

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Santa Barbara Unified School District

CDS code:

76786

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

TITLE I, PART A / TITLE II, PART A / TITLE III, PART A / TITLE IV, PART A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate

their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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 values, adopted by the local board of education in 2018-2019: (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 and families to promote student success
- 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

An annual comprehensive needs assessment review conducted by the office of research and evaluation informs the actions and services within the LCAP so as to address the academic and social-emotional needs of all students. The goals guiding the 2017-2020 plan will be realized through a set of strategies, and monitored through key metrics. Federal title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions outlined across the five LCAP Goals.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district aligns its use of federal funds with activities funded by state and local funds and across different federal grant programs through the alignment of the primary responsibilities of a school district and their execution throughout multiple levels of the organization. The School Plans for Student Achievement as well as the High School Accreditation Plans are carefully aligned to the

district's LCAP goals which are then aligned to the district and site implementation plans. As a result, coherence between and across activities funded by state and federal grant dollars is achieved and federal grant dollars are used to provide additional supplemental services to targeted students as intended by the federal grant programs.

An example of such alignment include the vast work in the elementary literacy and language space. LCAP Goal 3 addresses the need for literacy and language development for students through the balanced literacy model. The Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2020-2021 as year 5 was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California ELA/ELD Framework. LCAP supplemental funds support the implementation of SB Unified's Literacy and Language Framework, including professional learning to support the implementation of a balanced literacy model, as well as strategies for language acquisition and development. Federal funds support this work through the additional services which include two Title III funded ELD teachers on special assignment that support the efforts of Literacy and Language Framework implementation. In addition, Title I funds support targeted professional learning for the Balanced Literacy model through the specialized training for teachers in the Reader's and Writer's workshop program.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified audits our schools' master schedules to ensure that our students are being taught by teachers who are appropriately assigned. These master schedule audits also show that low-income and minority students are being taught at similar rates to other students, by teachers of varying experience and effectiveness.

SB Unified has several systems in place to prevent low-income and minority students from being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

These systems include, but are not limited to, conducting annual Assignment Monitoring via CalPADS and ongoing master schedule audits, providing ongoing robust required Professional Learning based on annual student data, conducting regular formal evaluations of teachers which provide for referrals to Peer Assistance Review for unsatisfactory teachers, and providing voluntary access to PAR for teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's Framework for Family Engagement adapted from Family Engagement Framework: A Tool for California School Districts (CDE, 2014) outlines principles by which the district will work toward culturally and linguistically responsive family engagement programs and services. Major goals and actions related to parent involvement and engagement for each school, respectively, are articulated in Single Plans for Student Achievement (SPSAs). School Plans for 2019-2020 were board approved in May 2019 and include an evaluation of the 2018-19 year's plan, many of which indicate increased participation of families in school events, as well as increased and improved interpretation services during school events. In addition, sites have increased opportunities for families of different linguistic and demographic backgrounds to come together in school participation.

An important district-wide strategy to promote parent, family and community engagement continues to be the collective centralized and site-based efforts in family engagement, advocacy, education and language access which continue to yield healthy parent participation in school committees. The intent remains 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.

Centralized and site-based efforts in family engagement, advocacy, education, and language access support healthy parent participation in school committees. The intent remains 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.

This district has a Family Engagement Unit comprised of two District Family Engagement Liaisons who support specific parent engagement programming across all elementary schools sites. One such example is the Family Engagement Liaison (FEL) District Level II facilitation of base level parent education programs across the district. The FEL implements the Parent School Partnership Program (PSP) at nine school sites. The PSP Institute is comprised of 9-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. In order to continue to support and increase family engagement district-wide, FEL conducted four sessions of Cafecito or coffee chats at all nine elementary schools. Cafecito is an informal meeting for all parents to attend and learn about the 5 Protective Factors to help strengthen family support at home.

