

All Students: 16%
 Asian: 40%
 Black/African Am: 25%
 Hispanic/Latino: 6%
 White: 26%
 SED: 5%
 English Learners: 0%
 Reclassified: 6%
 Spec Ed: 3%

Metric/Indicator

AP Exam - % of Students Scoring 3 or Higher on at Least One Exam (P4)

17-18

AP Exam, 2016-17 - % of Students Scoring 3 or Higher on at Least One Exam (P4)
 All Students: 64%
 Asian: 79%
 Black/African Am: *
 Hispanic/Latino: 45%
 White: 71%
 SED: 44%
 English Learners: *
 Reclassified: 44%
 SWD: *
 Homeless/Foster Youth: 49%

Actual

AP Exam, 2016-17 - % of Students Scoring 3 or Higher on at Least One Exam (P4)

All Students: 64%
 Asian: 73%
 Black/African Am: *
 Hispanic/Latino: 48%
 White: 71%
 SED: 46%
 English Learners: *
 Reclassified: 48%
 SWD: *
 Homeless/Foster Youth: 42%

Expected

Baseline

AP Exam, 2015-16 - % of Students Scoring 3 or Higher on at Least One Exam (P4)

All Students: 61%
 Asian: 78%
 Black/African Am: *
 Hispanic/Latino: 41%
 White: 70%
 SED: 40%
 English Learners: *
 Reclassified: 40%
 Spec Ed: *
 Homeless/Foster Youth: 45%

Metric/Indicator

Science CST: % Proficient or Advanced; CAST beginning in 2017-18 (P8)

17-18

Science CST: % Proficient or Advanced, 2016-17
 Grade 5: 51%
 Grade 8: 75%
 Grade 11: 51%

Baseline

Science CST: % Proficient or Advanced, 2015-16
 Grade 5: 46%
 Grade 8: 70%
 Grade 11: 46%

Metric/Indicator

Physical Fitness Test (PFT): % Meeting Healthy Fitness Zone, Grades 5, 7, and 9 (P8)

Actual

Science CST: % Proficient or Advanced; CAST beginning in 2017-18 (P8)
 SBUSD participated in the CAST pilot in spring 2017, and in the field test in spring 2018. Results are not yet available from CDE.

Physical Fitness Test (PFT), 2016-17 : % Meeting Healthy Fitness Zone, Grades 5, 7, and 9 (P8)

All Students: 62%
 Asian: 82%
 Black/African Am: 67%
 Hispanic/Latino: 50%
 White: 81%
 SED: 49%
 Other subgroups not reported by CDE.

Expected

17-18

Physical Fitness Test (PFT), 2016-17 : % Meeting Healthy Fitness Zone, Grades 5, 7, and 9 (P8)

All Students: 63%

Asian: 79%

Black/African Am: 67%

Hispanic/Latino: 55%

White: 79%

SED: 55%

Other subgroups not reported.

Baseline

Physical Fitness Test (PFT), 2015-16 : % Meeting Healthy Fitness Zone, Grades 5, 7, and 9 (P8)

All Students: 61.1%

Asian: 78.3%

Black/African Am: 65.9%

Hispanic/Latino: 49.4%

White: 78.0%

SED: 47.7%

Other subgroups not reported.

Metric/Indicator

Teacher Credentialing (P1)

17-18

Teacher Credentialing (P1), 2017-18

Credentialed Rate: 99%

Outside of Subject Rate: 4.2%

Miss-assignment Rate: 4.2%

Baseline

Teacher Credentialing (P1), 2016-17

Credentialed Rate: 99%

Outside of Subject Rate: 4.7%

Miss-assignment Rate: 4.7%

Actual

Teacher Credentialing (P1), 2017-18

Credentialed Rate: 98%

Outside of Subject Rate: 5%

Miss-assignment Rate: 5%

Expected

Metric/Indicator

Williams' Materials (P1)

17-18

Williams' Materials (P1), 2017-18
Maintain 100% Compliance

.

Baseline

Williams' Materials (P1), 2016-17
100% Compliant

Metric/Indicator

IB Exam - % of Students Passing (Scoring 4 or Higher) on At Least One Exam (P4)

17-18

IB Exam, 2016-17 - % of Students Passing (Scoring 4 or Higher) on At Least One Exam (P4)
All students: 86%

Baseline

IB Exam, 2015-16 - % of Students Scoring 4 or Higher on At Least One Exam (P4)
All students: 85%

Actual

Williams' Materials (P1), 2017-18
100% compliance maintained.

IB Exam, 2016-17 - % of Students Scoring 4 or Higher on At Least One Exam (P4)
All students: 89%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>"Improve Instructional Outcomes through Professional Learning and Collaboration"</i></p> <p>1.) Continue to implement and refine a District-wide Assessment Continuum PK-12, comprised of both formative and summative assessments, to</p>	<p><i>"Improve Instructional Outcomes through Professional Learning and Collaboration"</i></p> <p>1. Continued to implement and refine our District-wide Assessment Continuum PK-12. A major success this year was administration of formative assessment of student</p>	<p>1.) Assessment System (STAR)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$187,300</p> <p>3.) TOSA's</p>	<p>Assessment System (STAR)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$124,305</p> <p>TOSA's</p> <p>0001-0999: Unrestricted: Locally Defined Supplemental \$310,899</p>

<p>identify students' progress toward meeting grade-level standards. The Assessment Continuum allows district and school-based staff to monitor student growth toward mastery of standards in literacy, language and mathematics, as well as identify academic gaps between student groups.</p>	<p>literacy in grades TK-8, and math in grades 2-6, including 1-2 mid-year "Data Chats" between district and site administrators focused on monitoring students' progress towards meeting grade-level standards at the site level, looking at trends by grade and student subgroup to identify strengths and gaps at each site. We continued to encounter logistical challenges in grades 9-12, such that site level monitoring of trends and progress was not possible, but the data was still very useful for monitoring individual students at the teacher level.</p>	<p>1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$367,643.00</p>	
<p>2.) With guidance and support from Educational Services Dept. and strategic partner (InnovateEd), School Leadership Teams (SLTs) at each school will continue to engage in professional learning in "systems thinking" to further advance each school's strategic focus. School plans will focus on evidence of student learning, using "lead" and "lag" data (formative and summative data) to determine students' progress toward content mastery and focus on differentiation for English Learners and students with disabilities. Professional learning will support strategic PLC development and collaboration, student work analysis and instructional rounds. Professional learning will also contain a leadership strand for school and district leadership.</p> <p>3.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12 in implementing state adopted standards and promoting equity of access and outcomes for all students, including development of course pathways and scope and sequence; identification of instructional materials; development of</p>	<p>2. Each site's School Leadership Teams (SLTs) made significant progress in focusing their respective strategic focus, identifying and analyzing evidence of student learning in the forms of literacy assessment data and/or student work, and several sites also began to engage in learning rounds. These processes helped SLTs to determine students' progress toward content mastery and focus on instructional design to differentiate for English Learners and students with disabilities. In parallel, the District Leadership Team (DLT) was reconfigured to include teacher and site leader representatives; the DLT developed an instructional focus for the District that was broad enough to encompass all site foci, and narrow enough to be attainable and operational, with several actions being identified for completion by end of SY 2017-18 and beginning of SY 2018-19 to further strengthen alignment across the district in support of student learning and achievement.</p> <p>3. Teachers on Special Assignment (TOSAs) continued to provide support by way of professional learning opportunities, curricular planning and</p>	<p>4.) PLC Support Elementary</p> <p>1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$792,546.00</p>	<p>PLC Support Elementary</p> <p>1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$661,567</p>

lessons/units; implementation of assessment continuum; data analysis.

4.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. Elementary teachers will continue to collaborate in a Professional Learning Community (PLC) model through release within the school day. They will focus on improving instructional practice and action plans co-constructed through School Leadership Teams (SLTs) professional learning. Visual and Performing Arts (VAPA) Teachers (Art and Music) will continue to be supported through supplemental funds in order to guarantee learning opportunities for all students (TK-6), while also allowing elementary classroom teachers to have embedded-release during school day. Elementary schools will also receive a supplemental allocation to continue to fund physical education (PE) teachers to assist with embedded-release for general education teachers.

implementation of instructional approaches intended to provide additional access for English Learner (EL) and students with special needs to the core instructional program.

In elementary schools, TOSAs co-created and updated scope and sequence framework documents for grades K-5, as well as ongoing facilitation and coaching in implementation of writing/reading workshop, GLAD strategies, mathematical routines, unit planning and curriculum assessments.

In secondary schools, TOSAs supported transition to recently adopted state standards (Next Generation Science Standards, History-Social Studies), including facilitating changes to course sequence and curricular alignment. TOSAs also continued to support secondary teachers in mathematics (grades 6-12) in first year of math adoption, as well as evaluation of the design and effectiveness of support courses. TOSA support also extended partnership with UCSB on Pathways Project, which will transition to a shared leadership model in 2018-2019.

4. Certificated teachers in Visual and Performing Arts (Music and Art), as well as physical education (PE) continued to be funded at every elementary school in order to provide time during the school day (embedded release) for teams of elementary teachers to engage in the following: professional learning, collaboration, planning, analysis of student work and assessment outcomes.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

"Improve Instructional Outcomes through Professional Learning and Collaboration"

1.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12. Teachers on Special Assignment will focus on differentiation approaches for English Learners, emergent learners and students with special needs through implementation of Year 2 of Literacy and Language Framework, which focuses on Balanced Literacy and Integrated/Designated English Language Development.

2.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. The additional collaboration and common planning time will allow teachers to norm instructional practices across grade-levels and focus on progress monitoring of English Learners, low-income students, students with special needs and those achieving below grade-level according to data from assessment continuum.

3.) Continue to sustain AVID program through allocation of AVID Elective sections to support grade-level cohorts in secondary schools and continued roll-out of strategies in grades 3-12. The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skill-building to help ensure greater success in college-prep and A-G level courses.

"Improve Instructional Outcomes through Professional Learning and Collaboration"

1.) Teachers on Special Assignment (TOSAs) continued to provide support by way of professional learning opportunities, curricular planning and implementation of instructional approaches intended to provide additional access for English Learner (EL) and students with special needs to the core instructional program.

In elementary schools, TOSAs co-created and updated scope and sequence framework documents for grades K-5, as well as ongoing facilitation and coaching in implementation of writing/reading workshop, GLAD strategies, mathematical routines, unit planning and curriculum assessments.

In secondary schools, TOSAs supported transition to recently adopted state standards (Next Generation Science Standards, History-Social Studies), including facilitating changes to course sequence and curricular alignment. TOSAs also continued to support secondary teachers in mathematics (grades 6-12) in first year of math adoption, as well as evaluation of the design and effectiveness of support courses. TOSA support also extended partnership with UCSB on Pathways Project, which will transition to a shared leadership model in 2018-2019.

2.) Certificated teachers in Visual and Performing Arts (Music and Art), as well as physical education (PE)

1.) TOSAs 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$367,643.00

2.) Elementary PLC Support
1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$792,546.00

3.) AVID Program 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$793,834.00

3.) AVID Program
5000-5999: Services And Other Operating Expenditures Supplemental \$155,000.00

1.) TOSAs 0001-0999: Unrestricted: Locally Defined Supplemental \$310,899

2.) Elementary PLC Support
0001-0999: Unrestricted: Locally Defined Supplemental \$861,567

3.) AVID Program 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$793,834

3.) AVID Program 5000-5999: Services And Other Operating Expenditures Supplemental \$144,829

continued to be funded at every elementary school in order to provide time during the school day (embedded release) for teams of elementary teachers to engage in the following: professional learning, collaboration, planning, analysis of student work and assessment outcomes.

3.) Funding for AVID implementation included salary for District Coordinator position, instructors for AVID elective sections at 7 secondary sites, Summer Institute training, subscription fees, and field trips. AVID teachers meet regularly throughout the year and student outcome data continues to affirm that AVID implementation is a highly effective strategy for promoting college-readiness for first-generation college-bound students.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<i>“Literacy and Language Development”</i> 1.) Continue to implement district’s Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2017-2018 as year 2. The framework was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California’s ELA/ELD Framework.	<i>“Literacy and Language Development”</i> 1.) The district continued to implement the Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2018-2019 as year 3. The framework was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California’s ELA/ELD Framework. One ELD teacher on special assignment was hired to support the	1.) Be GLAD Training (Title III) 5000-5999: Services And Other Operating Expenditures Other \$229,500.00 1.) Contracted 5000-5999: Services And Other Operating Expenditures CCSS \$200,000.00 1.) Literacy Partners 5000-5999: Services And Other Operating Expenditures Title II and Parcel Tax \$82,834	1.) Be GLAD Training (Title III) 5000-5999: Services And Other Operating Expenditures Other \$15,900 1.) Contracted 5000-5999: Services And Other Operating Expenditures CCSS \$0 1.) Literacy Partners 5000-5999: Services And Other Operating Expenditures Title I \$202,893

effort of Literacy and Language Framework implementation.

1.) Literacy Partners
0000: Unrestricted Other
\$93,653

1.) GLAD Subs 1000-3999 -
Certificated Personnel Salary and
Benefits Supplemental \$17,028

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<i>“Literacy and Language Development”</i> 1.) Continue to support the position of Director of English Learner services and Parent Engagement Programs through supplemental funds. Position enables implementation of district’s Literacy and Language Framework, including articulation of English Learner pathways from elementary through secondary schools, active monitoring of English Learner programs, appropriate and timely reclassification of English Learners, coordination of professional learning around ELD standards and effective instructional strategies for English Learners (e.g. Project BeGLAD).	<i>Literacy and Language Development”</i> 1.) This position was continued even as turnover occurred. Organizational and programmatic improvements continued to be made to development and communication of EL pathways, development of systems for monitoring English Learner programs including placement in secondary ELD courses, appropriate and timely reclassification of English Learners, coordination of professional learning around appropriate curriculum and effective instructional strategies. This position supported the District’s transition from CELDT to ELPAC as the assessment tool for English proficiency and supported the establishment of a Secondary ELD TOSA position.	See Goal 2, Action 6 See Goal 2, Action 6	See Goal 2, Action 6 See Goal 2, Action 6

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<i>“Extended and Embedded Learning Supports”</i>	<i>“Extended and Embedded Learning Supports”</i>	1.) Elem Library Access (Evenings)	1.) Elementary Library Access 1000-3999: Certificated

<p>1.)Continue to provide after-school tutoring and library access at each elementary school.</p> <p>2.)Continue to support implementation of NGSS standards in elementary schools through experiential, “hands-on” approaches in natural settings, including garden education (partnership with Explore Ecology). Additionally, provide opportunity for 6th grade students to participate in outdoor science camp (partnership with The Outdoor School) as component of year-long curriculum.</p> <p>3.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students.</p>	<p>1.)There was inconsistent implementation and utilization of of after-school tutoring and library access at each elementary school. There were challenges around staffing, in particular, that made full access a challenge. The intended support for students was not achieved.</p> <p>2.) NGSS standards in elementary schools continued to be implemented through experiential, “hands-on” approaches in natural settings, including garden education (partnership with Explore Ecology); this supported teachers in making the connection to phenomena-based NGSS science a reality. Additionally, 6th grade students participated in outdoor science camp (partnership with The Outdoor School) as a component of year-long curriculum; however, many logistical and programming challenges proved disruptive and did not yield high-level experiences. it was determined that experiential learning opportunities that align with the curricular scope and sequence are needed to better support student mastery of NGSS standards.</p> <p>3.) Elementary librarian provided leadership to library services in elementary schools and collaborated with Elementary Library Technicians. Services included: redesign of elementary spaces, shifts in library practices, onboarding and updating databases, streamlining curricular orders and integrating learning into library resources.</p>	<p>1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$109,200.00</p> <p>2.) Elem Garden Educators</p> <p>1000-3999: Certificated Personnel Salaries and Benefits LCFF Base Funding \$17,472.00</p> <p>2.) Elem Garden Educators</p> <p>1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$90,854.00</p> <p>2.) Science Camp</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base Funding \$19,000.00</p> <p>2.) Science Camp</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$171,000.00</p> <p>3.) Elementary Library Media Specialist 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$51,110.50</p>	<p>Personnel Salaries and Benefits Supplemental \$109,200</p> <p>2.) Elem Garden Educators 1000-3999: Certificated Personnel Salaries and Benefits LCFF Base Funding \$17,472</p> <p>2.) Elem Garden Educators 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$90,854</p> <p>2.) Science Camp 5000-5999: Services And Other Operating Expenditures Supplemental \$19,000</p> <p>2.) Science Camp 5000-5999: Services And Other Operating Expenditures Supplemental \$183,168</p> <p>3.) Elementary Library Media Specialist 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$102,221</p>
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Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

“Extended and Embedded Learning Supports”

1.) Continue to support Program for Effective Access to College (PEAC) expansion in secondary schools from Westside and Eastside community schools to Goleta schools through a continued blended funding model approach. As of 2016-2017, PEAC college readiness and access initiative has been implemented at all SBUSD traditional secondary schools. PEAC utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of study. Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).

2.) Continue to provide extended support in math through additional math sections in secondary schools. The continued offering of math support classes allows for students to frontload and review content of core math courses, as well as providing additional skill-building opportunities in order to help ensure greater success in college-prep and A-G level math courses.

3.) Continue to provide opportunities for students at each high school to engage in learning and credit recovery

“Extended and Embedded Learning Supports”

1.) The PEAC college readiness support program for first generation college-bound students was expanded to include additional cohorts at all three comprehensive high schools and is now serving 1,300 students 7th - 12th grade. A fourth Learning Center was implemented in the Fall 2017, serving students in secondary. The Program continues to operate on blended funding with positive private sector fiscal support. The District continued to support the staffing of Community Resource Coordinator to further the expansion of Regional Family Centers (RFCs) through blended funding approach (supplemental, private grants and donations). Expansion in 2017-2018 continued at Goleta Valley Junior High School to provide services and programming to parents and families in Goleta.

2.) The District conducted a comprehensive evaluation of the effectiveness of Math Support during spring semester and, as a result, determined and initiated strategies for improving its effectiveness. These include elements of course design, support for collaborative efforts to improve instructional practice on the part of the Math Support PLC, and review of other Math learning prevention and intervention initiatives as they articulate with Math Support.

3.) Credit recovery opportunities through Odysseyware were provided at all high schools both during the school year and during summer.

1.) See Goal 1, Action 3.1 & 3.2
See Goal 1, Action 3.1 & 3.2

1.) See Goal 1, Action 3.1 & 3.2
See Goal 1, Action 3.1 & 3.2

2.) Extended Learning Gr 7-9 Math
1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$476,500

3.) HS Credit Recovery

5000-5999: Services And Other
Operating Expenditures
Supplemental \$156,000.00

4.) ELD Support
1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$141,960.00

5.) 1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$51,110.50

6.) Site Allocations
1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$579,205.00

6.) Site Allocations 1000-3999:
Certificated Personnel Salaries
and Benefits Supplemental
\$200,000.00

1.) See Goal 1, Action 3.1 and Goal
2, Action 6.5
See Goal 1, Action 3.1 and
Goal 2, Action 6.5

1.) See Goal 1, Action 3.1 & 3.2
See Goal 1, Action 3.1 & 3.2

Extended Learning Gr 7-9 Math
1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$513,408.89

3.) HS Credit Recovery 5000-
5999: Services And Other
Operating Expenditures
Supplemental \$102,000

4.) ELD Support 1000-3999:
Certificated Personnel Salaries
and Benefits Supplemental
\$141,900

5.) See Goal 3, Action 5 See
Goal 3, Action 5

6.) Site Allocations 1000-3999:
Certificated Personnel Salaries
and Benefits Supplemental
\$579,205

6.) Site Allocations 1000-3999:
Certificated Personnel Salaries
and Benefits Supplemental
\$200,000

through participation in online learning platform (Odysseyware).

4.) Continue to identify and target elementary English Learner students at Beginning/Early-Intermediate levels, according to CELDT, for an additional 30 minutes of daily English Language Development support after the regular school day.

5.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students with particular emphasis on expanding access to resources that support the learning needs of English Learners, low-income and foster youth.

6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

- Elementary sites have focused their efforts to embed or expand learning opportunities for unduplicated students in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate; provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the

4.) Elementary schools continued to identify and target English learners for support after the regular school day. However, overall academic improvement and access was limited. There existed challenges in continuity of programming, as well as securing certificated staffing on a regular basis. In 2018-2019, focus will shift to increase English Language Development (ELD) in the school day through integrated/designated ELD. Funding allocation will also be re-oriented to onboard Literacy Coaches to support balanced literacy model. Literacy Coaches will be assigned to specific school sites beginning 2018-2019.

5.) Elementary librarian provided leadership to library services in elementary schools and collaborated with Elementary Library Technicians. Services included: redesign of elementary spaces, shifts in library practices, onboarding and updating databases, streamlining curricular orders and integrating learning into library resources.

6.) Individual school sites utilized supplemental funds to support the activities described to support student and family engagement. The goals, actions and services were described in detail in each school's Single Plan for Student Achievement, which were approved by the board of education in May 2017. An evaluation of these goals, actions and services was conducted and approved by the board of education on May 22, 2018.

incorporation of strategies that promote academic language development.

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Secondary schools have used site based allocations to support student learning in the following ways: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focuses on supporting EL, SED and PEAC/AVID students; hiring of instructional coaches to support teachers with the implementation of CCSS (ELA/Math) and the integration of technology; purchasing instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie. IXL Math); increasing release time for teachers to engage in PLCs to analyze student work, identifying areas of student need, and develop actionable next steps.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<i>"Improve outcomes for special education students"</i>	<i>"Improve outcomes for special education students"</i>	5.) Learning Ally	5.) Learning Ally

1.)Appropriately implement alternative interim reclassification process for English Learner students with special needs.Implementation will require training and support for case managers, school psychologists, district and school administrators, as well as classroom teachers.

2.)Develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools.Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs.

3.)Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment.

4.)Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.

5.)Continue to utilize a supplemental resource that converts written text into audio to support students with learning disabilities.

1.) IEP teams across the district have implemented the EL reclassification procedures developed in the spring of 2017. Training was provided to all special education case managers and school psychologists in April 2017. This has helped numerous students with access to appropriate courses since they will no longer be required to take an ELD class once reclassified.

2.) During the 2017-18 school year the special education department focused on multiple approaches to inclusion at the secondary level. Meetings were held at each comprehensive junior high and high school in order to better explain the rationale behind the district’s push to become more inclusive. Input was gathered by each of the secondary schools regarding implementation challenges as well as successes they have experienced during this process. This process has clarified practices that are working, as well as those that need to be adjusted moving forward.

3.) The special education department worked with case managers to ensure students are receiving appropriate accommodations on the statewide assessments. This helped ensure students test scores reflect what they know and are able to do.

4.) The special education department has continued to support teachers with the development of appropriate IEPs that allow students to receive the right supports on statewide assessments.

5.) The district continues to use Learning Ally to provide text to speech

5000-5999: Services And Other Operating Expenditures LCFF Base Funding \$6100.00

5.) Learning Ally
5000-5999: Services And Other Operating Expenditures Supplemental \$4,100.00

5000-5999: Services And Other Operating Expenditures LCFF Base Funding \$6,100

5.) Learning Ally 5000-5999: Services And Other Operating Expenditures Supplemental \$4,100

to over 1500 students. As of May 2018 Learning Ally had provided over 6000 digital books to students who had used the program to read over 320,000 cumulative pages.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<i>"Diverse Pathways and Career/Technical Education"</i> <ul style="list-style-type: none"> Allocate funding to support and develop career technology education pathways at the secondary schools. 	<i>"Diverse Pathways and Career/Technical Education"</i> <ol style="list-style-type: none"> The Coordinator of Special Programs supported the strengthening of pathways by monitoring appropriate credentialing, providing relevant professional learning, assisting in the development of appropriate course curriculum and sequencing, and establishing expectations for the development of industry sector-specific advisory councils. 	1.) See Goal 1, Action 2.7 See Goal 1, Action 3.2	1.) See Goal 1, Action 2.7 1.) See Goal 1, Action 2.7

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<i>"Diverse Pathways and Career/Technical Education"</i> <ol style="list-style-type: none"> Continue to support the release of two elementary teachers (Adams Elementary and Franklin Elementary) for a year to implement design thinking modeled and developed at Dos Pueblos Engineering Academy (DPEA). Focus will be on 	<i>"Diverse Pathways and Career/Technical Education"</i> <ol style="list-style-type: none"> Two elementary teachers (Adams Elementary and Franklin Elementary) were released for a year to implement design thinking modeled and developed at Dos Pueblos Engineering Academy (DPEA). Focus will be on 	1.) Elementary Fellows 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$188,496.00	1.) Elementary Fellows 1000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$189,486

implementation of interdisciplinary curriculum planning and design for students TK-6.

implementation of interdisciplinary curriculum planning and design for students TK-6.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During School Year 2017-2018, SBUSD implemented all of the actions enumerated above in a way that was closely aligned to what was planned except for that there was inconsistent implementation and utilization of after-school tutoring and library access at each elementary school. There were challenges around staffing, in particular, that made full access a challenge; the intended support for students was not achieved. Regardless, progress was made in virtually every case.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services have resulted in less growth in learning and achievement than desired in relation to state academic standards, with some expected annual outcomes being met and others less so. Although expected annual outcomes for SBAC were met for grades 7 and 11, there was not the desired growth in other grades nor in most student subgroups districtwide; results are particularly low for students with disabilities (SWD) and English learners (EL). System-wide changes in instruction and use of data to inform instruction have not materialized uniformly across all sites, with varying growth across schools and grade levels. Assessment results show greater achievement in English Language Arts and Literacy compared to math, which can be attributed to a recent district wide focus on literacy; we are now more poised to make progress in math after a recent adoption of curricular materials to help facilitate math instruction. In addition, actions were effective in increasing success on college entrance exams and Advanced Placement exams for graduating seniors.

The effectiveness of the actions to support English Learners as outlined in the Fall 2017 Dashboard indicator for English Learners is "Yellow", indicating that EL progress is "High", even though it declined as expected from the previous year, in which SBUSD had a very high reclassification rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actuals for the following actions were slightly higher than projected due primarily to increase in salary adjustments, or change in license, with no material differences in the actions and services provided: Extended Learning Grades 7-9 (increase of \$36,908.89), High School Credit Recovery (decrease of \$54,000); Teachers on Special Assignment (decrease of \$113,468.08, funding source moved to Title III), Elementary PLC Support (increase of \$69,021.90); Renaissance STAR due to a change in licensure for secondary schools (decrease of \$62,995).

GLAD

Training

(decrease of \$79,165) due to substitute costs coming in much lower than expected. Literacy Partners contract (increase \$213,712) due to unanticipated increased demand for Literacy Support.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of this analysis and an analysis of the LCFF Evaluation Rubrics, we will be modifying our metrics under Goal 3, similar to the changes listed under Goals 1 and 2 so that they are more meaningful and actionable for us at the local level. First, we will ensure that the indicators in the CA School Dashboard replace internal metrics that we had been reporting so that we align with state accountability expectations that have recently become available, and we will identify expected annual outcomes for each metric. Second, we will rephrase each metric to emphasize the importance of proportionality, and growth or reduction where appropriate. For example, the metric for student achievement in ELA would be the Dashboard rating for grades 3-8, the expected annual outcome would be that as we move towards green and blue ratings for all students, that we reduce gaps between subgroups by moving any group in red out of red, and increase student achievement for underperforming subgroups by 3 points annually. Subsequently, if there is a gap in achievement of more than one “color wheel” between subgroups, we will continue to report those results through the LCAP. For metrics that do not have a CA School Dashboard indicator, the long-term target is that all subgroups will be within 2% points of the overall average. These changes will be reflected in the Goals, Actions, Services section of this LCAP under the Expected Annual Outcomes for Goal 2.

In terms of modifying actions in 2018-19, there are several changes designed to improve supports for all students, with a focus on students with disabilities and English Learners. These changes be found in the Goals, Actions, Services section, with specific Goal and Action number listed below:

Two ELD teachers on special assignment, one for elementary and one for secondary, as well as three literacy coaches, have been hired for 2018-19 to support the effort of Literacy and Language Framework implementation, and are funded out of Title III. These changes can be found in Goal 3, Action 3.

Support for after-school tutoring and library access at each elementary school will be discontinued and re-oriented to support balanced literacy during the school day through the hiring of Literacy Coaches. In addition, the opportunity for 6th grade students to participate in outdoor science camp will be discontinued and re-oriented to support added experiential learning opportunities that align with curricular scope and sequence; the focus on NGSS will continue. These changes can be found in Goal 3, Action 5.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Create and maintain 21st century learning environments

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator Overall Facility Rating Williams Act Facilities Compliance 17-18 Overall Facility Rating, 2017-18: Pass Williams Act Facilities Compliance:100% Baseline Overall Facility Rating, 2015-16: Passed Williams Act Facilities Compliance:100%</div>	<div>Overall Facility Rating, 2017-18: Pass Williams Act Facilities Compliance:100%</div>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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“Create and maintain 21st Century Learning Environments.”

1. Expand iPad deployment based on analysis of device deployment at 1:1 pilot schools (Adams Elementary, Franklin Elementary, Washington Elementary, La Cuesta High School) to grades 4, 5, 7, 8, 10 and 11, districtwide. Expansion is intended to provide students with access to extended learning opportunities beyond the school day.
2. Identify pilot classrooms/school sites to deploy student personalized learning opportunities. Personalization will include professional learning and collaboration with other districts and charter management organizations (CMOs) and will lead to development of a personalized learning platform for use across core content areas.
3. Continue support for classroom teachers’ creation of technology-rich learning environment by employing technology coaches. Develop plan for assessing the effectiveness of technology integration.
4. Continue to provide timely tech support with the use of

“Create and maintain 21st Century Learning Environments.”

1. Launched the techEQUITY initiative using lesson learned from 1:1 iPad pilot. Distributed iPads in keyboard cases to all students in grades 4, 5, 7, 8, 10, 11. This expansion provides approximately 7400 students with extended learning opportunities beyond the school day.
2. Began a personalized learning pilot at La Cuesta High School and La Cumbre Junior High School using Summit Public Schools’ Summit Learning e-platform. All students at at La Cuesta are participating in the pilot and 250 students at La Cumbre are participating.
3. Our eight Tech Coaches continued helping teachers incorporate technology into their instruction and daily routines. Tech Coaches provided monthly workshops on topics/skills chosen by teachers. Tech Coaches collaborated with teachers to develop technology infused lessons and worked with site administration to create plans for modeling the effective use of technology with students and teachers.
4. So far this school year Computer Support Specialists have responded to 4982 support requests from students and staff members. Issues are resolved in approximately 7 days with a 98% satisfaction rate.
5. We finished installing access points throughout the district to meet our goal of having at least one wireless access point in each classroom and outdoor

3.) Tech Coaches
1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$277,851.00

3.) Tech Coaches
1000-3999: Certificated
Personnel Salaries and Benefits
Title II and Parcel Tax \$100,753

3.) Tech Coaches
1000-3999: Certificated
Personnel Salaries and Benefits
LCFF Base Funding \$155, 266

3.) Tech Coaches
1000-3999: Certificated
Personnel Salaries and Benefits
Supplemental \$243,942

3.) Tech Coaches
1000-3999: Certificated
Personnel Salaries and Benefits
Title II and Parcel Tax \$99,747

3.) Tech Coaches
1000-3999: Certificated
Personnel Salaries and Benefits
LCFF Base Funding \$267,413

computer support specialists TK-12.

instructional areas. Work on a community WiFi plan has stalled.

5.

To support deployment of additional 1:1 devices districtwide, continue to expand WiFi access points and bandwidth at all sites in order to ensure that district network is robust and capable of handling increased traffic. To optimize students' utilization of 1:1 devices and ensure equitable access to WiFi for all students, develop/implement a plan to expand access to WiFi in the community.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Distributed iPads in keyboard cases to all students in grades 4, 5, 7, 8, 10, 11. Began a personalized learning pilot at La Cuesta High School and La Cumbre Junior High School using Summit Public Schools' Summit Learning e-platform. Our eight Tech Coaches continued helping teachers incorporate technology into their instruction and daily routines. Computer Support Specialists responded to 4982 support requests from students and staff members. We finished installing access points throughout the district to meet our goal of having at least one wireless access point in each classroom and outdoor instructional areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions taken and services provided continued to move us toward our goal of creating and maintaining equitable 21st century learning environments. Approximately half of the district's students now have 1:1 take home iPads. Teachers regularly take advantage of coaching opportunities provided by our tech coaches.

The positive impact of the work of tech coaches can be seen when visiting classrooms across the district. Teachers are making great strides in appropriate use of technology to meets the diverse needs of students.

Anecdotally, our personalized learning pilot using Summit Public Schools' Summit Learning e-platform appears to be successful. Both students and teachers report that Summit has lead to an increase in student agency and learning. We are waiting for this year's CAASPP results with hope that they will confirm what we are seeing and hearing.

Successful technology integration depends on timely support when problems arise. So far this school year Computer Support Specialists have responded to 4982 support requests from students and staff members. Issues are resolved in approximately 7 days with a 98% satisfaction rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent \$33,909 less than we had originally planned from Supplemental/Concentration. However, we supported this goal with additional funds from Title II and LCFF Base Funding to spend \$77,232 more altogether. The additional monies were used to support an additional .2 position and pay for step/column and a 2% negotiated raise.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Enhance early childhood education opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Kindergarten Entrance Profile (KSEP) - % of Students "Ready to Go"

17-18

Kindergarten Entrance Profile (KSEP), 2017-18 - % of Students "Ready to Go"

All Students: 38%

Asian: *

Black/African Am: *

Hispanic/Latino: 31%

White: 60%

SED: 29%

SWD: *

EL: 28%

Homeless/Foster Youth: *

Actual

Kindergarten Entrance Profile (KSEP), 2017-18 - % of Students "Ready to Go"

All Students: 43%

Asian: *

Black/African Am: *

Hispanic/Latino: 35%

White: 64%

SED: 34%

SWD: 16%

EL: 28%

Homeless/Foster Youth: 34 %

Expected

Baseline

Kindergarten Entrance Profile (KSEP), 2016-17 - % of Students "Ready to Go"

All Students: 35%

Asian: *

Black/African Am: *

Hispanic/Latino: 26%

White: 59%

SED: 24%

SWD: *

EL: 23%

Homeless/Foster Youth: *

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

"Support Kindergarten Readiness for All Students"

1.) Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Begin to explore making staff salaries equitable in alignment with TK-12 salary schedule. Position also manages state funds and licensure.

2.) Enhance instructional practices by creating cumulative data portfolios for students, providing professional learning focused on early literacy and language acquisition/development, and expanding professional learning on social and emotional support for students.

3.) Sustain and continue to cultivate district partnerships with community-

Actual Actions/Services

"Support Kindergarten Readiness for All Students"

1.) The recent fiscal increases to the CSPP contract by state legislature allows for this discussion to begin. This change is a negotiated item with certificated bargaining unit. A prevailing condition would be for teachers in early childhood education program to meet the same qualifications as Transitional Kindergarten (MS Credential plus 24 ECE units by 2020) as well as NAEYC Accreditation teacher standards (BA degree in ECE or BA in other discipline plus 36 ECE units). Of the 15 preschool teachers currently employed, 3 meet the qualifications for TK teachers and Accreditation (MS Credential plus 24 ECE units), 1 teacher is working towards TK qualifications (MS

Budgeted Expenditures

1.) Pre School Coordinator
1000-3999: Certificated
Personnel Salaries and Benefits
LCFF Base Funding \$73,684.00

Estimated Actual Expenditures

1.) Pre School Coordinator
1000-3999: Certificated
Personnel Salaries and Benefits
LCFF Base Funding \$73,677.00

based organizations and early childhood education providers through the Kindergarten Readiness Network with a focus on preparing all students for kindergarten as measured by KSEP.

4.) Refine initial implementation of preschool special education inclusion and maintain accreditation at all sites (exception of Peabody) through the National Association for the Education of Young Children (NAEYC). Maintain licensing of infant center housed at Santa Barbara High School.

credential with 6 ECE units), 8 teachers hold Accreditation teacher requirements only (BA plus 24 - 36 ECE units, lack MS credential), 1 teacher meets K-12, but not TK qualifications (MS Credential, no ECE), and 2 teachers do not meet either teacher qualification standards (ECE units only, no degree). EES proposes to restructure the job description for newly hired teachers to match the new qualifications to be completed within 2 year probationary period as well as add a column to the salary schedule that includes the progression of educational attainment for those currently employed. Once teachers meet the TK requirements, they can be moved to the TK-12 salary schedule. In October 2017, seven Paraeducators were reclassified to the salary schedule of special ed Paraeducators because of meeting equitable qualifications.

2.) As a mandate of the CA Dept of Education contract, preschool is required to formally assess each child's developmental progress twice a year. Data from fall is meant to inform our intervention strategies for individual and small group work and our spring data is meant to track progress and plan for professional development. The purchase of Learning Genie software this year allows teachers to assemble comprehensive student portfolios that store evidence, allows for anecdotal note taking and reflection, and give real time progress notes on each student by each domain (language and literacy, English Language Dev, physical development, social-emotional, etc). With this data, we have implemented the PLC process at

the preschool level in 2017-2018. The goal is to have teacher leaders take over this role in 2018-2019, but is currently led by the Preschool Coordinator. Additionally as a vertical alignment approach, several teachers joined their school campus cohorts and were trained in GLAD and Writers Workshop this past summer. Teachers that attended will be working on how these strategies will look in preschool in the beginning and at the end of a preschool experience. Finally, ECE has continued support for staff by providing Reflective Practice through CALM; a model of facilitation where teachers look at their own "hot button" issues and how that affects classroom expectations and climate for the students. This support is targeted and currently funded by a private foundation. Support will be rolled into the Student Services RFP moving forward.

3.) The Kindergarten Readiness Network (KRN) was formed in 2014 under the Community of Schools Early Childhood J.S. Bower Foundation grant to address the performance of children entering kindergarten as reported through KSEP (2013 - 32%). The purpose of the KRN is 1) provide network members with opportunities for PK/TK/K/1st grade articulation, 2) plan for solutions as a community to increase Kindergarten Readiness, 3) Incorporate continuous improvement efforts. Since 2014, KRN membership has continued with partners that believe in a common definition of school readiness and those most interested in aligning programming with district Transitional Kindergarten and Kindergarten

program. Those key partners include CAC Head Start, The Learning Den, St. Mark's Preschool, Cottage Hospital, and Cliff Drive Preschool. There are also consistent district teacher representation from Harding, Washington, Cleveland, and Monroe. Focus for the 2017-2018 school year has been the implementation of a Peer-to-Peer Articulation Model which consists of one elementary teacher (TK or K) and one early childhood teacher from a partner program. The goal of the model is to learn from and share strategies around developmentally appropriate practice, school ready expectations, and support for social and emotional development in young children. Other topics teams may consider include: classroom management and organization, curriculum enhancements for young learners, large and small group instruction ideas, assessment protocols and interventions, and classroom environment and learning center design. The anticipated outcome of this model will be vertical articulation suggestions for the KRN members to implement and share with colleagues, giving teachers from both side a better understanding of how children develop school readiness skills, thus increasing the validity of future KSEP scores. Since the formation of the KRN, as well as the internal systemic improvements made within district preschools, KSEP scores have increased from 32% to 43% over the last five years.

4.) In 2016, the district took back preschool Special Education services from Santa Barbara County Education Office (SBCEO). The district

anticipated enrollment of approximately 30 new children a year transitioning from Tri-Counties Regional into district program, with an anticipated special needs population of 60 per year (3 and 4 year olds combined). In 2017-2018, those predicted numbers are proven mostly accurate. Currently, of the 385 students enrolled in district preschools, 57 have active Individualized Education Plans (IEPs) transitioned from Tri-Counties Regional Center with 17 pending enrollment for 2018-2019. A total of 8 families have declined district enrollment despite being eligible for services. Additionally, the district has identified 13 additional students for special education assessment that were enrolled in general education program and not identified prior to enrollment. The total number of children currently enrolled with special needs at 70 which is 18% of total enrollment. For future planning purposes, it has been identified that additional Professional Development training is needed for both certificated and classified staff in working towards appropriate adaptations and differentiation. Further refinement of the partnership between Special Education and the Office of Early Education and Support also will continue as we sort out management oversight, shared classroom support, and enrollment projections. As of Summer 2016, all six preschool sites (Adams, Cleveland, Early Years, Franklin, Harding, and McKinley) have achieved NAEYC Accreditation. Accreditation is maintained in five year blocks. Early Years and McKinley sites achieved re-accreditation in Fall 2017. The

remaining sites are scheduled for re-accreditation in 2021.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>“Support Kindergarten Readiness for All Students”</p> <p>1.)Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Preschool enrollment is restricted to limited income families. Additional Coordinator time is needed to support the learning needs of English Learners, low-income and foster youth as follows:</p> <ol style="list-style-type: none"> 1. To support the language development of English Learners 2. Conduct feasibility analyses of funding and facilities to increase access to preschool at neighborhood schools for English Learners, low-income and foster youth <p>2.)Launch the school readiness mobile lab program to promote literacy and parent engagement and outreach that is appropriate to the developmental stages of children ages 0-5, and especially for English Learners, low-income, and foster youth in alignment with District’s framework for family engagement. Parent outreach and education to address the importance of preschool.</p>	<p>“Support Kindergarten Readiness for All Students”</p> <p>1.) Preschool Enrollment has increased in the 2017-2018 by almost 40 students. Some of this is attributed to the influx of special education preschool students but some reflects the birth rate increase in 2013 (1371 in SB City) and 2014 (1368 in SB City); which is our current 3 and 4 year old students. It is anticipated that enrollment will decrease again in 2019-2020 as the birth rate for 2015 dropped by 144. As enrollment population is determined by socioeconomic status (SES), which averages about 33% of all incoming Kindergarteners, the Office of Early Education and Support has the potential for significant impact in the area of school readiness for the District. Recent analysis of 17-18 home language data indicates that 50% of our currently enrolled preschool families list Spanish as the primary language in the home. To date, there has not been an analysis of the reclassification rates of children that attended SBUSD preschools. The majority of these families reside in 5 elementary school boundaries: Adams, Cleveland, Franklin, Harding, and McKinley. Adams had a waiting list of 20 families that were not served this year with 20 being served. McKinley increased enrollment from</p>	<p>1.) Preschool Coordinator 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$73,684.00</p> <p>3.) Cal Safe Staff 5000-5999: Services And Other Operating Expenditures Supplemental \$69,877.00</p> <p>4.) Extra Hourly 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$121,516.00</p> <p>4.) Site Based Allocations 4000-4999: Books And Supplies Supplemental \$51,516.00</p>	<p>1.) Preschool Coordinator 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$73,677.00</p> <p>3.) Cal Safe Staff 2000-3999: Classified Personnel Salaries and Benefits Supplemental \$80,438.00</p> <p>4.) Extra Hourly 1000-3999: Certificated Personnel Salaries and Benefits Supplemental \$121,516.00</p> <p>4.) Site Based Allocations 4000-4999: Books And Supplies Supplemental \$51,516.00</p>

3.) Cal-safe staff with the direction of our pre-school coordinator continue to providing language rich learning opportunities to pre-school age children of high school students that are working toward completing the necessary graduation requirements while managing their role as young parents. Resources have been allocated to support the purchasing of instructional materials that are culturally relevant and of high interest to our youngest learners.

4.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

-

Elementary sites have focused their efforts to further support the learning opportunities for students in TK-3 in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the early grades during the instructional day; purchase culturally relevant instructional materials, such as high interest leveled libraries, and provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies address the specific learning needs of our unduplicated students.

43 to 78, Harding (80), Franklin (120), and Cleveland (32) remained steady at historical numbers. There is currently no additional space available for expansion, however there is a recommendation is to add an additional classroom at Harding and a second session at Adams to meet those school needs.

2.) A Family Engagement Liaison (FEL) was hired in August 2018 to plan for and implement the School Readiness Mobile Lab with community partners, as well as to increase parent education and family engagement opportunities internally at the preschool level. The position is new to the district, therefore, the position is evolving based on current trends and needs expressed through interactions with families. A formalized partnership with Santa Barbara Housing Authority (SBHA) was established this year and the FEL currently implements programming at two SBHA properties: Pearl Gardens and Sycamore Gardens with a combined 30 families with children age 0-5 who are not currently enrolled in our SBUSD programs. The visits include parent cafes (topic groups), mini school readiness lessons, and resource and referral opportunities. In addition, the FEL has participated in several community-based opportunities to increase knowledge and skills around how to best meet the needs of families. Additional partnerships include Network of Family Resource Center trainings, AB540 committees, DELAC, ACEs committee (includes Public Health, Neighborhood Clinics, UCSB, CALM, FSA). The FEL has 3 formal Latino Family Literacy classes scheduled for this school year; two at

Franklin (morning and evening) and one at Cleveland with 15 enrolled in each cohort (45). Next year classes will expand to Harding and McKinley. The numbers of families currently served is equitable to the number of families that were served under Mobile Waterford (75).

3.) It is recognized that early brain development, particularly during the birth to age 3 years, is dramatically influenced by strong relationships and exposure to language. Children of teen parents, in particular, have a higher risk of not being exposed to sustained, high quality language as their parents have not reached their own educational attainment, nor had the access to resources that more mature and socio-economically stable parents might have (i.e. parent classes, books in the home, travel ability, etc). Although funding specifically for teen parents ended in the early 2000's, SBUSD has continued to support teen parents through categorical and then LCFF by contributing \$65,000 a year to offset expenses, such as staffing and materials, at the Early Years Infant program so that children of teen parents may continue towards their high school graduation. In the 2017-2018 school year, there are 6 teen parents and their children currently enrolled. There is a plan to offer a Latino Family Literacy class to those parents prior to the end of the school year and continue targeted support for those children and parents throughout the year, every year.

4.) Individual school sites utilized supplemental funds to support the activities described to support student and family engagement. The goals,

actions and services were described in detail in each school's Single Plan for Student Achievement, which were approved by the board of education in May 2017. An evaluation of these goals, actions and services was conducted and approved by the board of education on May 22, 2018.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services in this goal were implemented with a continued emphasis on the Early Childhood Education Plan. As noted above, enrollment increased substantially, thereby providing greater access to early childhood opportunities to preschool age children. While the district made gains in the area of expanding access, there is a continued challenge around facilities to serve families interested in preschool for their children. In addition, the on-boarding of the Family Engagement Liaison (FEL) will support in connectedness for families, as well as greater outreach to families in the community whose children are age 0-3.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Actions and services are positively impacting students' readiness for kindergarten as measured by the Kindergarten Student Entrance Profile (KSEP) assessment; expected annual outcomes were met overall and for all subgroups, with the most notable growth for socioeconomically disadvantaged students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions in Goal 5 were implemented as planned during prior LCAP cycle. One area of under-budgeting was for Cal Safe Salaries due to not accounting for negotiated salary increases stipulated by CSEA.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of this analysis, we will be modifying our metric under Goal 5, similar to the changes listed under Goals 1-3, so that it is more focused and actionable for the district, at the local level. Specifically, metrics will be rephrased to emphasize the importance of proportionality in addition to growth so that it states that the long-term target is that all subgroups will be within 2% points of the overall average. Subsequently, if there is a gap in enrollment between subgroups, we will continue to report those results through the LCAP. These changes will be reflected in the Goals, Actions, Services section of this LCAP under the Expected Annual Outcomes for Goal 5. Furthermore, a continued and sustained effort in the social-emotional domain will be complemented with a focus on literacy, language development and numeracy as part of a "whole-child" approach. This will require regularly reviewing data and making ongoing adjustments, as necessary.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Introduction

Santa Barbara Unified School District is committed to the authentic engagement of district staff, parents, students and community in the review, development, and annual update of a Local Control Accountability Plan for 2017-2020. Accordingly, SBUSD utilized a number of practices, activities, and fora to ensure meaningful participation and input. The processes for stakeholder engagement are captured in the following:

Community Engagement

SBUSD actively sought the involvement, participation and input of the following stakeholder groups as part of the LCAP review, development, and annual update process.