The District's Family Engagement Liaison (FEL) Level 1 facilitated nine Latino Family Literacy Project Institutes at eight school sites. The project is a 7-week literacy program designated to establish reading routines for Spanish speaking parents and their children. It involves family reading for Hispanic parent involvement, vocabulary development, and English language development for parents and their children. The program engages the parents in reading with their children, reflects the experiences of Latino families, and is centered on universal themes such as family, learning creatively, feelings, numbers, and community. The project will also allow parents to build community support with other parents, community agencies and district personnel. Themes covered in the project include emotional competence, Social Justice issues (Racism, Classism, Ageism, and Heterosexism), STEM, and college readiness.

SB Unified will also 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).

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted

assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified schools are required to annually evaluate and develop a *Single Plan for Student Achievement* (SPSA). The schools' SPSAs are developed based on analysis of local, district, and state data for various student groups, including English Learners, Students with Disabilities, and Socio-Economically Disadvantaged students, from assessments such as STAR Reading, CAASPP and ELPAC. This data is reviewed by district and school site teams, each school's elected School Site Council members, and school-based English Learner Advisory Committee (ELAC) officers as part of the plan to develop and review a comprehensive needs assessment. Schools are required to conduct comprehensive needs assessments to assist with creating programs to support eligible students in achieving grade-level standards. The schools determine, within the parameters and guidelines established by law and district priorities in the Local Control Accountability Plan (LCAP), which services and supporting resources will be offered at their site using Title and other funding sources. Multiple measures are used to determine students' eligibility.

Title I funding for elementary school sites is based on free/reduced meal counts which determine eligibility. Program funding is used to provide supplemental services to students and their families. A primary area of focus for schoolwide programs is in the area of literacy and language practices in the classroom. Professional learning consists of a combination of pedagogical background and hands-on, classroom based facilitated sessions (called labsites) involving co-planning and coaching. Labsite days bring together grade-level teams, across multiple schools, to engage in classroom practices. Additionally, both Targeted Assistance and Schoolwide Program schools use Title I funding to offer Extended Learning opportunities for students during the year and in summer. Extended Learning opportunities are used to provide additional learning for English-Language Arts and/or Math, as well as summer bridge for either incoming kindergarten students or those transitioning to first grade.

Secondary schools who receive Targeted Assistance Title I funds identify eligible students who are in need of additional academic or social-emotional supports as evidenced by multiple measures, including local, state, and district assessments. For example, students whose CAASPP scores show they are not meeting the standards, and/or who have multiple D or F grades in core subject areas, can receive supplemental academic and social-emotional services, including tutoring, academic seminar time with mentor teachers, and extended library hours. Eligible students who indicate additional difficulty engaging with school due to poor attendance rates and/or social-emotional needs may receive additional counseling and skills-building help, such as organizational and time-management skills, through support classes and programs such as Program for Effective Advance to College (PEAC) and Advancement Via Individual Determination (AVID). Both PEAC and AVID also sponsor field trips to colleges to encourage a growth mindset and college-going perspective.

Both Targeted Assistance and Schoolwide Programs schools use Title I funding to offer Summer Extended Learning opportunities for students, including Summer Bridge programs to support additional learning for English-Language Arts and/or Math, as well as credit recovery programs for high school students who failed a course and need to make up credits. For students involved in the Program for Effective Access to College (PEAC) and Advancement Via Individual Determination (AVID) programs, receive additional counseling targeting to their needs, and they are counseled to take classes in summer, which allows them to free up their schedule so they may experience a support class such as PEAC or AVID during their regular school day schedule.

Both elementary and secondary schools also access Title I funds in order to provide training sessions and resources for families through Family Engagement Liaisons, who provide outreach and training for families of eligible students. Activities include workshops on topics related to partnering with schools to support students' high academic achievement, such as learning about programs and supports available in the school, how to read transcripts and calculate grade point averages, and the importance of supporting literacy in the home.