Parent and Community LCAP Advisory Committee

SBUSD formed an LCAP Parent and Community Advisory Committee, which met three times (*March 22, April 26, and May 31, 2018*) to review and discuss the progress toward the LCAP goals, including district's student outcome data, as well as to provide commentary toward the annual update to goals, actions and services for 2018-19. A summary of the annual update and revisions to the LCAP goals, actions, and services was presented to the Committee and a draft of the LCAP will be posted on the district website in order to allow the superintendent (and/or designee) to post any written comments to stakeholder questions (if applicable) prior to June 12, 2018 Public Hearing on LCAP. The Committee was comprised of parents, certificated staff, classified staff, students, and school administrators (elementary/secondary) and district staff. Language access services (translation/interpretation) were made readily available for those requiring/requesting such accommodations.

SBUSD Parents, Families and Community (at large)

As part of the annual update process, a community meeting was scheduled centrally at the District office on April 9, 2018. This meeting provided members of the community, at large, a forum to provide commentary based upon student achievement outcomes. The meetings addressed all of the following: (1) Student achievement and outcome data, particularly that derived from the CA School Dashboard, (2) the Local Control Funding Formula (LCFF), and (3) the LCAP. Meetings were publicized through internal and external means. Methods of communication included e-mail messages through *eNews*, *ParentSquare* (*automated calls and e-mail*), and *social media*, which reached over 15,000 individuals in both *English and Spanish*. During meetings, language access services (translation/interpretation) were made available for those requiring/requesting such accommodations.

In addition, every school held meetings with advisory committees (School Site Council, English Learner Advisory Committee, Staff Special Education Parent Advisory Committee) and parent groups (Parent-Teacher Association, Parent-Teacher Organization, Foundations, etc.) in order to ensure additional opportunities to provide input on LCAP development through a new local LCAP input survey posted on the district website and linked to in the community meeting presentations.

SBUSD Staff

- District staff used a new local LCAP input survey posted on the district website and linked to in the community meeting presentations to collect input and commentary from internal and external community stakeholders from February through May 2018.
 - School sites held meetings with certificated and classified staff to review the district's student outcome data and progress toward prior LCAP goals, as well as to provide input toward the annual update via the local survey on SBUSD website.
 - District staff was represented on SBUSD's LCAP Committee, as noted previously.
 - Meetings were held with leadership for bargaining units (SBTA/CSEA) for input.
 -
- During monthly management and principal (elementary/secondary) meetings LCAP was regularly agendaized. Discussions centered upon student outcome data, important shifts to LCAP template and format, LCAP development and timeline for approval. Also discussed was the importance of stakeholder outreach and opportunities for authentic participation.

English Learner Advisory Committees

School sites held a meeting with parents of English Learners to review the district's student outcome data and progress toward LCAP goals, as well as to provide input toward the annual update. The total number of meetings (16) were held as follows:

- Adams Elementary School- ELAC 04/10/2018
- Cleveland Elementary School- ELAC 02/21/2018
- Franklin Elementary School- ELAC 04/06/2018
- Harding University Partnership School- ELAC 03/21/2018
- McKinley Elementary School- ELAC 04/08/2018
- Monroe Elementary School- ELAC 04/02/2018 & 05/14/2018
- Roosevelt Elementary School- ELAC 04/18/18

- Santa Barbara Community Academy- ELAC 04/13/2018
- Washington Elementary School- ELAC 04/18/2018
- Goleta Valley Junior High School- ELAC 04/04/2018
- La Colina Junior High School- ELAC 03/05/2018
- Santa Barbara Junior High School- ELAC 03/15/2018
- Alta Vista/La Cuesta High School- ELAC 03/07/2018
- Dos Pueblos High School- ELAC 03/19/2018
- Santa Barbara High School- ELAC 02/28/2018 & 03/19/2018
-
- San Marcos High School- ELAC 03/05/2018

The District English Language Advisory Committee (DELAC) had the opportunity to review the district's student outcome data, progress toward LCAP goals, as well as to provide input toward the annual update on 03/08/2018. In addition, both DELAC Co-Presidents were members of the LCAP Parent Advisory Committee.

SBUSD School Board

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

- An overview of the LCAP Update and Renewal Process, and the Fall 2017 CA School Dashboard results was held on February 27, 2018.
- A Public Hearing of draft LCAP was held on June 12, 2018.
-

LCAP adoption by SBUSD School Board on June 26, 2018.

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

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The input and commentary received during the LCAP development process detailed above is a reflection of the community's commitment to the education of its children. Subsequent discussions and feedback focused on goals, actions and services that (1) were in place, but required improvement, (2) were in place, but should be eliminated, and (3) ideas for supporting student learning that should be considered, but are not yet in the LCAP.

Recommendations that resulted in modifications, deletions and/or additions to the LCAP include the following:

- Continue to support district efforts in the area of cultural proficiency- Incorporated into Goal 1
- Improve upon student sense of safety and connectedness to school, particularly for secondary students who are English learners, students with disabilities and Latino/Hispanic students - Incorporated into Goal 2
- Increase services to special populations, namely English learners and students with disabilities, to improve upon percentage of students completing A-G course pathways - Incorporated into Goal 1
- Continue to increase access and proportionality for all secondary students to advanced learning classes- Incorporated into Goal 1
- Continue to provide additional academic supports for students- Incorporated into Goal 3
- Continue translation and interpretation services district-wide - Incorporated into Goal 2
- Continue to engage families to support student success - Incorporated into Goal 2
- Continue to provide professional learning to support literacy and language development for English learners- Incorporated into Goal 3
- Develop more robust social-emotional learning district-wide to support student needs - Incorporated into Goal 2
- Continue to improve instructional practices that promote student engagement- Incorporated into Goal 3
- Continue to create safe campus environments that promote acceptance and inclusion- Incorporated into Goal 2
- Continue to increase access to Career/Technical Education (CTE) pathways for all students- Incorporated into Goal 3
- Continue to provide additional training and support for Restorative Approaches- Incorporated into Goal 2

- Continue to increase availability of technology and devices to more students in the district, and provide further professional learning for teachers in effectively utilizing instructional technology - Incorporated into Goal 4

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Through organizational transformation, develop a culturally proficient district to ensure success for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Equitable student access to and success in advanced courses is critical for completion of UC/CSU A-G courses for admissions eligibility, as are access to and success on college entrance exams, and representation in high school “academies” and arts courses. End of year data for the 2016-17 school year shows that access to advanced courses has plateaued after steady gains the past five years, and that several student subgroups remain underrepresented in high school academies, many of which contain A-G courses tailored to the academy area of focus. Secondary VAPA enrollment has remained steady the past five years around 45% with proportionality remaining flat, and lower for English learners (EL) and students with disabilities (SWD). We need to re-examine our practices for increasing access to a broad course of study for all students, begin to use internal reports we recently developed in May 2018 that show projected enrollment in advanced coursework to monitor student access, and ensure that we provide effective preparation and instruction, in addition to sufficient supports, so that underrepresented student groups will succeed at rates equitable to their peers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion (P4)	2015-16 All students: 51% Asian: 74% Black/African Am: 55% Hispanic/Latino: 35% White: 65%	2016-17 All students: 56% Asian: 75% Black/African Am: 59% Hispanic/Latino: 45% White: 66%	2017-18 Achieve overall starting baseline of 51%, and decrease gaps between subgroups by improving access for Black/African	2018-19 Increase overall rate by at least 3% points to 54%, and continue at least a 3% point increase for Black/African American,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SED: 34% English Learners: 3% Reclassified: Not reported SWD: Not reported Homeless/Foster Youth: Not reported	SED: 45% English Learners: 13% Reclassified: Not reported SWD: Not reported Homeless/Foster Youth: Not reported	American, Hispanic/Latino, and SED students by at least 3% points from baseline, and maintain or improve achievement from 8% of ELs in the 2016-17 actual outcomes. Long-term target is that all subgroups will be within 2% points of the overall average.	Hispanic/Latino, and SED students. Long-term target is that all subgroups will be within 2% points of the overall average.
Advanced Learning Enrollment Rate, Grades 7-12 (P7)	2015-16 All Students: 63% Asian: 84% Black/African Am: 57% Hispanic/Latino: 48% White: 81% SED: 44% English Learners: 10% Reclassified: 58% SWD: 11% Homeless/Foster Youth: 46%	2016-17 All Students: 66% Asian: 85% Black/African Am: 62% Hispanic/Latino: 53% White: 82% SED: 49% English Learners: 15% Reclassified: 63% SWD: 16% Homeless/Foster Youth: 51% 2017-18 Preliminary All Students: 63% Asian: 86% Black/African Am: 60% Hispanic/Latino: 46% White: 85% SED: 44% English Learners: 11% Reclassified: 53% SWD: 11% Homeless/Foster Youth: 41%	2018-19 Enroll approximately two-thirds of all students in at least one advanced learning course in secondary, and decrease gaps between subgroups by improving access for Hispanic/Latino, SED, EL, Reclassified, SWD, and Homeless/Foster Youth students by at least 3% points from baseline. Long-term target is that all subgroups will be within 2% points of the overall average.	2019-20 Maintain enrollment of approximately two-thirds of all students in at least one advanced learning course in secondary, and continue to decrease gaps between subgroups by improving access for Black/African American, Hispanic/Latino, SED, EL, and Homeless/Foster Youth students by at least 3% annually. Long-term target is that all subgroups will be within 2% points of the overall average

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP/IB Enrollment Rate, Grades 9-12 (P7)	<p>2015-16</p> <p>All Students: 46%</p> <p>Asian: 65%</p> <p>Black/African Am: 40%</p> <p>Hispanic/Latino: 35%</p> <p>White: 58%</p> <p>SED: 32%</p> <p>English Learners: 4%</p> <p>Reclassified: 28%</p> <p>SWD: 5%</p> <p>Homeless/Foster Youth: 35%</p>	<p>2016-17</p> <p>All Students: 49%</p> <p>Asian: 66%</p> <p>Black/African Am: 45%</p> <p>Hispanic/Latino: 40%</p> <p>White: 59%</p> <p>SED: 37%</p> <p>English Learners: 9%</p> <p>Reclassified: 33%</p> <p>SWD: 10%</p> <p>Homeless/Foster Youth: 40%</p> <p>2017-18 Preliminary</p> <p>All Students: 41%</p> <p>Asian: 63%</p> <p>Black/African Am: 29%</p> <p>Hispanic/Latino: 28%</p> <p>White: 56%</p> <p>SED: 26%</p> <p>English Learners: 7%</p> <p>Reclassified: 31%</p> <p>SWD: 4%</p> <p>Homeless/Foster Youth: 25%</p>	<p>2018-19</p> <p>Achieve overall starting baseline of 46%, and decrease gaps between subgroups by improving access for Black/African American, Hispanic/Latino, SED, EL, Reclassified, SWD, and Homeless/ Foster youth students by at least 3% from baseline.</p> <p>Long-term target is that all subgroups will be within 2% points of the overall average.</p>	<p>2019-20</p> <p>Increase overall rate so that half of all high school students enroll in at least one AP or IB course, and continue to decrease gaps between subgroups by improving access for Black/African American, Hispanic/Latino, SED, EL, Reclassified, SWD, and Homeless/ Foster youth students by at least 3% annually.</p> <p>Long-term target is that all subgroups will be within 2% points of the overall average.</p>
Dual Enrollment in Advanced Courses Rate, Grades 9-12 (P7)	<p>2015-16</p> <p>All Students: 20%</p> <p>Asian: 39%</p> <p>Black/African Am: 13%</p> <p>Hispanic/Latino: 11%</p> <p>White: 31%</p> <p>SED: 11%</p> <p>English Learners: 1%</p> <p>Reclassified: 8%</p> <p>SWD: 4%</p>	<p>2016-17</p> <p>All Students: 23%</p> <p>Asian: 40%</p> <p>Black/African Am: 18%</p> <p>Hispanic/Latino: 16%</p> <p>White: 32%</p> <p>SED: 16%</p> <p>English Learners: 6%</p> <p>Reclassified: 13%</p>	<p>2017-18</p> <p>Continue to enroll about 20% of all high school students in at least one dual enrollment class, and continue to decrease gaps between subgroups by improving access for Black/African American, Hispanic/Latino, SED, EL, Reclassified, SWD,</p>	<p>2018-19</p> <p>Continue to enroll about 20% of all high school students in at least one dual enrollment class, and continue to decrease gaps between subgroups by improving access for Black/African American, Hispanic/Latino,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Homeless/Foster Youth: 10%	SWD: 9% Homeless/Foster Youth: 15%	and Homeless/Foster youth students by at least 3% from baseline. Long-term target is that all subgroups will be within 2% points of the overall average.	SED, EL, Reclassified, SWD, and Homeless/Foster youth students by at least 3% annually. Long-term target is that all subgroups will be within 2% points of the overall average.
VAPA Course Enrollment Rate (P7)	2015-16 100% of all elementary students participate in VAPA <u>Secondary</u> All Students: 46% Asian: 46% Black/African Am: 54% Hispanic/Latino: 41% White: 52% SED: 41% English Learners: 37% Reclassified: 41% SWD: 38% Homeless/Foster Youth: 43%	2016-17 100% of all elementary students to participate in VAPA <u>Secondary</u> All Students: 49% Asian: 47% Black/African Am: 55% Hispanic/Latino: 46% White: 53% SED: 46% English Learners: 42% Reclassified: 46% SWD: 43% Homeless/Foster Youth: 48%	2017-18 100% of all elementary students to participate in VAPA <u>Secondary</u> Continue to enroll approximately 50% of all secondary students in VAPA courses, and decrease gaps between subgroups by 3% points annually. Long-term target is that all subgroups will be within 2% points of the overall average.	2018-19 100% of all elementary students to participate in VAPA <u>Secondary</u> Continue to enroll approximately 50% of all secondary students in VAPA courses, and decrease gaps between subgroups by 3% points annually. Long-term target is that all subgroups will be within 2% points of the overall average.
Academy Enrollment Rate (P7)	2015-16 All Students: 24% Asian: 43% Black/African Am: 18% Hispanic/Latino: 13% White: 36% SED: 12% SWD: 6% EL: 3% Reclassified: 14% Homeless/ Foster Youth: 12%	2016-17 All Students: 25% Asian: 43% Black/African Am: 21% Hispanic/Latino: 18% White: 36% SED: 17% SWD: 11% EL: 8% Reclassified: 19% Homeless/ Foster Youth: 17%	2017-18 Continue to enroll approximately 25% of all secondary students in HS Academies, and decrease gaps between subgroups by 3% points annually. Long-term target is that all subgroups will be within 2% points of the overall average.	2018-19 Continue to enroll approximately 50% of all secondary students in HS Academies, and decrease gaps between subgroups by 3% points annually. Long-term target is that all subgroups will be within 2% points of the overall average.
SAT Exam: % of Seniors Scoring 1500 or Higher, or comparable score for SAT with top score of 1600 after Spring 2016 (P4)	2015-16 All Seniors: 64% Asian: 77% Black/African Am: *	2016-17 All Seniors: 67% Asian: 78% Black/African Am: *	2017-18 With the change in the SAT in 2016, CDE has yet to release guidance on new thresholds to monitor college	2018-19 With the change in the SAT in 2016, CDE has yet to release guidance on new thresholds to monitor college

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Hispanic/Latino: 31% White: 84% SED: 28% English Learners: * Reclassified: 27% Spec Ed: * Homeless/Foster Youth: 23%	Hispanic/Latino: 36% White: 85% SED: 33% English Learners: * Reclassified: 32% SWD: * Homeless/Foster Youth: 28%	and career readiness. This metric will be suspended until clear guidance is provided by CDE.	and career readiness. This metric will be suspended until clear guidance is provided by CDE.
ACT Exam: % of Seniors Scoring 21 or Higher	2015-16 All Seniors: 77% Asian: 83% Black/African Am: * Hispanic/Latino: 47% White: 90% SED: 44% English Learners: * Reclassified: * Spec Ed: * Homeless/Foster Youth: 40%	2016-17 All Seniors: 80% Asian: 84% Black/African Am: * Hispanic/Latino: 52% White: 91% SED: 49% English Learners: * Reclassified: * SWD: * Homeless/Foster Youth: 45%	2017-18 Achieve overall starting baseline level of 77%, and decrease gaps between subgroups by improving success for Hispanic/Latino and SED students by at least 3% annually. Long-term target is that all subgroups will be within 2% points of the overall average.	2018-19 Increase overall success rate to 80%, and continue to decrease gaps between subgroups by improving success for Hispanic/Latino and SED students by at least 3% annually. Long-term target is that all subgroups will be within 2% points of the overall average.
CCR Readiness CDE Indicator (P7)	CDE will release the baseline in Fall 2017 Class of 2017: 50% of all graduates were college career ready	Targets will be set after CDE releases baseline in Fall 2017	Class of 2018: 53% overall Increase by 3% points annually, and decrease gaps between subgroups by improving CCR for Black/African American, Hispanic/Latino, SED, SWD, EL, Reclassified, and Homeless/Foster Youth by at least 3% points from baseline. Long-term target is that all subgroups will be within 2% points of the overall average.	Class of 2019: 56% overall Increase by 3% points annually, and decrease gaps between subgroups by improving CCR for Black/African American, Hispanic/Latino, SED, SWD, EL, Reclassified, and Homeless/Foster Youth by at least 3% points annually. Long-term target is that all subgroups will be within 2% points of the overall average .
CTE Pathway Completion (with C- or better in capstone course) Graduating Seniors (P7)	Baseline Established for Class of 2018: 154 (9% of all seniors)	Data not available to report	Class of 2018: 154 (9% of all seniors) The following groups are overrepresented in CTE Pathway Completion: Asian (20%), White (15%)	Class of 2019: 12% of all seniors Increase completion for groups underrepresented in 17-18 by 5% each.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>The following groups are underrepresented in CTE Pathway Completion: Black (0%), Hispanic/Latino (3%), SED 3%, EL (0%), Reclassified (3%), Homeless/Foster Youth (4%), SWD (0%)</p> <p>Long-term target is that all subgroups will be within 2% points of the overall average.</p>	<p>Long-term target is that all subgroups will be within 2% points of the overall average.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Latino/Hispanic, Special Education
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”

1. Continue to implement the district's cultural proficiency plan. This initiative will enhance the internal capacity districtwide to foster equity, cultural proficiency, and systems change in ways that will improve academic opportunities and outcomes for all students, but especially for students who are Latino, English Learners (EL), first generation college-bound students, from low socioeconomic status (SES) backgrounds, and who are in the Special Education program. Ultimately, all students will succeed at high levels demonstrating that student race/ethnicity/language/socioeconomic status are not predictors of academic opportunities or outcomes.

Reexamine the efforts of the District's Cultural Proficiency and Equity Committee to determine next steps in developing an action plan to support sites and the district as a whole in assessing and improving cultural proficiency across a range of domains. Refer to artifacts generated by CPEC including the cultural proficiency self-reflection tool (rubric).

District and site leaders and teacher volunteers will engage in self-assessment, self-reflection, professional learning and research regarding implicit bias through collaboration with Just Communities and Westmont College to identify areas for personal and professional growth.

2. Complete alignment of Human Resources recruiting practices to ensure candidates reflect demographics of the district. Continue recruitment at Hispanic-serving colleges and universities.

Modified Action

2018-19 Actions/Services

“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”

- Revive and refine the district's structures and plans for addressing institutional bias and continuing to promote cultural proficiency. Revisit the purpose and direction of the District's Cultural Proficiency and Equity Committee to determine next steps in developing an action plan to support sites and the district as a whole in assessing and improving cultural proficiency across a range of domains. Refer to artifacts generated by CPEC including the cultural proficiency self-reflection tool (rubric). Continue support for programming provided by community partner Just Communities. Continue Implicit Bias training, including all newly hired certificated staff. Design and begin to execute a process for the development of an Ethnic Studies elective course and pursue Board approval for the addition of Ethnic Studies as a graduation requirement. These efforts will enhance the internal capacity districtwide to foster equity, cultural proficiency, and systems change in ways that will improve academic opportunities and outcomes for all students, but especially for students who are Latino, English Learners (EL), first generation college-bound students, from low socioeconomic status (SES) backgrounds, and who are in the Special Education program. Ultimately, all students will succeed at high levels demonstrating that student race/ethnicity/language/socioeconomic status are not predictors of academic opportunities or outcomes.

Unchanged Action

2019-20 Actions/Services

“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”

1. Revive and refine the district's structures and plans for addressing institutional bias and continuing to promote cultural proficiency. Revisit the purpose and direction of the District's Cultural Proficiency and Equity Committee to determine next steps in developing an action plan to support sites and the district as a whole in assessing and improving cultural proficiency across a range of domains. Refer to artifacts generated by CPEC including the cultural proficiency self-reflection tool (rubric). Continue support for programming provided by community partner Just Communities. Continue Implicit Bias training, including all newly hired certificated staff. Design and begin to execute a process for the development of an Ethnic Studies elective course and pursue Board approval for the addition of Ethnic Studies as a graduation requirement. These efforts will enhance the internal capacity districtwide to foster equity, cultural proficiency, and systems change in ways that will improve academic opportunities and outcomes for all students, but especially for students who are Latino, English Learners (EL), first generation college-bound students, from low socioeconomic status (SES) backgrounds, and who are in the Special Education program. Ultimately, all students will succeed at high levels demonstrating that student race/ethnicity/language/socioeconomic status are not predictors of academic opportunities or outcomes.

	<ul style="list-style-type: none"> Implement and refine Human Resources recruiting practices to ensure candidates reflect demographics of the district. Continue recruitment at Hispanic-serving colleges and universities. 	2. Implement and refine Human Resources recruiting practices to ensure candidates reflect demographics of the district. Continue recruitment at Hispanic-serving colleges and universities.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$233,850	\$245,630	\$245,630
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.) Just Communities	5800: Professional/Consulting Services And Operating Expenditures 1.) Just Communities	5800: Professional/Consulting Services And Operating Expenditures 1.) Just Communities
Budget Reference			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

“Ensure equitable access to rigorous and broad course of study”

- 1.) Implement the American School Counseling Association national model for comprehensive school counseling with focus on the following: a) student semester schedules for A-G progress and completion, b) develop a process to initiate 10 year plans at the end of 7th grade as well as ensure progress monitoring through secondary schools c) address holistic needs of students, as expressed in the Cal-SHLS survey, with particular focus on students’ attitudes and beliefs around school safety and connectedness.
- 2.) School site administration and counselors will be supported by ETS to develop and implement a protocol to actively identify, recruit, and place students in Honors, AP/IB and Dual Enrollment courses at secondary schools. Master Scheduling teams will closely monitor enrollment data during the spring semester and instructional leadership teams will monitor student outcome data, such as grades and exam passage rates, year-round.
- 3.) Develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs so that students with disabilities accelerate their progress in ELA and math. Provide professional learning anew to support success of multiple approaches (to include Title I funds).
- 4.) Continue to make progress toward ensuring proportionality in district’s programs of choice and academies. Specifically, collaborate and share effective practices for outreach and retention of underrepresented students in order to

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

“Ensure equitable access to rigorous and broad course of study”

- 1.) Implement the American School Counseling Association national model for comprehensive school counseling with focus on the following: a) student semester schedules for A-G progress and completion, b) develop a process to initiate 10 year plans at the end of 7th grade as well as ensure progress monitoring through secondary schools c) address holistic needs of students, as expressed in the Cal-SHLS survey, with particular focus on students’ attitudes and beliefs around school safety and connectedness.
- 2.) School site administration and counselors will be supported by ETS to refine and implement a protocol to actively identify, recruit, and place students in Honors, AP/IB and Dual Enrollment courses at secondary schools. Master Scheduling teams will closely monitor enrollment data during the spring semester and instructional leadership teams will monitor student outcome data, such as grades and exam passage rates, year-round. In addition, ETS will develop similar reports to support site monitoring of student access to courses in Dual Enrollment, CTE, VAPA, and Academies. Master scheduling and monitoring of Dual Enrollment will be supported through the exploration and development of a Data Sharing Agreement with SBCC to improve efficiency in enrollment and reporting for both institutions.
- 3.) Implement and evaluate plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

“Ensure equitable access to rigorous and broad course of study”

- 1.) Implement the American School Counseling Association national model for comprehensive school counseling with focus on the following: a) student semester schedules for A-G progress and completion, b) develop a process to initiate 10 year plans at the end of 7th grade as well as ensure progress monitoring through secondary schools c) address holistic needs of students, as expressed in the Cal-SHLS survey, with particular focus on students’ attitudes and beliefs around school safety and connectedness.
- 2.) School site administration and counselors will be supported by ETS to refine and implement a protocol to actively identify, recruit, and place students in Honors, AP/IB, Dual Enrollment, CTE, VAPA, and Academy courses at secondary schools. Master Scheduling teams will closely monitor enrollment data during the spring semester and instructional leadership teams will monitor student outcome data, such as grades and exam passage rates, year-round. Refine reports used to monitor student access to courses through master scheduling, and continue Data Sharing Agreement with SBCC.
- 3.) Implement and evaluate plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs so that students with disabilities accelerate their progress in ELA and math.
- 4.) Continue to ensure proportionality in district’s programs of choice and academies. Specifically, collaborate and share effective practices for

mirror the enrollment of the district's overall demographics.