Programs for Neglected or Delinquent Children

Within our district attendance boundaries, there are no local residential or local institutions. Students are served through the Santa Barbara County Education Office. The district does collaborate with the County Education Office when students transition between programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6) Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Dr. Frann Wageneck, Assistant Superintendent of Student Services is the Homeless and Foster Youth Educational liaison. The school district's homeless liaison is required to ensure parents of homeless pupils are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Notification may address: 1) Circumstances for eligibility (e.g., living in a shelter, in a motel, hotel, or weekly rate housing, in a house or apartment with more than one family because of economic hardship or loss, in an abandoned building, in a car, at a campground, or on the street, in temporary foster care or with an adult who is not your parent or guardian, in substandard housing, or with friends or family because you are a runaway, unaccompanied, or migrant youth); 2) Right to immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or

tuberculosis skin-test results, school records, or legal guardianship papers; 3) Right to education and other services (e.g., to participate fully in all school activities and programs for which child is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment) 4) Right to be notified of the possibility of graduating within four years with reduced state requirements, if the homeless or foster youth transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.; and, 5) Right for the district to accept partial credits for courses that have been satisfactorily completed by the homeless student. Notice of educational rights of homeless children must be disseminated at places where children receive services, such as schools, shelters, and soup kitchens. [42 United States Code 11432, Education Code 48853, 49069, 51225.1 and 51225.2]

Before and After School Programs

Students who are identified as homeless or foster children have a right to receive priority enrollment. No current participant in a before or after school program shall be disenrolled in order to allow enrollment of a student with priority enrollment.

Programs that charge family fees shall not charge for a child who is homeless or in foster care. In any before or after school programs, the first priority for enrollment goes to pupils who are identified by the program as homeless at the time they apply or at any time during the school year, and pupils who are identified by the program as being in foster care; second priority in programs serving middle and junior high school pupils goes to those who attend daily. The program must inform the parent or caregiver of a pupil of the right of homeless and foster children to receive priority enrollment and how to request priority enrollment.

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remaining in the school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with a possible fifth year (exemption from local graduation requirements, and access to academic resources, services, and extracurricular activities). A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures, including information regarding exemption from local graduation requirements if educational rights are not allowed at the public high school. [Education Code 48853, 49069, and 51225.2]

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified has several state preschool programs on elementary campuses and offers transitional kindergarten at several elementary sites. Preschool staff and elementary front office staff assist parents in enrolling and registering their children for these transitions. Students with Individual Education Plans participate in Transitional IEPs when leaving preschool for elementary schools. Additionally, the SELPA sets up transitional IEPs for incoming kindergarten students with disabilities from non SB Unified preschools. Incoming Kindergarten students are screened with a K assessment in order to assist teachers in setting up their incoming classes.

SB Unified provides several options for successfully transitioning students from middle school (in our district, junior high including 7th and 8th grades) to high school and from high school to postsecondary education. A key strategy for junior high to high school transition is to support students needing additional intervention during the summer with learning recovery in summer bridge classes focusing on math and English-Language Arts. Additionally, once in high school, students may earn credit recovery through extended summer learning classes, both at the high school and at Santa Barbara Community College through dual enrollment articulation. High school students also receive college and career counseling through dedicated additional staffing in college-career centers on the high school campuses.

We also provide Program for Effective Access to College (PEAC) at junior high and high school. PEAC is supported through a combination of local donations and district and federal funds. PEAC students take summer courses starting in 7th grade that emphasizes organizational and study skills as well as specific opportunities for college entry, including developing coursework pathways, taking field trips to colleges and universities, learning from guest speakers, and participating in early college entry through dual enrollment on the SBCC campus for high school. Dedicated PEAC staff also provide additional counseling for students and families as to which classes will help them become college and career ready. PEAC students are given priority for summer courses.

Our district hosts parent education nights about high school and college readiness in order to assist parents in supporting their child's future. We provide childcare to families in attendance at the evening events and always have interpretation available for our Spanish-speaking families through our Language Access Unit. Our high school sites coordinate college readiness events for families, such as College Nights.