5.) Continue to support all 10th and 11th grade students in taking Pre-ACT and PSAT assessments, respectively, in order to provide universal access to college entrance exams.

6.) Support the establishment of a Coordinator of Special Programs position in order to ensure equitable pathways for all students into CTE and VAPA programs, including underrepresented subgroups. CTE focus for this year is to oversee administration of the Career Technical Education Incentive Grant (CTEIG) in order to strengthen and expand CTE pathways. VAPA focus for this year is to ensure coherence in elementary VAPA programs and develop a vertical learning progression for students TK-6, as well as to oversee expansion of Bravo! after-school program.

7.) Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways.

in IEPs so that students with disabilities accelerate their progress in ELA and math.

4.) Continue to ensure proportionality in district's programs of choice and academies. Specifically, collaborate and share effective practices for outreach and retention of underrepresented students in order to mirror the enrollment of the district's overall demographics, and develop reports with ETS to monitor course enrollment data in support of master scheduling.

5.) Continue to support all 10th and 11th grade students in taking Pre-ACT and PSAT assessments, respectively, in order to provide universal access to college entrance exams.

6.) Continue to support the Coordinator of Special Programs position in order to ensure equitable pathways for all students into CTE and VAPA programs, including underrepresented subgroups. CTE focus for this year will be to oversee the administration of the CTEIG in order to strengthen CTE pathways and position them for sustainability beyond the term of the CTEIG. VAPA focus for this year is to be determined consistent with multiple points of data and feedback, including student course access data, revised secondary pathways and survey data. Also, research reporting mechanism designs in collaboration with ETS to monitor high school students' progress towards meeting CDE's college career readiness pathways. VAPA focus for this year is to be determined consistent with multiple points of data and feedback, including student course access data, revised secondary pathways and survey data. Continue to ensure coherence in elementary VAPA programs and develop a vertical learning progression for students TK-6, as well as to oversee expansion of Bravo! after-school program

7.) Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways.

outreach and retention of underrepresented students in order to mirror the enrollment of the district's overall demographics, and refine reports with ETS to monitor course enrollment data in support of master scheduling.

5.) Continue to support all 10th and 11th grade students in taking Pre-ACT and PSAT assessments, respectively, in order to provide universal access to college entrance exams.

6.) Continue to support the Coordinator of Special Programs position in order to ensure equitable pathways for all students into CTE and VAPA programs, including underrepresented subgroups. CTE focus for this year will be sustaining CTE pathways independent of grant funding. VAPA focus for this year is to be determined consistent with multiple points of data and feedback, including student course access data, revised secondary pathways and survey data. Develop and implement a reporting mechanism in collaboration with ETS, and process with Student Services, to support counselors in monitoring high school students' progress towards meeting CDE's college career readiness pathways. VAPA focus for this year is to be determined consistent with multiple points of data and feedback, including student course access data, revised secondary pathways and survey data. Continue to ensure coherence in elementary VAPA programs and develop a vertical learning progression for students TK-6, as well as to oversee expansion of Bravo! after-school program

7.) Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	31,332.00	N/A	N/A
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) Secondary Counselor Academic Planning (Naviance)	N/A	N/A
Amount	36,000	39,000	39,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 5.) Testing Pre ACT; PSAT	5000-5999: Services And Other Operating Expenditures 5.) Testing Pre ACT; PSAT	5000-5999: Services And Other Operating Expenditures 5.) Testing Pre ACT; PSAT
Amount	69,354	77,195	77,195
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 6.) Coordinator of Special Programs	1000-3999: Certificated Personnel Salaries and Benefits 6.) Coordinator of Special Programs	1000-3999: Certificated Personnel Salaries and Benefits 6.) Coordinator of Special Programs
Amount	69,354	77,195	77,195
Source	CTEIG	CTEIG	CTEIG
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 6.) Coordinator of Special Programs	1000-3999: Certificated Personnel Salaries and Benefits 6.) Coordinator of Special Programs	1000-3999: Certificated Personnel Salaries and Benefits 6.) Coordinator of Special Programs
Amount	146,639	146,905	146,905
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 7.) CTE Teachers	1000-3999: Certificated Personnel Salaries and Benefits 7.) CTE Teachers	1000-3999: Certificated Personnel Salaries and Benefits 7.) CTE Teachers (adjust/COLA)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

“Ensure equitable access to rigorous and broad course of study”

1.) Continue to expand the Program for Effective Access to College (PEAC) in secondary schools through phased addition of grade-level cohorts and as supported by a continued blended funding model approach.

2.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

1.

Elementary schools have chosen to support the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; and the purchase of instructional materials such as library books and leveled classroom libraries

2018-19 Actions/Services

“Ensure equitable access to rigorous and broad course of study”

1.) Continue to expand the Program for Effective Access to College (PEAC) in secondary schools through phased addition of grade-level cohorts and as supported by a continued blended funding model approach.

2.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

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Elementary schools will implement at least one of the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; and the purchase of instructional materials such as library books and leveled classroom libraries

2019-20 Actions/Services

“Ensure equitable access to rigorous and broad course of study”

1.) Continue to provide on-going support to sustain the Program for Effective Access to College (PEAC) in secondary schools such that all three traditional high schools offer PEAC programming and services to participating students in grades 9-12.

2.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

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Elementary schools may choose to support the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; and the purchase of instructional materials such as

that are culturally relevant and age appropriate.

2.

Secondary schools have decided to allocate funds to support the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focus on supporting EL, SED and PEAC/AVID students; and the purchasing of instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie, IXL Math).

that are culturally relevant and age appropriate.

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Secondary schools will implement at least one of the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focus on supporting EL, SED and PEAC/AVID students; and the purchasing of instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie, IXL Math).

library books and leveled classroom libraries that are culturally relevant and age appropriate.

•

Secondary schools will implement at least one of the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focus on supporting EL, SED and PEAC/AVID students; and the purchasing of instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie, IXL Math).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	394,275	175,870	175,870
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) 1000-3999 Cert. Personnel (PEAC Counselors); 2000-3999 Class. Personnel; PEAC Administration (Coordinator, Administrative Assistant)	1000-3999: Certificated Personnel Salaries and Benefits 1.) 1000-3999 Cert. Personnel (PEAC Counselor)	1000-3999 - Certificated Personnel Salary and Benefits 1.) 1000-3999 Cert. Personnel (PEAC Counselor) adjust w/COLA
Amount	400,000	641,607	641,607
Source	Local Donations	Local Donations	Local Donations
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) 1000-1999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly PEAC Community of Schools Grant	2000-3999: Classified Personnel Salaries and Benefits 1.) 2000-3999 Classified Personnel; Extra Hourly PEAC Community of Schools Grant	2000-3999: Classified Personnel Salaries and Benefits 1.) 2000-3999 Classified Personnel; Extra Hourly PEAC Community of Schools Grant

Amount	100,000	100,000	100,000
Source	Local Donations	Local Donations	Local Donations
Budget Reference	4000-4999: Books And Supplies 1.) Instructional materials PEAC Community of Schools Grant	4000-4999: Books And Supplies 1.) Instructional materials PEAC Community of Schools Grant	4000-4999: Books And Supplies 1.) Instructional materials PEAC Community of Schools Grant
Amount	196,247	210,586	210,586
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 2.) Extra Hourly	1000-3999: Certificated Personnel Salaries and Benefits 2.) Extra Hourly	1000-3999: Certificated Personnel Salaries and Benefits 2.) Extra Hourly
Amount	100,000	100,000	100,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 2.) Instructional materials; site based allocations	4000-4999: Books And Supplies 2.) Instructional materials; site based allocations	4000-4999: Books And Supplies 2.) Instructional materials; site based allocations
Amount	N/A	2,000	2,000
Source		Local Donations	Local Donations
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures 1.) Mileage PEAC Community of Schools Grant	5000-5999: Services And Other Operating Expenditures 1.) Mileage PEAC Community of Schools Grant
Amount	N/A	2,000	2,000
Source		Local Donations	Local Donations
Budget Reference	N/A	4000-4999: Books And Supplies 1.) Supplies and materials PEAC Community of Schools Grant	4000-4999: Books And Supplies 1.) Supplies and materials PEAC Community of Schools Grant

Amount	N/A	78,023	78,023
Source		Supplemental	Supplemental
Budget Reference	N/A	2000-3999 - Classified Personnel Salary and Benefits 1.)2000-3999 Class. Personnel; PEAC Administration (Coordinator, Administrative Assistant)	2000-3999 - Classified Personnel Salary and Benefits 1.)2000-3999 Class. Personnel; PEAC Administration (Coordinator, Administrative Assistant)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Engage students and families to promote student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

It remains critical to continuously improve engagement of students, parents, and school climate, particularly for English Learner, Hispanic/Latino, Black/African American, Socioeconomically Disadvantaged, Homeless/Foster Youth and students with disabilities (SWD).

Student Engagement: Over the past several years, annual attendance has been at or slightly below 95%, with a drop in 2017-18 to 94%. Data for 2016-17 show that truancy dropped to 21% overall and chronic absenteeism decreased to 10% overall; mid-year data for 2017-18 indicate we are holding steady with truancy but will see a slight increase in chronic absenteeism by the end of the year. Improvement in chronic absenteeism is still needed for SWD, SED, and EL students. Improvement in truancy is needed for Black/African American, Hispanic/Latino, SED, SWD, EL, RFEP and Homeless/Foster Youth students.

Parent Engagement: The percentage of parents indicating participation in a school committee jumped from 22% to 61%; this suggests that while the parent response rate was stable from our baseline with 30% of all parents responding, the composition of those responding likely shifted dramatically to parents on school or district committees, rather than an actual increase to nearly two-thirds of all parents participating in a committee. The parent results are therefore more likely representative of parents who are more involved in school functions, who often join out of a genuine interest in improving each school, and show a decline from the previous two years even though the majority of parent/guardian perceptions of school and district success in involving parents in strategic decision making and shared leadership remain positive.

School Climate: Although end of year school climate data for 2016-17 shows an increase in suspensions, recommendations for expulsion, and expulsions, mid year data for school year 2017-18 already demonstrates actual improvement in these areas of school climate. In contrast, survey data shows declines in perceptions of school safety, sense of connectedness, and parental involvement. The dramatic decline in incidents resulting in suspension has not translated to improving sense of safety and connectedness, which is not surprising in the midst of a heightened national climate around school safety and two devastating local natural disasters. We must improve all stakeholders' sense of safety, especially as actual incidents are declining

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><u>CA Parent School Survey Results (P3)</u></p> <p>% of Parent Respondents that Strongly Agree or Agree that "This school allows input and welcomes parents' contributions."</p> <p>% of Parent Respondents that Strongly Agree or Agree that "This school actively seeks the input of parents before making important decisions"</p> <p>% of Parent Respondents that "Attended a meeting of the parent-teacher organization or association."</p> <p>% of Parent Respondents that "Served on a school committee."</p>	<p>2016-17, n = 3,640</p> <p>(30% response rate)</p> <p>All Parents: 90% Asian: 82% Black/African Am: 89% Hispanic/Latino: 94% White: 89% SWD: 90% EL: 93% SED: 94% Foster Parents: *</p> <p>All Parents: 75% Asian: 83% Black/African Am: 62% Hispanic/Latino: 84% White: 71% SWD: 80% EL: 86% SED: 83% Foster Parents: *</p> <p>All Parents: 39% Asian: 42% Black/African Am: 28% Hispanic/Latino: 53% White: 32% SWD: 48% EL: 63% SED: 51% Foster Parents: *</p> <p>All Parents: 22% Asian: 21% Black/African Am: 26% Hispanic/Latino: 20% White: 24% SWD: 21% EL: 25% SED: 20% Foster Parents: *</p>	<p>31% response rate</p> <p>All Parents: 91% Asian: 83% Black/African Am: 90% Hispanic/Latino: 95% White: 90% SPED: 91% EL: 94% SED: 95% Foster Parents: *</p> <p>All Parents: 76% Asian: 84% Black/African Am: 65% Hispanic/Latino: 85% White: 72% SPED: 81% EL: 87% SED: 84% Foster Parents: *</p> <p>All Parents: 40% Asian: 43% Black/African Am: 31% Hispanic/Latino: 54% White: 34% SPED: 49% EL: 64% SED: 52% Foster Parents: *</p> <p>All Parents: 23% Asian: 22% Black/African Am: 27% Hispanic/Latino: 22% White: 25% SPED: 22% EL: 26% SED: 22% Foster Parents: *</p>	<p>30% response rate</p> <p>Achieve baseline rates after an exceptionally challenging year in 2017-18 in which there was about a 10% point decline in most items. Long-term target is that all subgroups will be within 2% points of the overall average.</p>	<p>30% response rate</p> <p>Re-establish targets based upon 2018-19 results; we anticipate projecting a 2-3% point growth if rates appear to re-stabilize in 2018-19. Long-term target is that all subgroups will be within 2% points of the overall average.</p>
<u>% of Students that "Feel Safe at School" (P6)</u>	2016-17 Grades 5-6	2017-18 Grades 5-6	2018-19 Grades 5-6	2019-20 Grades 5-6

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>All Students: 85% <u>Grades 7-12</u> All Students: 69% Asian: 75% Black/African Am: 59% Hispanic/Latino: 63% White: 76% SED: 61% SWD: Not reported EL: Not reported Reclassified: Not reported Foster Youth: 64% Homeless: 59%</p>	<p>All Students: 86% <u>Grades 7-12</u> All Students: 72% Asian: 76% Black/African Am: 64% Hispanic/Latino: 68% White: 77% SED: 66% SWD: Not reported EL: Not reported Reclassified: Not reported Foster Youth: 69% Homeless: 64%</p>	<p>All Students: 87% <u>Grades 7-12</u> Achieve baseline rates after an exceptionally challenging year in 2017-18 in which there was a decline of 6% points to 63% overall for secondary students, with steeper declines amongst Black/African American students and Foster Youth. Long-term target is that all subgroups will be within 2% points of the overall average.</p>	<p>All Students: 88% <u>Grades 7-12</u> Re-establish targets based upon 2018-19 results; we anticipate projecting a 2-3% point growth if rates appear to re-stabilize in 2018-19. Long-term target is that all subgroups will be within 2% points of the overall average.</p>
<u>% of Students with a High Sense of Connectedness to School (P6)</u>	<p>2016-17 <u>Grades 5-6</u> All Students: 68% <u>Grades 7-12</u> All Students: 60% Asian: 74% Black/African Am: 58% Hispanic/Latino: 62% White: 74% SED: 59% SWD: Not reported EL: Not reported Reclassified: Not reported Foster Youth: 64% Homeless: 58%</p>	<p>2017-18 <u>Grades 5-6</u> All Students: 70% <u>Grades 7-12</u> All Students: 65% Asian: 75% Black/African Am: 63% Hispanic/Latino: 67% White: 75% SED: 64% SWD: Not reported EL: Not reported Reclassified: Not reported Foster Youth: 69% Homeless: 63%</p>	<p>2018-19 <u>Grades 5-6</u> All Students: 72% <u>Grades 7-12</u> Achieve baseline rates after an exceptionally challenging year in 2017-18 in which there was a decline of 6% points to 64% overall for secondary students, with steeper declines amongst Black/African American students, but almost no decline amongst SED students. Long-term target is that all subgroups will be within 2% points of the overall average.</p>	<p>2019-20 <u>Grades 5-6</u> All Students: 74% <u>Grades 7-12</u> Re-establish targets based upon 2018-19 results; we anticipate projecting a 2-3% point growth if rates appear to re-stabilize in 2018-19. Long-term target is that all subgroups will be within 2% points of the overall average.</p>
<u>Parents' Sense of Safety (P6)</u> % of Parents that Agree or Strongly Agree that "this school is a safe place for my child"	<p>2016-17 All: 95% Asian: 96% Black/African Am: 95% Hispanic/Latino: 94% White: 95% SED: 93% SWD: 93% EL: 90% Reclassified: Not reported</p>	<p>2017-18 All: 96% Asian: 97% Black/African Am: 96% Hispanic/Latino: 95% White: 96% SED: 94% SWD: 94% EL: 92% Reclassified: Not reported</p>	<p>SBUSD will continue to report sense of safety and connectedness for students in the LCAP, but will report the respective results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large</p>	<p>SBUSD will continue to report sense of safety and connectedness for students in the LCAP, but will report the respective results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Foster Youth: * Homeless: Not reported	Foster Youth: * Homeless: Not reported	amount of detailed data involved.	amount of detailed data involved.
<u>Parents' Sense of Connectedness (P6)</u>	2016-17	2017-18	2018-19	2019-20
% of Parents that Agree or Strongly Agree that "this school encourages me to be an active partner with the school in educating my child"	All: 92% Asian: 92% Black/African Am: 92% Hispanic/Latino: 94% White: 92% SED: 93% SWD: 91% EL: 93% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 93% Asian: 93% Black/African Am: 93% Hispanic/Latino: 95% White: 93% SED: 94% SWD: 92% EL: 94% Reclassified: Not reported Foster Youth: * Homeless: Not reported	SBUSD will continue to report sense of safety and connectedness for students in the LCAP, but will report the respective results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large amount of detailed data involved.	SBUSD will continue to report sense of safety and connectedness for students in the LCAP, but will report the respective results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large amount of detailed data involved.
% of Parents that Agree or Strongly Agree that "Parents feel welcome to participate at this school"	All: 92% Asian: 90% Black/African Am: 95% Hispanic/Latino: 95% White: 90% SED: 94% SWD: 91% EL: 96% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 93% Asian: 91% Black/African Am: 96% Hispanic/Latino: 96% White: 91% SED: 95% SWD: 92% EL: 97% Reclassified: Not reported Foster Youth: * Homeless: Not reported		
% of Parents that Agree or Strongly Agree that "School staff take parent concerns seriously"	All: 88% Asian: 84% Black/African Am: 92% Hispanic/Latino: 91% White: 87% SED: 90% SWD: 90% EL: 92% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 89% Asian: 85% Black/African Am: 93% Hispanic/Latino: 92% White: 88% SED: 91% SWD: 91% EL: 93% Reclassified: Not reported Foster Youth: * Homeless: Not reported		
<u>Staff Sense of Safety (P6)</u>	2016-17	2017-18	2018-19	2019-20
% of Staff that Agree or Strongly Agree that "this school is a safe place for students"	All: 94% Asian: 94% Black/African Am: *	All: 95% Asian: 95% Black/African Am: *	SBUSD will continue to report sense of safety and connectedness for students in the LCAP, but will report the respective	SBUSD will continue to report sense of safety and connectedness for students in the LCAP, but will report the respective

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Staff that Agree or Strongly Agree that "this school is a safe place for staff"	Hispanic/Latino: 97% White: 93% All: 93% Asian: 94% Black/African Am: * Hispanic/Latino: 98% White: 95%	Hispanic/Latino: 98% White: 94% All: 94% Asian: 95% Black/African Am: * Hispanic/Latino: 99% White: 96%	results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large amount of detailed data involved.	results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large amount of detailed data involved.
<u>Staff Sense of Connectedness (P6)</u> % of Staff that Agree or Strongly Agree that "This school is a supportive and inviting place for staff to work" % of Staff that Agree or Strongly Agree that "This school promotes trust and collegiality among staff" % of Staff that indicate "Nearly All Adults" or "Most Adults" at this school "Have close professional relationships with each other" % of Staff that indicate "Nearly All Adults" or "Most Adults" at this school "Support and treat each other with respect"	2016-17 All: 89% Asian: 78% Black/African Am: * Hispanic/Latino: 94% White: 89% All: 85% Asian: 78% Black/African Am: * Hispanic/Latino: 87% White: 85% All: 75% Asian: 72% Black/African Am: * Hispanic/Latino: 85% White: 74% All: 89% Asian: 78% Black/African Am: * Hispanic/Latino: 91% White: 89%	2017-18 All: 90% Asian: 81% Black/African Am: * Hispanic/Latino: 95% White: 90% All: 87% Asian: 80% Black/African Am: * Hispanic/Latino: 88% White: 87% All: 77% Asian: 74% Black/African Am: * Hispanic/Latino: 86% White: 76% All: 90% Asian: 80% Black/African Am: * Hispanic/Latino: 92% White: 90%	2018-19 SBUSD will continue to report sense of safety and connectedness for students in the LCAP, but will report the respective results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large amount of detailed data involved.	2019-20 SBUSD will continue to report sense of safety and connectedness for students in the LCAP, but will report the respective results for parents and staff in a comprehensive board report on school climate as the more appropriate reporting mechanism for the large amount of detailed data involved.
Annual P-2 Attendance Rate (P5)	2015-16 94.2%	2016-17 94.7%	2017-18 95.0% Long-term target is to maintain an annual attendance rate of 95.0% or higher	2018-19 95.0% Long-term target is to maintain an annual attendance rate of 95.0% or higher
Truancy Rate (P5)	2015-16 All students: 25% Asian: 13% Black/African Am: 34% Hispanic/Latino: 28%	2016-17 All students: 20% Asian: 12% Black/African Am: 26% Hispanic/Latino: 22% White: 17%	2017-18 Decrease truancy rate by 2% points annually to 18% in 2017-18, and close gaps between subgroups by reducing truancy particularly	2018-19 Decrease truancy rate by 2% points annually to 16% in 2018-19, and close gaps between subgroups by reducing truancy particularly