Students in high school can choose to take Advanced Placement, International Baccalaureate, and Career Technical Education (CTE) courses which can earn them college credits and advancement opportunities, such as additional credit on their transcripts. Admission policies for CTE programs have been designed to work toward proportionality of all student groups in entry and participation.

As further support, SB Unified has a robust AVID program and a full-time District AVID Coordinator who works with all the schools to ensure students from traditionally underrepresented programs have college and career supports in their school day through AVID classes, as well as additional opportunities such as Parent Nights, and access to summer classes. Every junior high and high school offers AVID courses during the school year as an elective. In 2019-2020, all AVID students will have access to GradeSlam, a program that provides credentialed tutors available online 24 hours a day.

Eligible students may also be identified for and participate in the Academy for Success program. 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. Teachers work collaboratively as school and district team members to create differentiated learning opportunities for students, including the use of competency-based learning models using online programs such as Summit Learning and the ALEKS math program.

We also have the Alta Vista independent Study Middle College program available to students who wish to concurrently take classes through independent study at the high school and also enroll in college coursework, enabling them to graduate high school with college coursework already completed.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Barbara Unified School District is committed to an educational program that recognizes the unique value, needs, and talents of individual students. We believe that all students can reach their full potential through approaches designed to meet their individual needs. The Advanced Learning Program is designed to provide access to appropriate learning opportunities to those students who have demonstrated exceptional intellectual capability and who have been identified as gifted and/or greatly exceed grade level expectations.

Identification

Santa Barbara Unified School District administers the Cognitive Abilities Test (CogAT) to all second-grade students (opt-out is available). The CogAT is an assessment that measures general reasoning abilities in three domains: verbal, quantitative, and nonverbal. The CogAT measures students' abilities to apply their reasoning skills to verbal, quantitative, and non-verbal tasks, but it is not an IQ test. Results are combined with additional data and information to: understand the learning needs of individual students and to determine how to differentiate or modify curriculum through differentiation. Santa Barbara Unified School District applies local norms in order to create more equitable results.

Local qualifying scores:

For English-only students, an overall composite score of 95% or greater

For English learners, an overall composite score of 93%

Retesting is available in grades 3-5

Review by a committee is available in certain situations

Model

Each Santa Barbara Unified School District elementary school provides cluster classes with flexible grouping throughout the day for GATE-identified students in 3rd through 6th grades, except for Washington Elementary, which houses the district's GATE Magnet. The GATE Magnet at Washington is open to all SB Unified GATE identified students via lottery. Any eligible student wanting to attend the self-contained GATE Magnet at Washington can submit a transfer request and participate in the district held lottery for a space in the Magnet program. Cluster classrooms include a small group of GATE identified students within a mixed-ability general education classroom. This model allows the classroom teacher to more effectively differentiate instruction and provides interaction for GATE students with both their intellectual and age peers. Students participating in GATE cluster groups receive differentiated instructional opportunities designed with elements of depth, complexity, and content imperatives across the grade-level core curriculum. Differentiated instruction is provided within the school day and in the general education classroom through the use of flexible groupings, supplemental materials, and varied learning activities. Differentiation is not accomplished by assigning GATE students more homework or special at-home projects.

At the junior high and high school level, Honors courses are available to provide students with more rigorous and complex coursework. Additionally, the three comprehensive high schools offer Advanced Placement courses in a variety of curricular areas, including English, Math, Science, Social

Studies, Studio Art, and World Languages. One high school, Dos Pueblos, also offers the International Baccalaureate (IB) diploma program. While these programs don't only serve Title I students, SB Unified has specifically worked to target students who may benefit from the rigor but lack the confidence to succeed based on prior effort, through specific counseling, and the achievement gap has narrowed since implementing more "open-door" policies on entrance to these courses.

SB Unified has librarians and library techs at all secondary schools and library techs and one district-wide Librarian at the elementary level. Each of these library media specialists ensures that teachers and students have access to textbooks, the library, digital databases, and curricular materials. This year librarians: added 5 new, state-sponsored databases plus 1 subscription database to our digital library found on the district and each school's website. Students may access databases at home and at school 365 days/year, created Digital Citizenship lessons, Research Strategies & Citing Resources and How to Use New Databases decks for student instruction, composed grants, and purchased culturally relevant books that provide mirrors for students. Additionally, SB Unified has partnered with the Santa Barbara Public Library to create the Library Cards for Student Success initiative, in which during online enrollment, parents can opt into having their child issued a library card using their SB Unified student identification numbers. In addition, to issuing more library cards to students in SB Unified via the registration opt-in, the Santa Barbara Public Library has agreed to remove all students fines. Library fines are often a barrier for students and families who cannot afford to pay the fees.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides multiple avenues and strategies to support staffing and professional development for teachers, librarians, and administrators in how to support students in achieving the State academic standards, with a particular emphasis on supporting underserved student groups, including Hispanic/Latino, English Learners, and Students With Disabilities.

Teacher Induction

The Teacher Induction Program (TIP) serves all 1st and 2nd-year teachers who hold a Preliminary Credential at no cost to teachers. Experienced teachers who serve as Induction Mentors receive professional learning experiences as part of the program. The TIP Coordinator oversees the professional development and credential clearance across subject areas and grades. TIP also helps to attract and recruit new teachers into our district. In 2018-2019 we supported 85 teachers and 72 mentors through TIP.

In addition, Title II, Part A funds are used to hire Literacy Coaches for elementary school (K-6) who in turn lead professional development for teachers of the new curriculum for the English-Language Arts Reading and Writing Workshop. We also hire a credentialed consultant for elementary school science to work with teachers on ensuring implementation of Next Generation Science Standards as well as Computer Support Specialists to implement our use of iPads.

Administrator Induction

All newly credentialed Administrators employed by SB Unified participate in administrator induction via the Clear Administrative Services Credential (CASC) two-year program offered by SBCEO. Upon hire, SB Unified matches new administrators with currently employed experienced administrators in the district who serve as coaches to CASC participants.

Opportunities for Building Teacher Capacity

The district provides an annual professional learning week in June after the end of the school year to all teachers in the district. Further, certificated vacancies are first advertised to all certificated employees as an In-District Transfer Opportunity, thus supporting teachers wishing to access other career opportunities. Teachers also are invited to participate on several district committees such as the Ethnic Studies Curriculum Committee, Report Card Committee, or Technology Advisory Committee.

Opportunities to Develop Meaningful Teacher Leadership

We provide support through our partnership with InnovateEd as well as district-specific learning opportunities including trainings to support academic achievement through School and Department

level Teacher Teams. Teachers also meet three times a month in Professional Learning Communities (PLCs) and multiple times a year, the School Leadership Team, which is comprised of PLC Lead Teachers, meet with the school and district administrators, to plan the school's focus areas for the year, to monitor data, and to develop plans for moving student achievement. Monthly Teaching and Learning Advisory Committee (TLAC) meetings provide opportunities for teachers to give input directly to the superintendent as well as other district leaders. Additionally, SB Unified continues to expand and refine their employment opportunities for teacher leaders via the addition of TOSA, Instructional Coach, and Instructional Support Specialist positions. Teachers pursuing a Preliminary Administrative Services Credential with SBCEO are supervised for their fieldwork by experienced administrators in the district. Title II, Part A supports Advanced Placement and International Baccalaureate teachers to attend multi-day trainings when they are new to teaching these specialized programs and/or when the exams require new content and thus new training.