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	White: 21% EL: 24% SED: 29% Foster Youth: 30% SWD: 36%	EL: 20% SED: 22% Foster Youth: 23% SWD: 33%	amongst African American, Hispanic/Latino, EL, SED, Foster Youth and SWD by 3% points annually. Long-term target is that all subgroups will be within 2% points of the overall average.	amongst African American, Hispanic/Latino, EL, SED, Foster Youth and SWD by 3% points annually. Long-term target is that all subgroups will be within 2% points of the overall average.
Chronic Absenteeism Rate (P5)	2015-16 All students: 17% Asian: 8% Black/African Am: 20% Hispanic/Latino: 18% White: 17% EL: 17% SED: 19% Foster Youth: 19% SWD: 28%	2016-17 All students: 15% Asian: 8% Black/African Am: 17% Hispanic/Latino: 15% White: 14% EL: 14% SED: 16% Foster Youth: 16% SWD: 23%	2017-18 Maintain overall rate at 10% and all subgroups within 2% points annually (i.e. between 8-12% in 2017-18); decrease chronic absenteeism for Foster Youth from 31% to 25% and 5% points annually, and decrease for SWD from 18% to 15% and 3% points annually, until rates are within 2% points of the overall average. Establish expected outcomes pending Fall 2018 CA School Dashboard release of "status and change" placement.	2018-19 Establish expected outcomes pending Fall 2018 CA School Dashboard release of "status and change" placement.
Middle School Dropout Rate (P5)	2015-16 0% (n = 4)	2016-17 0% (n = 3)	2017-18 0% (n = 2)	2018-19 0% (n = 1)
High School Cohort Dropout Rate (P5)	2015-16 All students: 9.2% Asian: 2.1% Black/African Am: 12.0% Hispanic/Latino: 10.6% White: 8.2% EL: 13.3% SED: 11.8% Foster Youth: 22.2% SWD: 8.4%	2016-17 All students: 8.5% Asian: 2.0% Black/African Am: 10.5% Hispanic/Latino: 9.5% White: 8.0% EL: 11.5% SED: 10.0% Foster Youth: 17.0% SWD: 8.1%	2017-18 Re-establish new baseline pending CDE's new calculation that is aligned to ESSA. Long-term target is that all subgroups will be within 2% points of the overall average.	2018-19 Re-establish new baseline pending CDE's new calculation that is aligned to ESSA. Long-term target is that all subgroups will be within 2% points of the overall average.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Cohort Graduation Rate (P5)	<p>2015-16</p> <p>All students: 86.6% Asian: 97.9% Black/African Am: 88.0% Hispanic/Latino: 81.9% White: 90.7% EL: 76.0% SED: 72.4% Foster Youth: 77.8% SWD: 72.4%</p>	<p>2016-17</p> <p>All students: 88.0% Asian: 98.0% Black/African Am: 88.5% Hispanic/Latino: 84.0% White: 90.8% EL: 80.0% SED: 77.0% Foster Youth: 80.0% SWD: 75.0%</p>	<p>2017-18</p> <p>Re-establish new baseline pending CDE's new calculation that is aligned to ESSA. Long-term target is that all subgroups will be within 2% points of the overall average.</p>	<p>2018-19</p> <p>Set targets from new 2017-18 baseline pending CDE's new calculation that is aligned to ESSA. Long-term target is that all subgroups will be within 2% points of the overall average.</p>
Suspension Rate (P6)	<p>2015-16</p> <p>All Students: 444 (3.1%) Asian: 0% Black/African Am: 3.8% Hispanic/Latino: 3.9% White: 1.9% SED: 4.3% SWD: 7.7% EL: 4.4% Reclassified: 3.1% Homeless/Foster Youth: 5.1% New Baseline from Fall 2017 CA School Dashboard (School Year 2016-17): Color: Orange Status & Rate: Medium, 3.6% Change: Increased, +0.8% Subgroups in Red: Foster Youth, SWD, American Indian, Filipino Subgroups in Orange: EL, Homeless, SED, African American, Hispanic/Latino</p>	<p>2016-17</p> <p>All Students: 2.8% Asian: 0% Black/African Am: 3.3% Hispanic/Latino: 3.4% White: 1.8% SED: 3.8% SWD: 6.7% EL: 3.9% Reclassified: 2.8% Homeless/Foster Youth: 4.1% See new baseline from Fall 2017 CA School Dashboard (School Year 2016-17).</p>	<p>2017-18</p> <p>Fall 2018 CA School Dashboard Targets (School Year 2017-18): Color: Green Status and Rate: Medium, 3.3% or lower Change: Decrease by at least 0.3% Subgroups in Red: None Long-term goal is to reach and maintain a "Low" suspension rate of 2.5% or less for all students, and that there is no more than one "color wheel" difference between subgroups</p>	<p>2018-19</p> <p>Fall 2019 CA School Dashboard Targets (School Year 2018-19): Color: Green Status and Rate: Medium, 3.0% or lower Change: Decrease by at least 0.3% Subgroups in Red: None Long-term goal is to reach and maintain a "Low" suspension rate of 2.5% or less for all students, and that there is no more than one "color wheel" difference between subgroups</p>
Expulsion Recommendation Rate (P6)	<p>2015-16</p> <p>All Students 49 (0.3%) Asian: 0% Black/African Am: 0.01% Hispanic/Latino: 0.4% White: 0.2%</p>	<p>2016-17</p> <p>All Students: 45 Asian: 0% Black/African Am: 0% Hispanic/Latino: 0.3% White: 0.2% SED: 0.4%</p>	<p>2018-19</p> <p>Maintain a 0.2% expulsion recommendation rate (less than about 50 students), and decrease gaps between subgroups, particularly</p>	<p>2019-20</p> <p>Maintain a 0.2% expulsion recommendation rate (less than about 50 students), with accelerated decrease for</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SED: 0.5% SWD: 1.3% EL: 0.7% Reclassified: 0.2% Homeless/Foster Youth: Data not available	SWD: 1.0% EL: 0.5% Reclassified: 0.2% Homeless/Foster Youth: Secure data Projected Expulsion Recommendation Rate, 2017-18: 0.2% (Less than 50 students as of mid-May 2018) All Students: 47 Asian: 0% Black/African Am: 1.3% Hispanic/Latino: 0.3% White: 0.2% SED: 0.4% SWD: 0.7% EL: 0.5% Reclassified: 0.3% Homeless/Foster Youth: 0.7%	Black/African American and SWD. Long-term target is that all subgroups will be within 0.1% points of the overall average.	Black/African American students and SWD. Long-term target is that all subgroups will be within 0.1% points of the overall average.
Expulsion Rate (P6)	2015-16 All Students: 31 (0.2%) Asian: 0% Black/African Am: 0% Hispanic/Latino: 0.3% White: 0.1% SED: 0.3% SWD: 0.4% EL: 0.5% Reclassified: 0.1% Homeless/Foster Youth: 0.4%	2016-17 All Students: 25 (0.2%) Asian: 0% Black/African Am: 0% Hispanic/Latino: 0.2% White: 0.1% SED: 0.2% SWD: 0.3% EL: 0.4% Reclassified: 0.1% Homeless/Foster Youth: 0.3% Projected Expulsion Rate, 2017-18: 0.1% (Less than 25 students as of mid-May 2018) All subgroups except white and Asian students continue to be overrepresented in expulsions to date. That said, the decline in expulsions of SWD from about 30% of all expulsions has held steady	2018-19 Maintain a 0.1% expulsion rate (less than about 30 students), and decrease gaps between subgroups, particularly Black/African American, Hispanic/Latino, EL, Reclassified and Homeless/Foster Youth. Long-term target is that all subgroups will be within 0.1% points of the overall average.	2019-20 Maintain or decrease from a 0.1% expulsion rate (less than about 30 students), and continue to decrease gaps between subgroups. Long-term target is that all subgroups will be within 0.1% points of the overall average.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		around 20% the past four years.		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1. Restorative Approaches (RA) has been implemented in all secondary schools and seven of the ten elementary schools; it has helped reduce disciplinary actions including suspensions, which keeps students in class in a supportive learning environment. In 2017-18, continue the expansion of Restorative Approaches (RA)

2018-19 Actions/Services

1. Sustain Restorative Approaches (RA) as implemented in all elementary and secondary schools. Revise the action plan to continue to improve the implementation and support to sites as needed.

2019-20 Actions/Services

1. Sustain Restorative Approaches (RA) as implemented in all elementary and secondary schools. Revise the action plan to continue to improve the implementation and support to sites as needed.

at the elementary level at all remaining schools. Revise the action plan originally developed in 2016-17 to continue to improve the implementation and support to sites as needed, including a focus on reducing disproportionate rates of suspension by race, especially in the case of African-American students. Ensure the school staff receive the district-led training and ongoing support from the RA TOSA. At the 17 sites that had already implemented RA, roll out the action plan developed in 2016-17 by the RA TOSA that includes the following: a) refined RA protocols and tools for the purpose of clarifying roles and responsibilities of teachers and administrators, b) systematized incorporation of the PeaceBuilders Program, a collaboration with AHA!, at all three traditional high schools for the purpose of having trained students share in the facilitation of RA strategies alongside adults, c) providing teachers with web-based strategies for developing and maintaining positive student-teacher relationships, d) coaching and mentoring of teachers, administrators, and classified staff on RA philosophy and methods, e) a focus on the training of classified staff to include them in the RA process, and f) monthly training of newly-hired staff.

2. To monitor student engagement, school site administration will regularly review pertinent student data. Specifically, administration will continue to monitor student attendance on a weekly, monthly, and annual basis via partnership with School Innovations & Achievement and implementation of Attention2Attendance (A2A) as an online tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on supporting students with chronic absenteeism more acutely. Increase training to support staff in optimizing A2A. On an annual basis, school administration will administer the school climate survey to students, parents/guardians, and staff during the specified administration windows, which will continue to

2. To monitor student engagement, school site administration will regularly review pertinent student data. Specifically, sites will continue to monitor attendance through Attention2Attendance (A2A) to focus on supporting students with chronic absenteeism more acutely, administer the school climate survey during the established windows, and incorporate results regarding sense of connectedness into site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of connectedness to school.

3. School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school. School safety plans will be updated annually and reviewed by the Assistant Superintendent of Student Services. Once reviewed they will be sent to the school board for approval.

2. To monitor student engagement, school site administration will regularly review pertinent student data. Specifically, sites will continue to monitor attendance through Attention2Attendance (A2A) to focus on supporting students with chronic absenteeism more acutely, administer the school climate survey during the established windows, and incorporate results regarding sense of connectedness into site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of connectedness to school.

3. School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school. School safety plans will be updated annually and reviewed by the Assistant Superintendent of Student Services. Once reviewed they will be sent to the school board for approval.

minimize conflict with other surveys and maximize stakeholder participation. Administration will continue to review results regarding stakeholders' sense of connectedness to school, and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of connectedness to school.

3. School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school. School safety plans will be updated annually and reviewed by the Assistant Superintendent of Student Services. Once reviewed they will be sent to the school board for approval.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,500	10,500	10,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) RA Training	5000-5999: Services And Other Operating Expenditures 1.) RA Training	5000-5999: Services And Other Operating Expenditures 1.) RA Training
Amount	30,000	30,000	30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) AHA	5000-5999: Services And Other Operating Expenditures 1.) AHA	5000-5999: Services And Other Operating Expenditures 1.) AHA

Amount	42,120	42,300	42,300
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.) A2A Attendance	5000-5999: Services And Other Operating Expenditures 2.) A2A Attendance	5000-5999: Services And Other Operating Expenditures 2.) A2A Attendance
Amount			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: DPHS, SMHS, SBJHS, GVJHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

“Ensure a school climate that is safe, engaging, and respectful of all its members”

1.) Continue to support expansion of the Academy for Success at SBHS, SMHS, and DPHS through a blended funding model. Academy for Success focuses on providing academic and social-emotional support,

2018-19 Actions/Services

“Ensure a school climate that is safe, engaging, and respectful of all its members”

1.) Continue to support expansion of the Academy for Success at SBHS, SMHS, and DPHS through a blended funding model. Academy for Success focuses on providing academic and social-

2019-20 Actions/Services

“Ensure a school climate that is safe, engaging, and respectful of all its members”

1.) Continue to support expansion of the Academy for Success at SBHS, SMHS, and DPHS through a blended funding model. Academy for Success focuses on providing academic and social-emotional support,

within a cohort model, to target students with significant credit-deficiency and engagement barriers. Specifically, initiate a second cohort at DPHS.

2.) Establish a new “Dean of Student Engagement” position at SBHS, SMHS, and DPHS in order to dedicate specific administrative resources and focus to improving the effectiveness of interventions related to: a) attendance, b) student safety, c) student connectedness to school, d) restorative approaches, e) alcohol/drug use, and f) socio/emotional well-being. Explore alternate models for providing parallel supports to elementary sites.

emotional support, within a cohort model, to target students with significant credit-deficiency and engagement barriers. Specifically, initiate a second cohort at SMHS and a third cohort at DPHS.

2.) Based on the evaluation of the effectiveness of the Dean of Student Engagement position through a review of student engagement indicators, expand the Dean of Student Engagement position to select junior highs. Establish a model for providing support for student engagement at select elementary sites.

within a cohort model, to target students with significant credit-deficiency and engagement barriers. Specifically, initiate a second cohort at SBHS and a third cohort at SMHS.

2.) Evaluate the effectiveness of the Dean of Student Engagement position through a review of student engagement indicators. Pending evaluation, expand the Dean of Student Engagement position to additional junior highs. Evaluate the effectiveness of the model for providing support for student engagement at select elementary sites; pending evaluation, expand to additional sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	110,000	110,963	110,963
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) Academy for Success	1000-3999: Certificated Personnel Salaries and Benefits 1.) Academy for Success (adjust w/COLA)	1000-3999: Certificated Personnel Salaries and Benefits 1.) Academy for Success (adjust w/COLA)
Amount	570,000	570,000	570,000
Source	Title I	Title I	Title I
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) Academy for Success	1000-3999: Certificated Personnel Salaries and Benefits 1.) Academy for Success	1000-3999: Certificated Personnel Salaries and Benefits 1.) Academy for Success
Amount	294,000	282,603	282,603
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 2.) Dean of Students (HS only)	1000-3999: Certificated Personnel Salaries and Benefits 2.) Dean of Students (HS only) (adjust w/COLA)	1000-3999: Certificated Personnel Salaries and Benefits 2.) Dean of Students (HS only) (adjust w/COLA)

Amount	126,000	126,000	126,000
Source	Title I	Title I	Title I
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 2.) Dean of Students (HS only)	1000-3999: Certificated Personnel Salaries and Benefits 2.) Dean of Students (HS only)	1000-3999: Certificated Personnel Salaries and Benefits 2.) Dean of Students (HS only)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

“Meet the holistic needs of students.”

- 1) Establish a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.
- 2) Continue the regular meeting and collaboration of the District’s Wellness Committee, comprised of representatives from every school, stakeholders in

2018-19 Actions/Services

“Meet the holistic needs of students.”

- 1) Continue to support and evaluate a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.
- 2.) Continue the regular meeting and collaboration of the District’s Wellness Committee, comprised of

2019-20 Actions/Services

“Meet the holistic needs of students.”

- 1) Continue to support and evaluate a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.

the community, as well as district staff, in order to continue to ensure that the district wellness policy is appropriately implemented on every school site.

3) To the extent possible, all food provided at all schools is fresh, local, and prepared in an age-appropriate way.

representatives from every school, stakeholders in the community, as well as district staff, in order to continue to ensure that the district wellness policy is appropriately implemented on every school site.

3.) To the extent possible, all food provided at all schools is fresh, local, and prepared in an age-appropriate way.

2.) Continue the regular meeting and collaboration of the District's Wellness Committee, comprised of representatives from every school, stakeholders in the community, as well as district staff, in order to continue to ensure that the district wellness policy is appropriately implemented on every school site.

3.) To the extent possible, all food provided at all schools is fresh, local, and prepared in an age-appropriate way.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	N/A	N/A	N/A

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

"Meet the holistic needs of students"

1) Establish a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.

- In elementary schools, continue to support partnership between the district and Council on Alcohol and Drug Abuse (CADA) and Family Service Agency (FSA) for school-based counseling. Additional counseling services will be retained for Title I schools using Title I funding.

-

In secondary schools, continue to support staffing of two (2) student At-Risk Outreach Liaisons. These positions provide mentoring, leadership training, and inter/intra-personal communication skills to secondary students "at-risk" of dropping out. Additionally, continue to support secondary schools with drug and alcohol prevention counseling (YSS/ SUPER) at high schools through partnership with Council on Alcohol and Drug Abuse (CADA).

"Meet the holistic needs of students"

1) Implement and evaluate a new model for a continuum of mental health and socio-emotional services, from elementary through high school, based upon the blind review and selection of proposals received in response to SBUSD's Request for Proposals (RFP) in winter 2018.

- In preschool through elementary, implement and evaluate a new model of school-based counseling which is based upon the Attachment, Self-Regulation, and Competency (ARC) framework in partnership with Child Abuse Listening Mediation (CALM). Services will be provided at universal, targeted, and intensive levels.

-

In secondary schools, continue to support staffing of two (2) student At-Risk Outreach Liaisons. These positions provide mentoring, leadership training, and inter/intra-personal communication skills to secondary students "at-risk" of dropping out. Additionally, co-construct, implement, and evaluate a model of school-based counseling services and evidenced based interventions with the Family Service Agency (FSA) as the lead community partner and the Council on Alcoholism and Drug Abuse (CADA) as a collaborating agency.

"Meet the holistic needs of students"

1) Continue to support and evaluate a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.

-

In elementary schools, pending impactful evaluation results, continue to support partnership with CALM for school-based counseling.

In secondary schools, continue to support staffing of two (2) student At-Risk Outreach Liaisons. These positions provide mentoring, leadership training, and inter/intra-personal communication skills to secondary students "at-risk" of dropping out.

Additionally, continue to support partnership for school-based counseling services and evidence-based interventions with FSA and CADA pending impactful evaluation results.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	235,000	\$625,000	\$625,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) Social Emotional Support	5000-5999: Services And Other Operating Expenditures 1.) Social Emotional Support	5000-5999: Services And Other Operating Expenditures 1.) Social Emotional Support
Amount	171,217	\$183,214	\$183,214
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-3999: Classified Personnel Salaries and Benefits 1.) At-risk Outreach Liaisons (2)	2000-3999: Classified Personnel Salaries and Benefits 1.) At-risk Outreach Liaisons (2)	2000-3999: Classified Personnel Salaries and Benefits 1.) At-risk Outreach Liaisons (2)
Amount	215,000	N/A	N/A
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) YSSSuper	N/A	N/A

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

“Parent and Family Engagement”

1.) With guidance and facilitation from the office of EL and Parent Engagement, each school will fine-tune, implement and monitor a parent engagement plan that aligns to the District’s framework for family engagement and that outlines specific actions and activities that authentically engage families as equal partners in their children’s education.

2018-19 Actions/Services

“Parent and Family Engagement”

1.) With guidance and facilitation from the office of EL and Parent Engagement, each school will fine-tune, implement and monitor a parent engagement plan that aligns to the District’s framework for family engagement and that outlines specific actions and activities that authentically engage families as equal partners in their children’s education.

2019-20 Actions/Services

“Parent and Family Engagement”

1.) With guidance and facilitation from the office of EL and Parent Engagement, each school will fine-tune, implement and monitor a parent engagement plan that aligns to the District’s framework for family engagement and that outlines specific actions and activities that authentically engage families as equal partners in their children’s education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	See Goal 2, Action 6	See Goal 2, Action 6	See Goal 2, Action 6

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

“Parent and Family Engagement”

1.) Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).

2.) Supplemental funding will support the maintenance and expansion of Parent Engagement Programs. Support staff for the office of EL and Parent Engagement will assist with the monitoring of the District's parent advisory committees, including DELAC, and ensure the essential functions of each committee are fulfilled. A recursive cycle of feedback and input to staff and the Board is ongoing and include a mid-year report, and end-of-year recommendations from DELAC to the Board.

3.) Family Engagement Liaison (FEL) job family was created and a district level FEL will be hired to initiate the Family Engagement Unit and facilitate the development, implementation and delivery of parent education programs that are aligned to the District's Framework for Family Engagement. The District level Family Engagement Liaison position will ensure the delivery of base level parent education training and/or learning modules to parents and families across the district. These learning opportunities include, but are not limited to the Parent School Partnership (PSP), and The Latino Family Literacy Project, which are currently implemented at specific schools in the district.

4.) Support staff for the office of English Learner and Parent Engagement programs will be retained using supplemental funding. The position will

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

“Parent and Family Engagement”

1.) Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).

2.) Supplemental funding will support the maintenance and expansion of Parent Engagement Programs. The Director for the office of EL and Parent Engagement will assist with the monitoring of the District's parent advisory committees, including DELAC, and ensure the essential functions of each committee are fulfilled. A recursive cycle of feedback and input to staff and the Board is ongoing and include a mid-year report, and end-of-year recommendations from DELAC to the Board. In addition, initial English Learner Advisory Committee (ELAC) training and ongoing support of committee member learning will be provided to all school ELAC committees.

3.) The district level Family Engagement Liaison (FEL) will continue to facilitate the development, implementation and delivery of parent education programs that are aligned to the District's Framework for Family Engagement. The District level Family Engagement Liaison will continue to deliver of base level parent education training and/or learning modules to parents and families across the district. These learning opportunities include, but are not limited to the Parent School Partnership (PSP), and The Latino Family Literacy Project, which are currently implemented at specific schools in the district.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

“Parent and Family Engagement”

1.) Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).

2.) Supplemental funding will support the maintenance and expansion of Parent Engagement Programs. The Director for the office of EL and Parent Engagement will assist with the monitoring of the District's parent advisory committees, including DELAC, and ensure the essential functions of each committee are fulfilled. A recursive cycle of feedback and input to staff and the Board is ongoing and include a mid-year report, and end-of-year recommendations from DELAC to the Board. In addition, initial English Learner Advisory Committee (ELAC) training and ongoing support of committee member learning will be provided to all school ELAC committees.

3.) A second district level Family Engagement Liaison (FEL) will be hired to expand the Family Engagement Unit and facilitate the development, implementation and delivery of parent education programs that are aligned to the District's Framework for Family Engagement. The District level Family Engagement Liaison position will expand the delivery of base level parent education training and/or learning modules to parents and families across the district. These learning opportunities include, but are not limited to the Parent School Partnership (PSP), and The Latino Family Literacy Project, which are currently implemented at specific schools in the district.

support the maintenance of central office-led initiatives, including the development of ELD program options in elementary and secondary schools, monitoring of English Learner reclassification eligibility, RFEP monitoring, planning of professional learning opportunities for staff, the expansion and evaluation of parent education programs, and district-wide language access services.

5.) Continue allocation of funding to support staffing for the parent resource center. The center will continue to serve as a central location to provide workshops to parents and families. A menu of workshops will be offered to families.

6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

- Elementary sites have focused their efforts to increase student and family engagement in the following ways: increase time for specific staff to monitor and support families in identifying and overcoming barriers with attendance; provide families the opportunity to participate in parent education programs that are aligned to the district's framework for family engagement and secure child care services for families to ensure consistent participation.

- Site based allocations at the Secondary level have been utilized to support students and families in the following ways: increase time for specific staff to assist with the monitoring of attendance and support families to overcome attendance challenges; parent education programs provided that give families the opportunity to learn about how the educational system operates and the supports available to their students; and dedicate resources to strengthen the

4.) Support staff for the office of English Learner and Parent Engagement programs will be retained using supplemental funding. The position will support the maintenance of central office-led initiatives, including the development of ELD program options in elementary and secondary schools.

5.) Allocation of funding to support staffing for the parent resource center. The center has served as a central location to provide workshops to parents and families. Input and feedback from workshops will be utilized to tailor workshop offerings.

6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

- Elementary sites will continue to focus their efforts to increase student and family engagement by implementing one or more of the following actions: increase time for specific staff to monitor and support families in identifying and overcoming barriers with attendance; provide families the opportunity to participate in parent education programs that are aligned to the district's framework for family engagement and secure child care services for families to ensure consistent participation.

- Site based allocations at the Secondary level will continue to be utilized to support students and families by implementing one or more of the following actions: increase time for specific staff to assist with the monitoring of attendance and support families to overcome attendance challenges; parent education programs provided that give families the opportunity to learn about how the educational system operates and the supports available to their students; and dedicate resources to strengthen the

4.) Support staff for the office of English Learner and Parent Engagement programs will be retained using supplemental funding. The position will support the maintenance of central office-led initiatives, including the development of ELD program options in elementary and secondary schools.

5.) Continue allocation of funding to support staffing for the parent resource center. The center has served as a central location to provide workshops to parents and families. Input and feedback from workshops will be utilized to tailor workshop offerings and improve our delivery model.

6.)) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

- Elementary sites will continue to focus their efforts to increase student and family engagement by implementing one or more of the following actions: increase time for specific staff to monitor and support families in identifying and overcoming barriers with attendance; provide families the opportunity to participate in parent education programs that are aligned to the district's framework for family engagement and secure child care services for families to ensure consistent participation.

- Site based allocations at the Secondary level will continue to be utilized to support students and families by implementing one or more of the following actions: increase time for specific staff to assist with the monitoring of attendance and support families to overcome attendance challenges; parent education programs provided that give families the opportunity to learn about how the educational system operates and the supports available to their students; and

communication between home and school through interpretation services.

communication between home and school through interpretation services.

dedicate resources to strengthen the communication between home and school through interpretation services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 3	See Goal 1, Action 3	See Goal 1, Action 3
Source	Local Donations	Local Donations	Local Donations
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) PEAC Community of Schools Grant	1000-3999: Certificated Personnel Salaries and Benefits 1.) PEAC Community of Schools Grant	1000-3999: Certificated Personnel Salaries and Benefits 1.) PEAC Community of Schools Grant
Amount	See Goal 1, Action 3	See Goal 1, Action 3	See Goal 1, Action 3
Source	Local Donations	Local Donations	Local Donations
Budget Reference	4000-4999: Books And Supplies 1.) PEAC Community of Schools Grant	4000-4999: Books And Supplies 1.) PEAC Community of Schools Grant	4000-4999: Books And Supplies 1.) PEAC Community of Schools Grant
Amount	\$170,926	\$172,348	\$172,348
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 2.) Director of EL and Parent Engagement	1000-3999: Certificated Personnel Salaries and Benefits 2.) Director of EL and Parent Engagement	1000-3999: Certificated Personnel Salaries and Benefits 2.) Director of EL and Parent Engagement
Amount	\$30,000	\$35,000	\$35,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-3999: Classified Personnel Salaries and Benefits 2.) Hourly	2000-3999: Classified Personnel Salaries and Benefits 2.) Hourly	2000-3999: Classified Personnel Salaries and Benefits 2.) Hourly
Amount	\$10,000	\$35,000	\$35,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 2.) Parent Engagement Activities	4000-4999: Books And Supplies 2.) Parent Engagement Activities	4000-4999: Books And Supplies 2.) Parent Engagement Activities

Amount	\$85,000	\$0	\$85,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-3999: Classified Personnel Salaries and Benefits 3.) Family Engagement Liaison	2000-3999: Classified Personnel Salaries and Benefits 3.) Family Engagement Liaison	2000-3999: Classified Personnel Salaries and Benefits 3.) Family Engagement Liaison
Amount	\$54,374	\$68,064	\$68,064
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-3999: Classified Personnel Salaries and Benefits 4.) EL and Parent Engagement support staff	2000-3999: Classified Personnel Salaries and Benefits 4.) EL and Parent Engagement support staff	2000-3999: Classified Personnel Salaries and Benefits 4.) EL and Parent Engagement support staff
Amount	\$12,435	N/A	N/A
Source	Supplemental		
Budget Reference	2000-3999: Classified Personnel Salaries and Benefits 5.) Parent Resource Center	N/A	N/A
Amount	\$50,000	\$131,304	\$131,304
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 6.) Site Allocations	5000-5999: Services And Other Operating Expenditures 6.) Site Allocations	5000-5999: Services And Other Operating Expenditures 6.) Site Allocations
Amount	\$149, 633	\$300,00	\$300,00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

"Language Access and Supports"

1.) With guidance and facilitation from the office of EL and Parent Engagement, each school site will continue with specific actions that address the Language Access Guidelines in their site-based Parent Engagement Plans and allocate funding in the school's SPSA.

2) Supplemental funding will continue to support the implementation of the District's Language Access Guidelines by norming centralized and site-based services; expanding the offerings for interpreter-translator trainings and follow up sessions, as well as ensuring interpretation is provided at district level meetings and translation of relevant written communication and documents is available.

Supplemental funding will, also, support the maintenance and expansion of interpretation-translation services at district-wide special events, such as Back to School Night (BTSN). Support staff for the office of EL and Parent Engagement will assist with coordination of Language Access services at each of the eighteen (18) school sites.

2018-19 Actions/Services

"Language Access and Supports"

1.) With guidance and facilitation from the office of EL and Parent Engagement, each school site will continue with specific actions that address the Language Access Guidelines in their site-based Parent Engagement Plans and allocate funding in the school's SPSA.

2) Supplemental funding will continue to support the implementation of the District's Language Access Guidelines by norming centralized and site-based services; expanding the offerings for interpreter-translator trainings and follow up sessions, as well as ensuring interpretation is provided at district level meetings and translation of relevant written communication and documents is available.

Supplemental funding will, also, support the maintenance and expansion of interpretation-translation services at district-wide special events, such as Back to School Night (BTSN). Support staff for the office of EL and Parent Engagement will assist with coordination of Language Access services at each of the eighteen (18) school sites.

2019-20 Actions/Services

"Language Access and Supports"

1.) With guidance and facilitation from the office of EL and Parent Engagement, each school site will continue with specific actions that address the Language Access Guidelines in their site-based Parent Engagement Plans and allocate funding in the school's SPSA.

2) Supplemental funding will continue to support the implementation of the District's Language Access Guidelines by norming centralized and site-based services; expanding the offerings for interpreter-translator trainings and follow up sessions, as well as ensuring interpretation is provided at district level meetings and translation of relevant written communication and documents is available.

Supplemental funding will, also, support the maintenance and expansion of interpretation-translation services at district-wide special events, such as Back to School Night (BTSN). Support staff for the office of EL and Parent Engagement will assist with coordination of Language Access services at each of the eighteen (18) school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$98,826	\$110,000	\$110,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-3999: Classified Personnel Salaries and Benefits 2.) Translation and interpreter services, hourly, OT	2000-3999: Classified Personnel Salaries and Benefits 2.) Translation and interpreter services, hourly, OT (adjust w/COLA)	2000-3999: Classified Personnel Salaries and Benefits 2.) Translation and interpreter services, hourly, OT (adjust w/COLA)
Amount	\$60,000	\$20,000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-3999: Classified Personnel Salaries and Benefits 2.) Translation and interpreter services, DO hourly, OT BTSN/Special Events	2000-3999: Classified Personnel Salaries and Benefits 2.) Translation and interpreter services, DO hourly, OT BTSN/Special Events	2000-3999: Classified Personnel Salaries and Benefits 2.) Translation and interpreter services, DO hourly, OT BTSN/Special Events

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p><i>“Improve Supports for Homeless and Foster Youth”</i> 1.) With guidance and coordination from the Assistant Superintendent of Student Services, continue funding allocation for a school social worker to support homeless and foster youth pupils. Position will serve to coordinate services, while being a liaison between district and external agencies, committees and community-based organizations. Title I funds will continue to be utilized to support this position.</p>	<p><i>“Improve Supports for Homeless and Foster Youth”</i> 1.) With guidance and coordination from the Assistant Superintendent of Student Services, continue funding allocation for a school social worker to support homeless and foster youth pupils. Position will serve to coordinate services, while being a liaison between district and external agencies, committees and community-based organizations. Title I funds will continue to be utilized to support this position.</p>	<p><i>“Improve Supports for Homeless and Foster Youth”</i> 1.) With guidance and coordination from the Assistant Superintendent of Student Services, continue funding allocation for a school social worker to support homeless and foster youth pupils. Position will serve to coordinate services, while being a liaison between district and external agencies, committees and community-based organizations. Title I funds will continue to be utilized to support this position.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$76,860	\$76,860	\$76,860
Source	Title I	Title I	Title I
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) Social Worker	1000-3999: Certificated Personnel Salaries and Benefits 1.) Social Worker (adjust w/COLA)	1000-3999: Certificated Personnel Salaries and Benefits 1.) Social Worker (adjust w/COLA)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Prepare students for life, learning and work in the 21st century.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The CA School Dashboard academic indicators for English Language Arts and math achievement highlight our continued need to increase student learning and mastery of state academic standards for all students, and specifically to decrease gaps between subgroups. Although SBUSD continues to exceed the state averages in English Language Arts/Literacy and Math regarding the percentage of students meeting or exceeding state standards overall, SBUSD is "Yellow" in both indicators, with an overall status of "Medium" and no change from the previous year. Several student subgroups have an average performance in "Orange" (including English learners), with students with disabilities (SWD) in "Red" for both indicators; similar trends are visible in the EAP and AP exam results for 11th and 12th grade students, respectively. Although achievement in ELA and math is not progressing as rapidly as we would like for our English learners (EL), our system is improving at facilitating students' English language acquisition and development; the data shows increased percentages of students reclassified, decreased percentages of students classified as Long Term English Learners (LTEL) or "at risk" of becoming so, and a "High" status on the Fall 2017 CA School Dashboard English Learner Progress Indicator (ELPI) despite the overall rating being "Yellow" due to a decline of more than 1.5% points. Taken together, the data shows that we need to continually evaluate the effectiveness of our work and improve our practices in order to close equity gaps between subgroups, with particular focus on students with disabilities and English learners; a major component of this is further developing critical structures and systems that will allow us to be more effective in leading and making progress that supports student learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core State Standards (CCSS) Implementation (P2)	SBUSD will engage in CDE's LCAP Self-Evaluation	Targets will be set once SBUSD completes the	CA School Dashboard, Fall 2018: Continue to meet standard	CA School Dashboard, Fall 2019: Continue to meet standard

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Reporting for Local Indicators in Fall 2017	Fall 2017 LCAP Self-Evaluation process		
How programs/services enable English Learners (EL) to access CA and ELD standards (P2)	SBUSD will engage in CDE's LCAP Self-Evaluation Reporting for Local Indicators in Fall 2017	Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process	CA School Dashboard, Fall 2018: Continue to meet standard	CA School Dashboard, Fall 2019: Continue to meet standard
EL California English Language Development Test (CELDT) Progress (P4) - Now obsolete, metric to be replaced by CA School Dashboard English Learner Proficiency Indicator (ELPI)	CA School Dashboard English Learner Proficiency Indicator, Spring 2017: "Green" - % of ELs making one year of progress on CELDT from 2014 to 2015 or reclassified from 2013 to 2014 = 73.7%	In accordance with state assessment changes, SBUSD will transition from the CELDT to the English Language Proficiency Assessment of California (ELPAC) in 2017-18. A new baseline will be set in 2017-18 using the ELPAC summative assessment results and CA School Dashboard results.	CA School Dashboard English Learner Proficiency Indicator, Fall 2018: Target will be set pending CDE guidance on ELPI.	CA School Dashboard English Learner Proficiency Indicator, Fall 2019: Targets will be set pending CDE analysis and guidance .
EL California English Language Development Test (CELDT) Progress (P4) - Now obsolete, metric to be replaced by CA School Dashboard English Learner Proficiency Indicator (ELPI)	2015-16 English Learner Progress and Proficiency Report 58.2% (1739/2991)	In accordance with state assessment changes, SBUSD transitioned from the CELDT to the English Language Proficiency Assessment of California (ELPAC) in 2017-18. A new baseline will be set in 2017-18 using the ELPAC summative assessment results and CA School Dashboard results.	N/A	N/A
English Learner (EL) Reclassification Rate (P4)	2015-16: 22.4% (n = 1,079) This was the first year of the implementation of a new interim reclassification criteria.	2016-17: 600 Students	2018-19: 22% Target is to increase % of ELs reclassified annually by at least 1% point.	2019-20: 23% Target is to increase % of ELs reclassified annually by at least 1% point.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Long Term English Learners (LTELs) and ELs At Risk of Becoming LTELs	2016-17 Number of Long Term English Learners (LTEL, 6+ Yrs), 2016-17: 733 students (11.3% of Ever-ELs) Number of ELs at Risk of Becoming LTEL (4-5 Yrs), 2016-17: 342 students (5.3% of Ever-ELs)	2017-18: 650 students 350 students	2018-19: LTEL: 8.5% At-Risk of LTEL: 3.5% Target is to decrease LTELs and students at risk of becoming LTEL by 1% point or more annually.	2019-20: LTEL: 7.5% At-Risk of LTEL: 2.5% Target is to decrease LTELs and students at risk of becoming LTEL by 1% point or more annually.
Smarter Balanced Assessment (SBA) English Language Arts/Literacy (ELA), Grades 3-8: % Meeting or Exceeding Standards (P4)	2015-16 Grade 3: 41% Grade 4: 43% Grade 5: 43% Grade 6: 46% Grade 7: 58% Grade 8: 57% Gaps in achievement exist at most grade levels for Black/African American, Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Special Education students.	2016-17 Grade 3: 46% Grade 4: 46% Grade 5: 48% Grade 6: 48% Grade 7: 51% Grade 8: 63% Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.	2017-18 All grades will be within 2% points of 53% of all students meeting or exceeding standards.	2018-19 All grades will be within 2% points of 58% of all students meeting or exceeding standards.
Smarter Balanced Assessment (SBA) Math, Grades 3-8: % Meeting or Exceeding Standards (P4)	2015-16 Grade 3: 49% Grade 4: 33% Grade 5: 29% Grade 6: 31% Grade 7: 48% Grade 8: 47% Gaps in achievement exist at most grade levels for Black/African American,	2016-17 Grade 3: 54% Grade 4: 54% Grade 5: 38% Grade 6: 34% Grade 7: 36% Grade 8: 53% Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16,	2017-18 Grades 3-5 will be within 2% points of 60% of all students meeting or exceeding standards. Grades 6-8 will be within 2% points of 40% of all students meeting or exceeding standards.	2018-19 Grades 3-6 will be within 2% points of 65% of all students meeting or exceeding standards. Grades 7-8 will be within 2% points of 45% of all students meeting or exceeding standards.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Special Education students.	Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.		
Early Assessment Program (EAP), Grade 11: % Exceeding Standards (P4)	<p>2015-16</p> <p><u>ELA/Literacy</u> All Students: 22% Asian: 47% Black/African Am: 13% Hispanic/Latino: 9% White: 36% SED: 9% English Learners: 1% Reclassified: 10% Spec Ed: 2%</p> <p><u>Math</u> All Students: 16% Asian: 40% Black/African Am: 25% Hispanic/Latino: 6% White: 26% SED: 5% English Learners: 0% Reclassified: 6% Spec Ed: 3%</p>	<p>2016-17</p> <p><u>ELA/Literacy</u> All Students: 27% Asian: 48% Black/African Am: 20% Hispanic/Latino: 16% White: 37% SED: 16% English Learners: 8% Reclassified: 17% Spec Ed: 9%</p> <p><u>Math</u> All Students: 21% Asian: 41% Black/African Am: 32% Hispanic/Latino: 13% White: 27% SED: 12% English Learners: 7% Reclassified: 13% Spec Ed: 10%</p>	<p>2017-18</p> <p><u>ELA/Literacy</u> Increase the percentage of all juniors exceeding standards to 32%, and decrease gaps between subgroups by improving rates for Black/African American, Hispanic/Latino, SED, EL, Reclassified, and SWD students by at least 5% points from 2016-17.</p> <p>Long-term target is that all subgroups will be within 2% points of the overall average.</p> <p><u>Math</u> Increase the percentage of all juniors exceeding standards to 26%, and decrease gaps between subgroups by improving rates for Hispanic/Latino, SED, EL, Reclassified, and SWD students by at least 5% points from 2016-17.</p> <p>Long-term target is that all subgroups will be within 2% points of the overall average.</p>	<p>2018-19</p> <p><u>ELA/Literacy</u> Increase the percentage of all juniors exceeding standards to 37%, and decrease gaps between subgroups by improving rates for Black/African American, Hispanic/Latino, SED, EL, Reclassified, and SWD students by at least 5% points.</p> <p>Long-term target is that all subgroups will be within 2% points of the overall average.</p> <p><u>Math</u> Increase the percentage of all juniors exceeding standards to 31%, and decrease gaps between subgroups by improving rates for Hispanic/Latino, SED, EL, Reclassified, and SWD students by at least 5% points.</p> <p>Long-term target is that all subgroups will be within 2% points of the overall average.</p>
AP Exam - % of Seniors Scoring 3 or Higher on at Least One Exam (P4)	<p>2015-16</p> <p>All Students: 61% Asian: 78% Black/African Am: * Hispanic/Latino: 41% White: 70% SED: 40%</p>	<p>2016-17</p> <p>All Students: 64% Asian: 79% Black/African Am: * Hispanic/Latino: 45% White: 71% SED: 44%</p>	<p>2017-18</p> <p>Increase the percentage of all seniors scoring 3 or higher on at least one AP exam to 67%, and decrease gaps between subgroups by improving rates for Hispanic/Latino, SED,</p>	<p>2018-19</p> <p>Increase the percentage of all seniors scoring 3 or higher on at least one AP exam to 70%, and decrease gaps between subgroups by improving rates for Hispanic/Latino, SED,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	English Learners: * Reclassified: 40% Spec Ed: * Homeless/Foster Youth: 45%	English Learners: * Reclassified: 44% Spec Ed: * Homeless/Foster Youth: 49%	Reclassified, and Homeless/Foster Youth students by at least 5% points from 2016-17. Long-term target is that all subgroups will be within 2% points of the overall average.	Reclassified, and Homeless/Foster Youth students by at least 5% points. Long-term target is that all subgroups will be within 2% points of the overall average.
Science CST: % Proficient or Advanced; CAST beginning in 2017-18 (P8)	2015-16 Grade 5: 46% Grade 8: 70% Grade 11: 46%	2016-17 Grade 5: 51% Grade 8: 75% Grade 11: 51%	2017-18 Set new baseline from CAST 2017-18 administration.	2018-19 Set new targets from CAST 2017-18 baseline.
Physical Fitness Test (PFT): % Meeting Healthy Fitness Zone, Grades 5, 7, and 9 (P8)	2015-16 All Students: 61.1% Asian: 78.3% Black/African Am: 65.9% Hispanic/Latino: 49.4% White: 78.0% SED: 47.7% Other subgroups not reported.	2016-17 All Students: 63% Asian: 79% Black/African Am: 67% Hispanic/Latino: 55% White: 79% SED: 55% Other subgroups not reported.	2017-18 Increase the percentage of all students meeting healthy fitness zone to 65%, and decrease gaps between subgroups by improving rates for Black/African American, Hispanic/Latino, and SED students by at least 5% points from 2016-17. Other subgroups not reported. Long-term target is that all subgroups will be within 2% points of the overall average.	2018-19 Increase the percentage of all students meeting healthy fitness zone to 68%, and decrease gaps between subgroups by improving rates for Black/African American, Hispanic/Latino, and SED students by at least 5% points. Other subgroups not reported. Long-term target is that all subgroups will be within 2% points of the overall average.
Teacher Credentialing (P1)	2016-17 Credentialed Rate: 99% Outside of Subject Rate: 4.7% Miss-assignment Rate: 4.7%	2017-18 Credentialed Rate: 99% Outside of Subject Rate: 4.2% Miss-assignment Rate: 4.2%	2018-19 Credentialed Rate: 99% Outside of Subject Rate: 3.7% Miss-assignment Rate: 3.7%	2019-20 Credentialed Rate: 99% Outside of Subject Rate: 3.2% Miss-assignment Rate: 3.2%
Williams' Materials (P1)	2016-17 100% Compliant	2017-18 Maintain 100% Compliance	2018-19 Maintain 100% Compliance	2019-20 Maintain 100% Compliance
CA School Dashboard ELA Achievement Rating, Grades 3-8 (P4)	CA School Dashboard, Fall 2017: "Yellow", Medium Status, Maintained Subgroups in Red: Students with Disabilities	CA School Dashboard, N/A 2017: "Yellow", Medium Status, Maintained Subgroups in Red: Students with Disabilities	CA School Dashboard, Fall 2018: "Green", Medium Status, Increase by at least 3 points	CA School Dashboard, Fall 2019: "Green", Medium Status, Increase by at least 3 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(New target not available in 17-18 for LCAP)	Subgroups in Orange: EL, Homeless, SED, African American, Hispanic/Latino	Subgroups in Orange: EL, Homeless, SED, African American, Hispanic/Latino	Subgroups in Red: None Subgroups in Orange: SWD	Subgroups in Red: None Subgroups in Orange: SWD
CA School Dashboard Math Achievement Rating, Grades 3-8 (P4)	CA School Dashboard, Fall 2017: "Yellow", Medium Status, Maintained	CA School Dashboard, N/A 2017: "Yellow", Medium Status, Maintained	CA School Dashboard, Fall 2018: "Green", Medium Status, Increase by at least 3 points Subgroups in Red: None Subgroups in Orange: SWD	CA School Dashboard, Fall 2019: "Green", Medium Status, Increase by at least 3 points Subgroups in Red: None Subgroups in Orange: SWD
(New target not available in 17-18 for LCAP)	Subgroups in Red: Students with Disabilities Subgroups in Orange: African American, Hispanic/Latino, EL, SED	Subgroups in Red: Students with Disabilities Subgroups in Orange: African American, Hispanic/Latino, EL, SED		
IB Exam - % of students scoring 4 or higher on at least One Exam (P4)	2015-16 All students: 85%	2016-17 All students: 89%	2017-18 N/A	2018-19 90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

"Improve Instructional Outcomes through Professional Learning and Collaboration"

1.) Continue to implement and refine a District-wide Assessment Continuum PK-12, comprised of both formative and summative assessments, to identify students' progress toward meeting grade-level standards. The Assessment Continuum allows district and school-based staff to monitor student growth toward mastery of standards in literacy, language and mathematics, as well as identify academic gaps between student groups.

2.) With guidance and support from Educational Services Dept. and strategic partner (InnovateEd), School Leadership Teams (SLTs) at each school will continue to engage in professional learning in "systems thinking" to further advance each school's strategic focus. School plans will focus on evidence of student learning, using "lead" and "lag" data (formative and summative data) to determine students' progress toward content mastery and focus on differentiation for English Learners and students with disabilities. Professional learning will support strategic PLC development and collaboration, student work analysis and instructional rounds. Professional learning will also contain a leadership strand for school and district leadership.

3.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12 in implementing state adopted standards

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

"Improve Instructional Outcomes through Professional Learning and Collaboration"

1.)Continue to implement and refine a District-wide Assessment Continuum PK-12, comprised of both formative and summative assessments, to identify students' progress toward meeting grade-level standards. The Assessment Continuum allows district and school-based staff to monitor student growth toward mastery of standards in literacy, language and mathematics, as well as identify academic gaps between student groups.
2.)With guidance and support from Educational Services Dept. and strategic partner (InnovateEd), School Leadership Teams (SLTs) at each school will continue to engage in professional learning in "systems thinking"to further advance each school's strategic focus.School plans will focus on evidence of student learning, using "lead" and "lag" data (formative and summative data) to determine students' progress toward content mastery and focus on differentiation for English Learners and students with disabilities.Professional learning will support strategic PLC development and collaboration, student work analysis and instructional rounds.Professional learning will also contain a leadership strand for school and district leadership.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

"Improve Instructional Outcomes through Professional Learning and Collaboration"

1.)Continue to implement and refine a District-wide Assessment Continuum PK-12, comprised of both formative and summative assessments, to identify students' progress toward meeting grade-level standards. The Assessment Continuum allows district and school-based staff to monitor student growth toward mastery of standards in literacy, language and mathematics, as well as identify academic gaps between student groups.
2.)With guidance and support from Educational Services Dept. and strategic partner (InnovateEd), School Leadership Teams (SLTs) at each school will continue to engage in professional learning in "systems thinking"to further advance each school's strategic focus.School plans will focus on evidence of student learning, using "lead" and "lag" data (formative and summative data) to determine students' progress toward content mastery and focus on differentiation for English Learners and students with disabilities.Professional learning will support strategic PLC development and collaboration, student work analysis and instructional rounds.Professional learning will also contain a leadership strand for school and district leadership.

and promoting equity of access and outcomes for all students, including development of course pathways and scope and sequence; identification of instructional materials; development of lessons/units; implementation of assessment continuum; data analysis.

4.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. Elementary teachers will continue to collaborate in a Professional Learning Community (PLC) model through release within the school day. They will focus on improving instructional practice and action plans co-constructed through School Leadership Teams (SLTs) professional learning. Visual and Performing Arts (VAPA) Teachers (Art and Music) will continue to be supported through supplemental funds in order to guarantee learning opportunities for all students (TK-6), while also allowing elementary classroom teachers to have embedded-release during school day. Elementary schools will also receive a supplemental allocation to continue to fund physical education (PE) teachers to assist with embedded-release for general education teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

"Improve Instructional Outcomes through Professional Learning and Collaboration"

1.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12. Teachers on Special Assignment will focus on differentiation approaches for English Learners, emergent learners and students with special needs through implementation of Year 2 of Literacy and Language Framework, which focuses on Balanced Literacy and Integrated/Designated English Language Development.