Opportunities for Administrator Professional Growth

SB Unified offers Association for California School Administrators (ACSA) membership for all of its Management employees and encourages participation in ACSA activities including local and regional workshops and the annual statewide conference. In August and June, four annual retreat days, which include a professional book study, are provided to all Management employees. HR provides professional growth opportunities to school leaders via monthly table talks to address trending needs.

Measuring Growth and Improvement

Through our ongoing work with Innovate Ed, our district does systems work to evaluate benchmarks of capacity in which we identify areas of growth and areas needing improvement. Teachers, TOSAs, ISSs, and Coaches are evaluated annually or biannually, as determined by job status, to measure and set goals for growth and improvement. Administrators are evaluated regularly to measure and set goals for growth and improvement. Site and district administrators craft 90-Day Plans as part of a year-long goal setting focus, which is reviewed quarterly with the Directors or Assistant Superintendents as part of their evaluation process. In addition, perception surveys are sent to all school staff to gather input on their principals' work about principal efficacy.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding for school sites is based on unduplicated eligible free/reduced meal counts from the 1.17-FRPM/EnglishLearner/FosterYouth CalPADS report to determine eligibility. The Title program funding is used to provide supplemental services to students and their families through additional supports such as staffing family-school liaisons and on-site literacy coaches and curriculum

specialists, providing tutoring and mentoring programs as well as additional library hours, offering parent training and engagement events, and supporting students requiring additional support as determined by grades, local, and state assessment results.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified contracts with InnovateEd to develop Professional Learning Communities (PLCs) at the district level and at each school. This involves trainings for district and site administrators and Teachers on Special Assignment (TOSAs), Instructional Support Specialists (ISSs), and teachers at each school. Each elementary school has PLC meetings on Wednesdays at least twice a month. Each secondary school site has PLC meetings three times a month in dedicated time Thursday mornings with late start days for students. Secondary teachers meet in job-alike Teacher Teams two to four times a year to learn about the cycle of inquiry and how to use formative and summative assessments and other student data to further student learning. For example, at the high school level, Teacher Teams comprised of PLC Leads met with other English/Language Arts and Social Studies PLC Leads, then Math/Science PLC Leads followed the next day. The PLC Leads then work with their job-alike colleagues throughout the year to implement the data inquiry cycles in their PLCs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In grades TK-6, teacher professional learning for all TK-6 teachers is targeted to renew knowledge and practice of instructional strategies that make content comprehensible via Guided Language Acquisition and Design (GLAD). Grade level aligned GLAD units provide students with rich explicit instruction, scaffolding for students to access rigorous content created by teachers. This process integrates ELD for English Learners. Integrated ELD at SB Unified assists students in keeping up with the grade level aligned content and standards. Strategies are selected to create access points to the grade level curriculum. Evidence of implementation of this professional learning can be found by

teachers on our District's "Collective" website. These are teacher created units, teacher-created videos, and photos of SBUSD student work organized with access points for content understanding.

Additionally, teacher professional learning includes training in the use of *A Developmental English Proficiency Test (ADEPT)* to monitor student learning of academic language as a formative assessment for English Learners only. The results of the ADEPT are used to form small group, differentiated ELD instruction often in the realm of designated ELD. Professional development also includes the use of ADEPT as one part of progress monitoring.

TK-12 Teachers use the vignettes from the California ELA/ELD framework as models to design daily ELA/ELD instruction aligned to both the Common Core Content Standards and the ELD Standards in Tandem. Professional learning for teacher includes evaluating the effectiveness and improvement of instruction. In Santa Barbara Unified School district 99.9% of our English Learners took the English Language Proficiency Assessment for California (ELPAC) in TK-6. Teachers are taught to leverage the results of the ELPAC to align instruction and target responsive instruction for English learners.