2.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. The additional collaboration and common planning time will allow teachers to norm instructional practices across grade-levels and focus on progress monitoring of English Learners, low-income students, students with special needs and those achieving below grade-level according to data from assessment continuum.

2018-19 Actions/Services

"Improve Instructional Outcomes through Professional Learning and Collaboration"

1.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12. Teachers on Special Assignment will focus on differentiation approaches for English Learners, emergent learners and students with special needs through implementation of Year 2 of Literacy and Language Framework, which focuses on Balanced Literacy and Integrated/Designated English Language Development.

2.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. The additional collaboration and common planning time will allow teachers to norm instructional practices across grade-levels and focus on progress monitoring of English Learners, low-income students, students with special needs and those achieving below grade-level according to data from assessment continuum.

2019-20 Actions/Services

"Improve Instructional Outcomes through Professional Learning and Collaboration"

1.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12. Teachers on Special Assignment will focus on differentiation approaches for English Learners, emergent learners and students with special needs through implementation of Year 2 of Literacy and Language Framework, which focuses on Balanced Literacy and Integrated/Designated English Language Development.

2.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. The additional collaboration and common planning time will allow teachers to norm instructional practices across grade-levels and focus on progress monitoring of English Learners, low-income students, students with special needs and those achieving below grade-level according to data from assessment continuum.

3.) Continue to sustain AVID program through allocation of AVID Elective sections to support grade-level cohorts in secondary schools and continued roll-out of strategies in grades 3-12. The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skill-building to help ensure greater success in college-prep and A-G level courses.

3.) Continue to sustain AVID program through allocation of AVID Elective sections to support grade-level cohorts in secondary schools and continued roll-out of strategies in grades 3-12. The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skill-building to help ensure greater success in college-prep and A-G level courses.

3.) Continue to sustain AVID program through allocation of AVID Elective sections to support grade-level cohorts in secondary schools and continued roll-out of strategies in grades 3-12. The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skill-building to help ensure greater success in college-prep and A-G level courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$187,30000	\$187,300	\$187,300
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) Assessment System (STAR)	5000-5999: Services And Other Operating Expenditures 1.) Assessment System (STAR)	5000-5999: Services And Other Operating Expenditures 1.) Assessment System (STAR)
Amount	\$792,546.00	\$948,834	\$948,268
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 2.) Elementary PLC Support	1000-3999: Certificated Personnel Salaries and Benefits 2.) Elementary PLC Support	1000-3999: Certificated Personnel Salaries and Benefits 2.) Elementary PLC Support (Adjust w/COLA)
Amount	\$793,834	\$885,024	\$885,024
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 3.) AVID Program	1000-3999: Certificated Personnel Salaries and Benefits 3.) AVID Program	1000-3999: Certificated Personnel Salaries and Benefits 3.) AVID Program (adjust w/COLA)

Amount	\$155,000	\$144,150	\$144,150
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.) AVID Program	5000-5999: Services And Other Operating Expenditures 3.) AVID Program	5000-5999: Services And Other Operating Expenditures 3.) AVID Program (adjust w/COLA)
Amount	\$367,643	\$735,268	\$735,268
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999 - Certificated Personnel Salary and Benefits 1.) TOSA's	1000-3999 - Certificated Personnel Salary and Benefits 1.) TOSA's	1000-3999 - Certificated Personnel Salary and Benefits 1.) TOSA's (adjust w/ COLA)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

“Literacy and Language Development”

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

“Literacy and Language Development”

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

“Literacy and Language Development”

1.) Continue to implement district's Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2017-2018 as year 2. The framework was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California's ELA/ELD Framework.

1.) Continue to implement district's Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2018-2019 as year 3. The framework was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California's ELA/ELD Framework.
Two ELD teachers on special assignment, one for elementary and one for secondary as well as three literacy coaches have been hired to support the effort of Literacy and Language Framework implementation.

1.) Continue to implement district's Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2018-2019 as year 4 and 2019-2020 as year 5. The framework was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California's ELA/ELD Framework.
Two ELD teachers on special assignment, one for elementary and one for secondary as well as three literacy coaches will be assigned to support the effort of Literacy and Language Framework implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$167,313	\$48,000	\$48,000
Source	Title III	Title III	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) Be GLAD Training (Title III)	5000-5999: Services And Other Operating Expenditures 1.) Be GLAD Training (Title III)	5000-5999: Services And Other Operating Expenditures 1.) Be GLAD Training (Title III)
Amount	\$200,000	\$385,721	\$385,721
Source	CCSS	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) Contracted	1000-3999: Certificated Personnel Salaries and Benefits 1.) Literacy Coaches	1000-3999: Certificated Personnel Salaries and Benefits 1.) Literacy Coaches (Adjust w/COLA)
Amount	\$82,834	\$202,893	\$202,893
Source	Title II and Parcel Tax	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.) Literacy Partners	5000-5999: Services And Other Operating Expenditures 1.) Literacy Partners (Title I)	5000-5999: Services And Other Operating Expenditures 1.) Literacy Partners

Amount		\$93,653	\$93,653
Source		Other	Other
Budget Reference		5000-5999: Services And Other Operating Expenditures 1.) Literacy Partners (Mandate)	5000-5999: Services And Other Operating Expenditures 1.) Literacy Partners (Mandate)
Amount	\$62,187	\$20,000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999 - Certificated Personnel Salary and Benefits Glad Substitutes	1000-3999 - Certificated Personnel Salary and Benefits Glad Substitutes	1000-3999 - Certificated Personnel Salary and Benefits Glad Substitutes
Amount		\$234,650	\$234,650
Source		Title III	Title III
Budget Reference		1000-3999 - Certificated Personnel Salary and Benefits 1.) ELD TOSAs	1000-3999 - Certificated Personnel Salary and Benefits 1.) ELD TOSAs

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p><i>“Literacy and Language Development”</i></p> <p>1.) Continue to support the position of Director of English Learner services and Parent Engagement Programs through supplemental funds. Position enables implementation of district’s Literacy and Language Framework, including articulation of English Learner pathways from elementary through secondary schools, active monitoring of English Learner programs, appropriate and timely reclassification of English Learners, coordination of professional learning around ELD standards and effective instructional strategies for English Learners (e.g. Project BeGLAD).</p>	<p><i>“Literacy and Language Development”</i></p> <p>1.) Continue to support the position of Director of English Learner and Parent Engagement Programs through supplemental funds. Position enables implementation of district’s Literacy and Language Framework, including articulation of English Learner pathways from elementary through secondary schools, active monitoring of English Learner programs, appropriate and timely reclassification of English Learners, coordination of professional learning around ELD standards and effective instructional strategies for English Learners (e.g. Project BeGLAD).</p>	<p><i>“Literacy and Language Development”</i></p> <p>1.) Continue to support the position of Director of English Learner and Parent Engagement Programs through supplemental funds. Position enables implementation of district’s Literacy and Language Framework, including articulation of English Learner pathways from elementary through secondary schools, active monitoring of English Learner programs, appropriate and timely reclassification of English Learners, coordination of professional learning around ELD standards and effective instructional strategies for English Learners (e.g. Project BeGLAD).</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 6	See Goal 2, Action 6	See Goal 2, Action 6
Budget Reference	See Goal 2, Action 6	See Goal 2, Action 6	See Goal 2, Action 6

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Elementary
Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

“Extended and Embedded Learning Supports”

- 1.) Continue to provide after-school tutoring and library access at each elementary school.
- 2.) Continue to support implementation of NGSS standards in elementary schools through experiential, “hands-on” approaches in natural settings, including garden education (partnership with Explore Ecology). Additionally, provide opportunity for 6th grade students to participate in outdoor science camp (partnership with The Outdoor School) as component of year-long curriculum.
- 3.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students.

2018-19 Actions/Services

“Extended and Embedded Learning Supports”

- 1.) Support for after-school tutoring and library access at each elementary school will be discontinued and re-oriented to support balanced literacy during school day through hiring of Literacy Coaches. Additional rationale can be found in Annual Update.
- 2.) Continue to support implementation of NGSS standards in elementary schools through experiential, “hands-on” approaches in natural settings, including garden education (partnership with Explore Ecology). Opportunity for 6th grade students to participate in outdoor science camp will be discontinued and re-oriented to support added experiential learning opportunities that align with curricular scope and sequence. Focus on NGSS will continue. Additional rationale can be found in Annual Update.
- 3.) Continue to support certificated librarian to improve student access to library services and delivery of resources for all students.

2019-20 Actions/Services

“Extended and Embedded Learning Supports”

- 1.) Support for after-school tutoring and library access at each elementary school will be discontinued and re-oriented to support balanced literacy during school day through hiring of Literacy Coaches. Additional rationale can be found in Annual Update.
- 2.) Continue to support implementation of NGSS standards in elementary schools through experiential, “hands-on” approaches in natural settings, including garden education (partnership with Explore Ecology). Opportunity for 6th grade students to participate in outdoor science camp will be discontinued and re-oriented to support added experiential learning opportunities that align with curricular scope and sequence. Focus on NGSS will continue. Additional rationale can be found in Annual Update.
- 3.) Continue to support certificated librarian to improve student access to library services and delivery of resources for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$109,200.00	N/A	N/A
Source	Supplemental		
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) Elem Library Access (Evenings)	N/A	N/A
Amount	\$17,472	\$17,472	\$17,472
Source	LCFF Base Funding	LCFF Base Funding	LCFF Base Funding
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 2.) Elem Garden Educators	1000-3999: Certificated Personnel Salaries and Benefits 2.) Elem Garden Educators	1000-3999: Certificated Personnel Salaries and Benefits 2.) Elem Garden Educators
Amount	\$90,854.00	\$90,854.00	\$90,854.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 2.) Elem Garden Educators	1000-3999: Certificated Personnel Salaries and Benefits 2.) Elem Garden Educators	1000-3999: Certificated Personnel Salaries and Benefits 2.)Elem Garden Educators
Amount	\$19,000	\$19,000	\$19,000
Source	LCFF Base Funding	LCFF Base Funding	LCFF Base Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.) Science Camp	5000-5999: Services And Other Operating Expenditures 2.) Experiential Learning	5000-5999: Services And Other Operating Expenditures 2.) Experiential Learning
Amount	\$171,000.00	\$171,000	\$171,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.) Science Camp	5000-5999: Services And Other Operating Expenditures 2.) Experiential Learning	5000-5999: Services And Other Operating Expenditures 2.) Experiential Learning

Amount	\$51,110	\$52,063	\$52,063
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 3.) Librarian (adjust w/COLA)	1000-3999: Certificated Personnel Salaries and Benefits 3.) Librarian	1000-3999: Certificated Personnel Salaries and Benefits 3.) Librarian (adjust w/COLA)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Elementary
Specific Grade Spans:
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

"Extended and Embedded Learning Supports"

1.) Continue to support Program for Effective

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

"Extended and Embedded Learning Supports"

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

"Extended and Embedded Learning Supports"

1.) Continue to support Program for Effective Access to

Access to College (PEAC) expansion in secondary schools from Westside and Eastside community schools to Goleta schools through a continued blended funding model approach. As of 2016-2017, PEAC college readiness and access initiative has been implemented at all SBUSD traditional secondary schools. PEAC utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of study.

Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).

2.)Continue to provide extended support in math through additional math sections in secondary schools. The continued offering of math support classes allows for students to frontload and review content of core math courses, as well as providing additional skill-building opportunities in order to help ensure greater success in college-prep and A-G level math courses.

3.)Continue to provide opportunities for students at each high school to engage in learning and credit recovery through participation in online learning platform (Odysseyware).

4.)Continue to identify and target elementary English Learner students at Beginning/Early-Intermediate levels, according to CELDT, for an additional 30 minutes of daily English Language Development support after the regular school day.

5.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students with particular emphasis on expanding access to resources that support the learning needs of English Learners, low-income and foster youth.

1.)Continue to support Program for Effective Access to College (PEAC) expansion in secondary schools from Westside and Eastside community schools to Goleta schools through a continued blended funding model approach. PEAC utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of study.

Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).

2.)Continue to provide and refine extended support in math through additional math sections in secondary schools. The continued offering of math support classes allows for students to frontload and review content of core math courses, as well as providing additional skill-building opportunities in order to help ensure greater success in college-prep and A-G level math courses.

3.)Continue to provide opportunities for students at each high school to engage in learning and credit recovery through participation in online learning platform (Odysseyware).

4.) Discontinue due to inconsistent implementation and low utilization of services. Funds reallocated for ELD support via Literacy Coaches, see Goal 3 Action 3.

5.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students with particular emphasis on expanding access to resources that support the learning needs of English Learners, low-income and foster youth.

6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

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College (PEAC) expansion in secondary schools from Westside and Eastside community schools to Goleta schools through a continued blended funding model approach. PEAC utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of study.

Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).

2.)Continue to provide and refine extended support in math through additional math sections in secondary schools. The continued offering of math support classes allows for students to frontload and review content of core math courses, as well as providing additional skill-building opportunities in order to help ensure greater success in college-prep and A-G level math courses.

3.)Continue to provide opportunities for students at each high school to engage in learning and credit recovery through participation in online learning platform (Odysseyware).

4.) Discontinue due to inconsistent implementation and low utilization of services. Funds reallocated for ELD support via Literacy Coaches, see Goal 3 Action 3.

5.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students with particular emphasis on expanding access to resources that support the learning needs of English Learners, low-income and foster youth.

6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

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6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

- Elementary sites have focused their efforts to embed or expand learning opportunities for unduplicated students in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate; provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies that promote academic language development.

- Secondary schools have used site based allocations to support student learning in the following ways: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focuses on supporting EL, SED and PEAC/AVID students; hiring of instructional coaches to support teachers with the implementation of CCSS (ELA/Math) and the integration of technology; purchasing instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie, IXL Math); increasing release time for teachers to engage in PLCs to analyze student work, identifying areas of student need, and develop actionable next steps.

Elementary sites will focus their efforts to embed or expand learning opportunities for unduplicated students through implementation of one or more the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate; provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies that promote academic language development.

- Secondary schools will use site based allocations to support student learning through implementation of one or more the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focuses on supporting EL, SED and PEAC/AVID students; hiring of instructional coaches to support teachers with the implementation of CCSS (ELA/Math) and the integration of technology; purchasing instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie, IXL Math); increasing release time for teachers to engage in PLCs to analyze.
- 7.) Support for Secondary Emerging Multilingual Students in U.S. Schools less than 24 months will ensure students are served in classes via ELD sections appropriate to their English Language Proficiency Level

Elementary sites will focus their efforts to embed or expand learning opportunities for unduplicated students through implementation of one or more the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate; provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies that promote academic language development.

- Secondary schools will use site based allocations to support student learning through implementation of one or more the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focuses on supporting EL, SED and PEAC/AVID students; hiring of instructional coaches to support teachers with the implementation of CCSS (ELA/Math) and the integration of technology; purchasing instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie, IXL Math); increasing release time for teachers to engage in PLCs to analyze.
- 7.) Support for Secondary Emerging Multilingual Students in U.S. Schools less than 24 months will ensure students are served in classes via ELD sections appropriate to their English Language

	and/or with instructional support provided by a paraprofessional.	Proficiency Level and/or with instructional support provided by a paraprofessional.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 3.1 & 3.2	See Goal 1, Action 3.1	See Goal 1, Action 3.1
Budget Reference	1.) See Goal 1, Action 3.1 & 3.2	1.) See Goal 1, Action 3.1	1.) See Goal 1, Action 3.1
Amount	See Goal 1, Action 3.1 & 3.2	See Goal 1, Action 6.5	See Goal 1, Action 6.5
Budget Reference	1.) See Goal 1, Action 3.1 & 3.2	1.) See Goal 1, Action 6.5	1.) See Goal 1, Action 6.5
Amount	\$476,500	\$529,705	\$529,705
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 2.) Extended Learning Gr 7-9 Math	1000-3999: Certificated Personnel Salaries and Benefits 2.) Extended Learning Gr 7-9 Math	1000-3999: Certificated Personnel Salaries and Benefits 2.) Extended Learning Gr 7-9 Math
Amount	\$156,000	\$102,000	\$102,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.) HS Credit Recovery	5000-5999: Services And Other Operating Expenditures 3.) HS Credit Recovery	5000-5999: Services And Other Operating Expenditures 3.)HS Credit Recovery
Amount	\$141,960.00	N/A	N/A
Source	Supplemental		
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 4.) ELD Support	N/A	N/A

Amount	\$51,110	\$52,063	\$52,063
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 5.) Librarian	1000-3999: Certificated Personnel Salaries and Benefits 5.) Librarian	1000-3999: Certificated Personnel Salaries and Benefits 5.) Librarian
Amount	\$579,205	\$579,205	\$579,205
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations (adjust w/COLA)	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations (adjust w/COLA)
Amount	\$200,000	\$203,716	\$203,716
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations (adjust w/COLA)	1000-3999: Certificated Personnel Salaries and Benefits 6.) Site Allocations (adjust w/COLA)
Amount	N/A	500,000	500,000
Source		Supplemental	Supplemental
Budget Reference	N/A	2000-3999: Classified Personnel Salaries and Benefits 7.) Support for Secondary Emerging Multilingual Students	2000-3999: Classified Personnel Salaries and Benefits 7.) Support for Secondary Emerging Multilingual Students
Amount	N/A	\$200,000	\$200,000
Source		Supplemental	Supplemental
Budget Reference	N/A	1000-3999: Certificated Personnel Salaries and Benefits 7.) Support for Secondary Emerging Multilingual Students	1000-3999: Certificated Personnel Salaries and Benefits 7.) Support for Secondary Emerging Multilingual Students

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

"Improve outcomes for special education students"

1.) Appropriately implement alternative interim reclassification process for English Learner students with special needs. Implementation will require training and support for case managers, school psychologists, district and school administrators, as well as classroom teachers.
2.) Develop and implement a plan for "multiple approaches" to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs.
3.) Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment.
4.) Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.

2018-19 Actions/Services

"Improve outcomes for special education students"

1.) Continue to implement alternative interim reclassification process for English Learner students with IEPs. Implementation will require ongoing training and support for case managers, school psychologists, district and school administrators, as well as classroom teachers.
2.) Implement and evaluate plan for "multiple approaches" to inclusion of students with IEPs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time and support in general education classes.
3.) Continue to provide training for all staff on appropriate accommodations for pupils with disabilities when taking the state assessment.
4.) Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.
5.) Continue to utilize a supplemental resource that converts written text into audio to support students with learning disabilities.

2019-20 Actions/Services

"Improve outcomes for special education students"

1.) Continue to implement alternative interim reclassification process for English Learner students with IEPs. Implementation will require ongoing training and support for case managers, school psychologists, district and school administrators, as well as classroom teachers.
2.) Implement and evaluate plan for "multiple approaches" to inclusion of students with IEPs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time and support in general education classes.
3.) Continue to provide training for all staff on appropriate accommodations for pupils with disabilities when taking the state assessment.
4.) Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.
5.) Continue to utilize a supplemental resource that converts written text into audio to support students with learning disabilities.

5.)Continue to utilize a supplemental resource that converts written text into audio to support students with learning disabilities.

6.) Identify a technological solution to ensure Special Education teachers and case managers have access to students' formative assessment data in both ELA and Math. Promote district and site-based professional learning opportunities around using formative assessment data amongst Special Education staff.
 7.) Develop reference document that will align students' deficit areas with evidence-based interventions for both ELA and Math.
 8.) Conduct needs assessment of curricula used by Special Educators, and begin to explore options for open educational resources that may provide a more coherent curricular base for Special Education.
 9.) Promote district and county professional learning opportunities around math language routines amongst Special Education staff.
 10.)
 Begin to research and explore math intervention models to support both general education and special education students.

6.) Maintain Special Education teachers and case managers' access to students' formative assessment data. Continue to promote district and site-based professional learning opportunities around using formative assessment data amongst Special Education staff.
 7.) Refine reference document that will align students' deficit areas with evidence-based interventions for both ELA and Math.
 8.) Work with Special Education staff to identify potential open educational resources to pilot that may provide a more coherent curricular base for Special Education.
 9.) Continue to promote district and county professional learning opportunities around math language routines amongst Special Education staff.
 10.) Identify math intervention models to pilot to support both general education and special education students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6100.00	N/A	N/A
Source	LCFF Base Funding		
Budget Reference	5000-5999: Services And Other Operating Expenditures 5.) Learning Ally	N/A	N/A
Amount	\$4,100	\$10,200	\$10,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 5.) Learning Ally	5000-5999: Services And Other Operating Expenditures 5.) Learning Ally	5000-5999: Services And Other Operating Expenditures 5.) Learning Ally

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Specific Grade Spans: Secondary

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services***“Diverse Pathways and Career/Technical Education”***

•

Allocate funding to support and develop career technology education pathways at the secondary schools.

2018-19 Actions/Services***“Diverse Pathways and Career/Technical Education”***

1.

Allocate funding to support and develop career technology education pathways at the secondary schools.

2019-20 Actions/Services***“Diverse Pathways and Career/Technical Education”***

1.

Allocate funding to support and develop career technology education pathways at the secondary schools.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

See Goal 1, Action 3.2

See Goal 1, Action 2.7

See Goal 1, Action 2.7

Budget

Reference

1.) See Goal 1, Action 3.2

1.) See Goal 1, Action 2.7

1.) See Goal 1, Action 2.7

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services***“Diverse Pathways and Career/Technical Education”***

1.

Continue to support the release of two elementary teachers (Adams Elementary and Franklin Elementary) for a year to implement design thinking modeled and developed at Dos Pueblos Engineering Academy (DPEA). Focus will be on implementation of interdisciplinary curriculum planning and design for students TK-6.

2018-19 Actions/Services***“Diverse Pathways and Career/Technical Education”***

1.

Continue to support the release of two elementary teachers (Adams Elementary and Franklin Elementary) for a year to implement design thinking modeled and developed at Dos Pueblos Engineering Academy (DPEA). Focus will be on implementation of interdisciplinary curriculum planning and design for students TK-6.

2019-20 Actions/Services***“Diverse Pathways and Career/Technical Education”***

1.

Continue to support the release of two elementary teachers (Adams Elementary and Franklin Elementary) for a year to implement design thinking modeled and developed at Dos Pueblos Engineering Academy (DPEA). Focus will be on implementation of interdisciplinary curriculum planning and design for students TK-6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$188,496.00	\$206,432	\$206,432
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) Elementary Fellows	1000-3999: Certificated Personnel Salaries and Benefits 1.) Elementary Fellows	1000-3999: Certificated Personnel Salaries and Benefits 1.) Elementary Fellows (Adjust w/COLA)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Create and maintain 21st century learning environments

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

SBUSD continues to pass overall facility ratings and maintain 100% compliance on Williams Act Facilities requirements.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall Facility Rating Williams Act Facilities Compliance	Passed 100% Compliant	Pass 100% Compliance	Pass 100% Compliance	Pass 100% Compliance

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

4, 5, 7, 8, 10, 11

Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

“Create and maintain 21st Century Learning Environments.”

1. Expand iPad deployment based on analysis of device deployment at 1:1 pilot schools (Adams Elementary, Franklin Elementary, Washington Elementary, La Cuesta High School) to grades 4, 5, 7, 8, 10 and 11, districtwide. Expansion is intended to provide students with access to extended learning opportunities beyond the school day.
2. Identify pilot classrooms/school sites to deploy student personalized learning opportunities. Personalization will include professional learning and collaboration with other districts and charter management organizations (CMOs) and will lead to development of a personalized learning platform for use across core content areas.

2018-19 Actions/Services

“Create and maintain 21st Century Learning Environments.”