Professional learning is facilitated for administrators and counselors in grades 7-12 on the most recent legislation that affects English Learners, immigrant, and refugee students and the impact on scheduling students to ensure English Learners have full access to the curriculum, standards, and courses. Training is also provided to administrators, counselors, and teachers for best practices on student placement.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In light of the increasingly hostile climate toward immigrants and the insecurity caused by the changing policy landscape, the district will be implementing the Californians Together multi-pronged approach toward creating a safe learning environment for students of all backgrounds. To accomplish this goal, the district will provide training for classified and certificated staff in the Californians Together, *Support for Immigrant and Refugee Students: Fostering a Safe and Inclusive Learning Environment in California's PreK-12 Schools* curriculum which was developed in collaboration with Loyola Marymount University Center for Equity for English Learners (CEEL).

During a district-sponsored Talking in Class 3-day workshop for immigrant students, recommendations and ideas for improving how our district could further support their learning were shared. During the student presentation to staff and parents, students shared their desire to continue improving literacy in their first language during independent reading opportunities. As a result, Title III Immigrant funds were used to provide nine multilingual classroom libraries for our newcomer ELD classrooms.

Finally, bilingual paraeducators and bilingual curriculum specialists at all secondary schools work specifically with emerging multilingual students to ensure their transition to U.S. Schools is supported. The paraeducators work with students throughout the day in all their content and ELD courses and also provide additional tutoring after school on an as-needed basis.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners

their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our district consults with many stakeholders in the development of language instruction programs. Teachers meet regularly to review data and provide input on everything from assessment, curriculum, supplemental supports and monitoring which are then incorporated into our program.

Our District English Learner Advisory Committee (DELAC) with representation from all of our schools also review data and program information and updates in order to both make recommendations for improving our language instructional programs and to inform our outreach to parents in the area of language instruction. Input is provided through site English Learner Advisory Committees (ELACs), ELAC Needs Assessment Surveys, and through the many parent leadership programs our district conducts.

Finally, our district runs an annual three day workshop for immigrant students called Talking in Class which provides students with a safe space to share about their experiences in our schools and an opportunity to share recommendations with our staff on how we can better serve the linguistic and academic needs of our English learners.

Two teachers on special assignment (TOSAs) who are focused on supporting emerging multilingual students and their teachers in the areas of language instruction and funded by Title III LEP are responsible for supporting elementary K-6 or secondary 7-12 programs.

Each TOSA provides direct technical assistance and instructional support to classroom teachers to facilitate strategic planning, curriculum enhancements, and development in support of district priorities and results. The primary focus of TOSAs is to support the integration of CCSS literacy and state adopted ELD standards in the core curriculum. The integration of language and content opens the door for support and intentional language development ELs need throughout their curriculum. This is done through individual teacher coaching as well as grade level and schoolwide professional learning facilitation. District-wide professional learning includes studies of ELD guiding materials. This professional learning is grounded in the ELA/ELD framework and ELD standards.

At the elementary level, the TOSA supports teachers with lesson design that also integrates the use of Guided Language Acquisition Design (GLAD) Strategies, which most teachers have had the opportunity to learn about through formal six-day institutes.

At the secondary level, the TOSA supports our English Language Development Cadre teachers grades 7-12 who specifically teach the ELA/ELD courses for emerging multilingual students. The TOSA facilitates professional learning opportunities with teachers which include quarterly after school meetings as well as once a semester full-day professional learning sessions to review student data, support with curricular planning, and to collaborate on updating the English Language Development Course Pathways. The TOSA at secondary also supports the bilingual paraeducators' weekly Professional Learning Community (PLC) where paraeducators collaborate to better support our emerging multilingual students.

TOSAS will be providing professional learning that will ensure ELs fully and meaningfully participate in engaging 21st-century education from K-12 by introducing *California's EL Roadmap*, the guiding principles and elements of the EL Roadmap, and providing a platform for introspective reflection using the CA EL Roadmap Resources.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District is engaged in ongoing professional development through several initiatives to support English Learners academic achievement.

EL Roadmap

One subsection of the CA English Learner Roadmap (cited above) is the Self-Reflection Rubric. This rubric will assist schools as they reflect on the principles and elements of EL policies, programs and practices for the purpose of planning and EL service improvement.