1. Expand iPad deployment to grades 4, 7 and 10, districtwide. Expansion is intended to provide students with access to extended learning opportunities beyond the school day.
2. Continue to support personalized learning at La Cuesta and identify additional classrooms/sites to deploy personalized learning in SY 2019-2020. Personalization will include professional learning and collaboration with other districts and charter management organizations (CMOs) and will promote the continued development of a personalized learning platform for use across core content areas.

2019-20 Actions/Services

“Create and maintain 21st Century Learning Environments.”

- 1.) Maintain 1:1 device ratio for all students grades 4-12 and formalize funding to sustain the replacement of ? of student devices annually.
- 2.) Deploy student personalized learning at identified sites and identify additional classrooms/sites to deploy personalized learning in subsequent years. Personalization will include professional learning and collaboration with other districts and charter management organizations (CMOs) and will promote the continued development of a personalized learning platform for use across core content areas.
- 3.) Continue support for classroom teachers' creation of technology-rich learning environment by employing technology coaches. Respond to results of technology integration assessment and make adjustments to supports as needed. Implement plan for assessing the effectiveness of technology integration.

3.
Continue support for classroom teachers' creation of technology-rich learning environment by employing technology coaches.
4.
Continue to provide timely tech support with the use of computer support specialists TK-12.
5.

To support deployment of additional 1:1 devices districtwide, continue to expand WiFi access points and bandwidth at all sites in order to ensure that district network is robust and capable of handling increased traffic. To optimize students' utilization of 1:1 devices and ensure equitable access to WiFi for all students, develop/implement a plan to expand access to WiFi in the community.

3.

Continue support for classroom teachers' creation of technology-rich learning environment by employing technology coaches. Develop plan for assessing the effectiveness of technology integration.
- 4.) Continue to provide timely tech support with the use of computer support specialists TK-12.
- 5.) To optimize students' utilization of 1:1 devices and ensure equitable access to WiFi for all students, develop/implement a plan to expand access to WiFi in the community.

- 4.) Continue to provide timely tech support with the use of computer support specialists TK-12.
- 5.) To optimize students' utilization of 1:1 devices and ensure equitable access to WiFi for all students, implement plan to expand access to WiFi in the community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$277,851	\$549,282	\$549,282 (Adjust w/COLA)
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 3.) Tech Coaches	1000-3999: Certificated Personnel Salaries and Benefits 3.) Tech Coaches	1000-3999: Certificated Personnel Salaries and Benefits 3.) Tech Coaches
Amount	\$100,753	N/A	N/A
Source	Title II and Parcel Tax		
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 3.) Tech Coaches	N/A	

Amount	\$155, 266	N/A	N/A
Source	LCFF Base Funding		
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 3.) Tech Coaches	N/A	N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

Enhance early childhood education opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

The percentage of students entering SBUSD kindergarten that are deemed "Ready-to-Go" has increased since the baseline of the Kindergarten Student Entrance Profile (KSEP) assessment by just under 10% points, and gaps between student subgroups starting to close as projected. SBUSD continues to develop the efficacy of partnerships with external preschools through the Kindergarten Readiness Network which is led by the SBUSD Preschool Coordinator. The SBUSD Early Childhood Strategic Plan was developed in 2016 and continues to be implemented. Attention to professional learning as outlined in the plan will continue to be important.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Kindergarten Entrance Profile (KSEP) - % of Students "Ready to Go"	2016-17 All Students: 35% Asian: * Black/African Am: * Hispanic/Latino: 26% White: 59% SED: 24% SWD: * EL: 23% Homeless/Foster Youth: *	2017-18 All Students: 38% Asian: * Black/African Am: * Hispanic/Latino: 31% White: 60% SED: 29% SWD: * EL: 28% Homeless/Foster Youth: *	2018-19 Increase the percentage of all students "Ready to Go" to 45%, and decrease gaps between subgroups by improving rates for Hispanic/Latino, SED, SWD, EL, and Homeless/Foster Youth students by at least 5% points from 2017-18.	2019-20 Increase the percentage of all students "Ready to Go" to 50%, and decrease gaps between subgroups by improving rates for Hispanic/Latino, SED, SWD, EL, and Homeless/Foster Youth students by at least 5% points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Long-term target is that all subgroups will be within 2% points of the overall average.	Long-term target is that all subgroups will be within 2% points of the overall average.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Preschool
Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

"Support Kindergarten Readiness for All Students"

1.)Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides.Begin to explore making staff salaries equitable in alignment with TK-12 salary

2018-19 Actions/Services

"Support Kindergarten Readiness for All Students"

1.)Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Determine whether salary equity with TK-12 schedule is feasible. Position also manages state funds and licensure.

2019-20 Actions/Services

"Support Kindergarten Readiness for All Students"

1.) Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Position also manages state funds and licensure.

schedule. Position also manages state funds and licensure.

2.) Enhance instructional practices by creating cumulative data portfolios for students, providing professional learning focused on early literacy and language acquisition/development, and expanding professional learning on social and emotional support for students.

3.) Sustain and continue to cultivate district partnerships with community-based organizations and early childhood education providers through the Kindergarten Readiness Network with a focus on preparing all students for kindergarten as measured by KSEP.

4.) Refine initial implementation of preschool special education inclusion and maintain accreditation at all sites (exception of Peabody) through the National Association for the Education of Young Children (NAEYC). Maintain licensing of infant center housed at Santa Barbara High School.

2.) Actions for 2018-2019 will include continued professional learning focus on early literacy and language acquisition/development, while building upon professional learning on social and emotional support for students and reflective practice that occurred in 2017-2018.

3.) Sustain and continue to cultivate district partnerships with community-based organizations and early childhood education providers through the Kindergarten Readiness Network with a focus on preparing all students for kindergarten as measured by KSEP through common research-based instructional practices.

4.) Align professional learning opportunities to TK-12 system, formalize parent education and family engagement opportunities including dedicating personnel, and increase preschool access to preschools housed at SBUSD Title I schools for all eligible students. Maintain preschool special education inclusion, accreditation and licensing.

2.) Actions for 2019-2020 will include expanding professional learning focus to math and science, while building upon professional learning on early literacy and language acquisition/development, as well as social/emotional support and reflective practice.

3.) Sustain and continue to cultivate district partnerships with community-based organizations and early childhood education providers through the Kindergarten Readiness Network with a focus on preparing all students for kindergarten as measured by KSEP through research-based instructional practices and family engagement strategies.

4.) Align professional learning opportunities to TK-12 system, formalize parent education and family engagement opportunities including dedicating personnel, and increase preschool access to preschools housed at SBUSD Title I schools for all eligible students. Research alignment of salary equity to TK-12 system. Maintain preschool special education inclusion, accreditation and licensing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$73,684	\$77,320	\$77,320 (adjust w/COLA)
Source	LCFF Base Funding	Grant	Grant
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) Pre School Coordinator	1000-3999: Certificated Personnel Salaries and Benefits 1.) Pre School Coordinator (State Grant)	1000-3999: Certificated Personnel Salaries and Benefits 1.) Pre School Coordinator (State Grant)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

“Support Kindergarten Readiness for All Students”

1.)Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Preschool enrollment is restricted to limited income families. Additional Coordinator time is needed to support the learning needs of English Learners, low-income and foster youth as follows:

1. To support the language development of English Learners

2.

Conduct feasibility analyses of funding and facilities to increase access to preschool at neighborhood schools for English Learners, low-income and foster youth

2.)Launch the school readiness mobile lab program to promote literacy and parent engagement and outreach that is appropriate to the developmental stages of children ages 0-5, and especially for English Learners, low-income, and foster youth in alignment with District’s framework for family engagement. Parent outreach and education to address the importance of preschool.

2018-19 Actions/Services

“Support Kindergarten Readiness for All Students”

1.)Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Preschool enrollment is restricted to limited income families. Additional Coordinator time needed to support the learning needs of English Learners, low-income and foster youth as follows:

- To support the language development of English Learners

•

Review and/or conduct feasibility analyses of funding and facilities to increase access to preschool at neighborhood schools for English Learners, low-income and foster youth

2.)Review outcomes from 2017-2018 in order to continue and improve the school readiness mobile lab program to promote literacy, parent engagement and outreach that is appropriate to the developmental stages of children ages 0-5, and

2019-20 Actions/Services

“Support Kindergarten Readiness for All Students”

1.)Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Preschool enrollment is restricted to limited income families. Additional Coordinator time needed to support the learning needs of English Learners, low-income and foster youth as follows:

- To support the language development of English Learners

•

Review and/or conduct feasibility analyses of funding and facilities to increase access to preschool at neighborhood schools for English Learners, low-income and foster youth

2.)Review outcomes from 2018-2019 in order to maintain and improve the school readiness mobile lab program to promote literacy, parent engagement and outreach, appropriate to the developmental stages of this age group and and

3.) Cal-safe staff with the direction of our pre-school coordinator continue to providing language rich learning opportunities to pre-school age children of high school students that are working toward completing the necessary graduation requirements while managing their role as young parents. Resources have been allocated to support the purchasing of instructional materials that are culturally relevant and of high interest to our youngest learners.

4.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

-

Elementary sites have focused their efforts to further support the learning opportunities for students in TK-3 in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the early grades during the instructional day; purchase culturally relevant instructional materials, such as high interest leveled libraries, and provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies address the specific learning needs of our unduplicated students.

especially for English Learners, low-income, and foster youth in alignment with District's framework for family engagement. Parent outreach and education to address the importance of preschool.

3.) Cal-safe staff with the direction of our pre-school coordinator will continue to provide language rich learning opportunities to pre-school age children of high school students that are working toward completing the necessary graduation requirements while managing their role as young parents. Resources have been allocated to support the purchasing of instructional materials that are culturally relevant and of high interest to our youngest learners.

4.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

-

Elementary sites will focus their efforts to further support the learning opportunities for students in TK-3 through implementation of one or more of the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the early grades during the instructional day; purchase culturally relevant instructional materials, such as high interest leveled libraries, and provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies address the specific learning needs of our unduplicated students.

especially for English Learners, low-income, and foster youth in alignment with District's framework for family engagement. Explore opportunities to modify programming in response to feedback from parents.

3.) Cal-safe staff with the direction of our pre-school coordinator will continue to provide language rich learning opportunities to pre-school age children of high school students that are working toward completing the necessary graduation requirements while managing their role as young parents. Resources have been allocated to support the purchasing of instructional materials that are culturally relevant and of high interest to our youngest learners.

4.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.

-

Elementary sites will focus their efforts to further support the learning opportunities for students in TK-3 through implementation of one or more of the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the early grades during the instructional day; purchase culturally relevant instructional materials, such as high interest leveled libraries, and provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies address the specific learning needs of our unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$73,684	\$77,320	\$77,320 (adjust w/COLA)
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 1.) Preschool Coordinator	1000-3999: Certificated Personnel Salaries and Benefits 1.) Preschool Coordinator	1000-3999: Certificated Personnel Salaries and Benefits 1.) Preschool Coordinator
Amount	\$69,877	\$84,337	\$84,337 (adjust w/COLA)
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.) Cal Safe Staff	2000-3999: Classified Personnel Salaries and Benefits 3.) Cal Safe Staff	2000-3999: Classified Personnel Salaries and Benefits 3.) Cal Safe Staff
Amount	\$121,516.00	N/A	N/A
Source	Supplemental		
Budget Reference	1000-3999: Certificated Personnel Salaries and Benefits 4.) Extra Hourly	N/A	N/A
Amount	\$51,516	\$101,004	\$101,004
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 4.) Site Based Allocations	4000-4999: Books And Supplies 4.) Site Based Allocations	4000-4999: Books And Supplies 4.) Site Based Allocations

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$11,914,695.00

Percentage to Increase or Improve Services

10.72%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The majority of the total allocation of Supplemental and Concentration Grant Funds are principally directed to increasing and/or improving services for unduplicated pupils above and beyond those services provided for all students in School Year 2018-2019. The following actions, services and programs are intended to address systemic challenges, such as disproportionality in achievement, access and opportunity among student groups in the District. As such, the most effective way to ensure that unduplicated students experience a meaningful benefit is to ensure these actions, services and programs are district-wide and/or school-wide:

Goal 1

- Adult and Student Cultural Proficiency Training (LEA-wide)
- Access to College Entrance Exams (secondary)
- Expansion of Access to CTE and VAPA (LEA-wide)
- Support for Access to College - PEAC (secondary)

Goal 2

- Support for Restorative Approaches and Social-Emotional Learning (LEA-wide)
-

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Promotion of Positive School Climate (secondary)

- Attendance Monitoring and Communication Tools (LEA-wide)
- Intensive Support for Disengaged Youth (Academy for Success) (high schools)
- Support for Student Engagement - Deans (secondary)
- Support for At-Risk Intervention (secondary)
- Support for Mental Health (School-Based Counseling) (LEA-wide)
- Support for English Learners and Parent Engagement - Administrative (LEA-wide)
- Parent Engagement - Advisory Committees (LEA-wide)
- Family Engagement - Education (LEA-wide)
- Support for PEAC Family Regional Centers (LEA-wide)
- Support for Language Access staffing and services (LEA-wide)

Goal 3

- Support for Differentiated Curriculum, Instruction, & Assessment - TOSAs (LEA-wide)
-

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Support for Elementary Professional Learning Communities (PLCs) - Credentialed Teachers for Music, Visual Arts, and PE (elementary)

-

Support for Access to College - AVID staffing, program, professional learning and services (secondary)

-

Formative Assessment Tools in Reading and Math (LEA-wide)

-

Reading Support for Students with Disabilities (LEA-wide)

-

Elementary Access to Library Services (elementary)

-

Support for Balanced Literacy Model Implementation (elementary)

-

Staffing to Support Math Intervention (secondary)

-

High School Credit Recovery (high schools)

-

Professional Learning - Integrated/Designated English Language Development (ELD) (elementary)

-

Support for Elementary STEAM Integration (elementary)

-

NGSS Experiential Learning (elementary)

-

Elementary Garden Education (elementary)

-

Professional Learning - Improving Instructional Practice - Balanced Literacy, School Leadership (LEA-wide)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 4

- Support for Integration of Technology into Curriculum (LEA-wide)

In some cases, actions, services and programs are exclusively targeted to meeting the needs of unduplicated pupils. In cases when services are multi-funded between Supplemental and Concentration Grant Funds and alternative funding sources, the allocation of Supplemental and Concentration Grant Funds is aimed at expanding and/or enhancing services for unduplicated pupils. The following actions, services and programs are provided exclusively to target unduplicated students:

Goal 1

- Expansion of Access to CTE and VAPA
- Support for Access to College - PEAC

Goal 2

- Intensive Support for Disengaged Youth (Academy for Success)
- Support for Student Engagement - Deans

Goal 3

- Professional Learning - Integrated/Designated English Language Development
- Professional Learning - Improving Instructional Practice

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

-
- English Language Development Support
- Goal 5
-
- Access to early education
-
- Support for Infant Center

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$10,408,662	10.03%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Majority of the total allocation of Supplemental and Concentration Grant Funds are principally directed to increasing and/or improving services for unduplicated pupils above and beyond those services provided for all students in School Year 2017-2018. The following actions, services and programs are intended to address systemic challenges, such as disproportionality in achievement, access and opportunity among student groups in the District. As such, the most effective way to ensure that unduplicated students experience a meaningful benefit is to ensure these actions, services and programs are district-wide and/or school-wide.

- Expansion of PEAC (secondary)
- Expansion of Academy for Success (high schools)
- Establishment of a Dean of Student Engagement position (high schools)
- Provision of Social Worker Services (elementary)
- Support for At-Risk Outreach Liaison positions (secondary)
- Support for Youth Services Specialist/CADA services (secondary)
- Support for Director of English Learners and Parent Engagement position (LEA-wide)
- Administrative support for English Learner and Parent Engagement position (LEA-wide)
- Establishment of a Family Engagement Liaison position (LEA-wide)
- Staffing for Parent Resource Center (LEA-wide)
- Expansion of Language Access staffing and services (LEA-wide)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Expansion of services provided by TOSAs (LEA-wide)
- Support for Elementary PLCs and Student Enrichment (elementary)
- Support for AVID staffing, program, professional learning and services (secondary)
- Expansion of services provided by certificated librarian (elementary)
- Staffing to support Extended Learning for Math Grades 7-9 (secondary)
- Online credit recovery (high schools)
- Expansion of ELD (elementary)
- Expansion of STEAM education (elementary)
- Expansion of access to early education (pre-school)

In some cases, actions, services and programs are exclusively targeted to meeting the needs of unduplicated pupils. In cases when services are split-funded between Supplemental and Concentration Grant Funds and alternative funding sources, the allocation of Supplemental and Concentration Grant Funds is aimed at expanding and/or enhancing services for unduplicated pupils. As an example, the Pre-School Coordinator position is extended to a full-time position using Supplemental and Concentration Grant Funds in order to support expansion of early childhood education opportunities to low-income, EL, and foster youth. The following actions, services and programs are provided exclusively to target unduplicated students:

-

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Expansion of access to early education (EL, Low-income)
- Support for Infant Center (EL, Low-income)
- English Language Development Support (EL)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	11,229,144.00	11,046,673.66	28,611,654.00	12,063,633.00	11,359,808.00	52,035,095.00
CCSS	200,000.00	0.00	200,000.00	0.00	0.00	200,000.00
CTEIG	69,354.00	70,183.00	69,354.00	77,195.00	77,195.00	223,744.00
Grant	0.00	0.00	0.00	77,320.00	0.00	77,320.00
LCFF Base Funding	116,256.00	364,662.00	116,256.00	36,472.00	36,472.00	189,200.00
Local Donations	500,000.00	500,000.00	500,000.00	745,607.00	745,607.00	1,991,214.00
Other	229,500.00	109,553.00	0.00	93,653.00	93,653.00	187,306.00
Supplemental	9,157,587.00	8,841,775.66	26,602,284.00	9,774,983.00	9,148,478.00	45,525,745.00
Title I	772,860.00	1,060,753.00	772,860.00	975,753.00	975,753.00	2,724,366.00
Title II and Parcel Tax	183,587.00	99,747.00	183,587.00	0.00	0.00	183,587.00
Title III	0.00	0.00	167,313.00	282,650.00	282,650.00	732,613.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	11,229,144.00	11,046,673.66	28,611,654.00	12,063,633.00	11,359,808.00	52,035,095.00
0000: Unrestricted	0.00	93,653.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	1,883,365.00	0.00	0.00	0.00	0.00
1000-3999 - Certificated Personnel Salary and Benefits	0.00	17,028.00	429,830.00	989,918.00	1,165,788.00	2,585,536.00
1000-3999: Certificated Personnel Salaries and Benefits	8,291,263.00	6,572,091.99	6,763,430.00	6,911,536.00	6,031,178.00	19,706,144.00
2000-3999 - Classified Personnel Salary and Benefits	0.00	0.00	0.00	78,023.00	78,023.00	156,046.00
2000-3999: Classified Personnel Salaries and Benefits	511,852.00	514,559.67	511,852.00	1,642,222.00	1,642,885.00	3,796,959.00
4000-4999: Books And Supplies	261,516.00	261,516.00	261,516.00	338,004.00	338,004.00	937,524.00
5000-5999: Services And Other Operating Expenditures	1,930,663.00	1,469,460.00	20,411,176.00	1,858,300.00	1,858,300.00	24,127,776.00
5800: Professional/Consulting Services And Operating Expenditures	233,850.00	235,000.00	233,850.00	245,630.00	245,630.00	725,110.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	11,229,144.00	11,046,673.66	28,611,654.00	12,063,633.00	11,359,808.00	52,035,095.00
0000: Unrestricted	Other	0.00	93,653.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Local Donations	0.00	400,000.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	1,483,365.00	0.00	0.00	0.00	0.00
1000-3999 - Certificated Personnel Salary and Benefits	Supplemental	0.00	17,028.00	429,830.00	755,268.00	931,138.00	2,116,236.00
1000-3999 - Certificated Personnel Salary and Benefits	Title III	0.00	0.00	0.00	234,650.00	234,650.00	469,300.00
1000-3999: Certificated Personnel Salaries and Benefits	CTEIG	69,354.00	70,183.00	69,354.00	77,195.00	77,195.00	223,744.00
1000-3999: Certificated Personnel Salaries and Benefits	Grant	0.00	0.00	0.00	77,320.00	0.00	77,320.00
1000-3999: Certificated Personnel Salaries and Benefits	LCFF Base Funding	91,156.00	358,562.00	91,156.00	17,472.00	17,472.00	126,100.00
1000-3999: Certificated Personnel Salaries and Benefits	Local Donations	400,000.00	0.00	400,000.00	0.00	0.00	400,000.00
1000-3999: Certificated Personnel Salaries and Benefits	Supplemental	6,857,140.00	5,270,739.99	5,329,307.00	5,966,689.00	5,163,651.00	16,459,647.00
1000-3999: Certificated Personnel Salaries and Benefits	Title I	772,860.00	772,860.00	772,860.00	772,860.00	772,860.00	2,318,580.00
1000-3999: Certificated Personnel Salaries and Benefits	Title II and Parcel Tax	100,753.00	99,747.00	100,753.00	0.00	0.00	100,753.00
2000-3999 - Classified Personnel Salary and Benefits	Supplemental	0.00	0.00	0.00	78,023.00	78,023.00	156,046.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-3999: Classified Personnel Salaries and Benefits	Local Donations	0.00	0.00	0.00	641,607.00	641,607.00	1,283,214.00
2000-3999: Classified Personnel Salaries and Benefits	Supplemental	511,852.00	429,559.67	511,852.00	1,000,615.00	1,001,278.00	2,513,745.00
2000-3999: Classified Personnel Salaries and Benefits	Title I	0.00	85,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Local Donations	100,000.00	100,000.00	100,000.00	102,000.00	102,000.00	304,000.00
4000-4999: Books And Supplies	Supplemental	161,516.00	161,516.00	161,516.00	236,004.00	236,004.00	633,524.00
5000-5999: Services And Other Operating Expenditures	CCSS	200,000.00	0.00	200,000.00	0.00	0.00	200,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base Funding	25,100.00	6,100.00	25,100.00	19,000.00	19,000.00	63,100.00
5000-5999: Services And Other Operating Expenditures	Local Donations	0.00	0.00	0.00	2,000.00	2,000.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Other	229,500.00	15,900.00	0.00	93,653.00	93,653.00	187,306.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,393,229.00	1,244,567.00	19,935,929.00	1,492,754.00	1,492,754.00	22,921,437.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	202,893.00	0.00	202,893.00	202,893.00	405,786.00
5000-5999: Services And Other Operating Expenditures	Title II and Parcel Tax	82,834.00	0.00	82,834.00	0.00	0.00	82,834.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	167,313.00	48,000.00	48,000.00	263,313.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	233,850.00	235,000.00	233,850.00	245,630.00	245,630.00	725,110.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,777,051.00	1,774,064.00	1,777,051.00	1,896,011.00	1,896,011.00	5,569,073.00
Goal 2	2,452,258.00	2,465,194.77	2,452,258.00	2,659,156.00	2,744,156.00	7,855,570.00
Goal 3	6,230,954.00	5,795,488.89	23,613,464.00	6,619,203.00	6,618,637.00	36,851,304.00
Goal 4	378,604.00	611,102.00	378,604.00	549,282.00	0.00	927,886.00
Goal 5	390,277.00	400,824.00	390,277.00	339,981.00	101,004.00	831,262.00

* Totals based on expenditure amounts in goal and annual update sections.

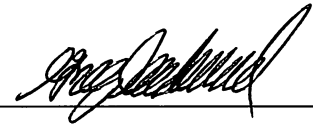
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VERIFICATION

I, Gregory Gandrud, am an officer and authorized representative Petitioner and Plaintiff Fair Education Santa Barbara, Inc. in the above captioned action. I have read the foregoing Verified First Amended Petition for Writ of Mandamus and Complaint for Declaratory and Injunctive Relief filed in this action and am familiar with its contents. The factual allegations contained therein are true of my own knowledge except as to those matters stated on information and belief and as to those matters I believe them to be true.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Dated: May 9, 2019



GREGORY GANDRUD