EL Monitoring

As the ELD Standards provide instructional guidance so that ELs develop sufficient language to gain access to and engage in grade-level academic content and meet state standards, the progress of our EL is being monitored using multiple indicators, including but not limited to the ELPAC, grade level reading comprehension achievement, CAASPP results and teacher evaluation of standards-based content mastery. The review of such outcomes are accomplished during district-wide assessment windows and during data dives with InnovateEd. Data reviews are conducted at the classroom,

school, and Professional Learning Community (PLC) levels. The utilization of multiple data points ensures every content area framework is being addressed. In TK-6, the data reveal patterns that drive instructional change for both teachers and ELs on a continual basis. In this way, ELD is in response to student needs, designed for and response to the language demands of the academic work in which students are engaged.

Additionally, teachers at grades K-6 use A Developmental English Proficiency Test (ADEPT) to monitor student learning of academic language as a formative assessment for English Learners only. The results of the ADEPT are used as one part of progress monitoring.

Pathways Project

The District has been engaged in a multi-year training program for Secondary teachers of English. The Pathways program training supports teachers in effectively weaving into lesson design and instruction, fifteen cognitive strategies that focus on what research has shown to be the thought processes of good readers. This work acts as a reading/writing intervention using explicit cognitive strategies instruction. The focus of the approach is a reading/writing intervention that makes visible, for teachers and their students, through explicit teaching, cognitive strategies that experienced readers and writers use to construct meaning from and with texts.

The aim of the approach is to enhance the academic literacy of English learners (EL) in grades 7-12 and thus close the achievement gap between ELs and their native English-speaking peers in the area of text-based academic reading and writing. This includes planning and goal-setting, tapping prior knowledge, making connections, visualizing and forming interpretations. By mastering these strategies explicitly, students learn that reading is an active process, not one in which they simply sound out words in their heads. Pathway to Academic Success Project teaches cognitive strategies to improve student performance, in both reading and writing. The program trains teachers to introduce the strategies methodically and weave them into lessons throughout the school year. The Pathway Project has proven results for closing achievement gaps for students who speak languages other than English and Latinos, who have traditionally had lower educational outcomes.

Fifty-one ELA teachers, seven Special Ed teachers, and one Spanish Teacher have participated in the full two-year program.

School Kids Investigating Language in Life and Society (SKILLS)

SKILLS is an academic outreach program designed to prepare high school students for college-level work, particularly those who are first-generation students. SKILLS guides students to conduct empirical research and community engagement projects focused on language and culture in their own lives and communities. SKILLS is provided to students at Santa Barbara High School, San Marcos High School, and Dos Pueblos High School. The project's goal is to create a more equitable and rigorous learning environment for English language learners (ELLs) by utilizing research-based English language development practices to provide ELLs with access to a college-level linguistics curriculum which has proven to be highly effective for high school students from language minority backgrounds. As the only linguistics-based K-12 curriculum in California, SKILLS trains students to do innovative social science research on language practices, prepares them for college-preparatory academics, fosters their college-going aspirations and strengthens their social-emotional well-being

by nurturing their multilingual/multicultural identities and promoting sociolinguistic justice. Grounded in culturally relevant pedagogy and culturally-aligned mentorship practices, the SKILLS curriculum is adapted to meet the specific academic and linguistic needs of secondary ELL students.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SB Unified supports safe and healthy students under Section 4108. Our district serves students from diverse backgrounds. Many students come to their schools with unique experiences that present challenges to their social-emotional and mental health. We will contract with a community-based partner (CALM) to staff therapists at each elementary school who will function as an essential part of the collaborative team at each school site. In cooperation with school partners, CALM will focus on trauma-informed capacity building for the school, parent education, teacher support, individual and group counseling onsite, and referrals to outside agencies to best meet the needs of each student and family.

In addition, Title IV Part A will fund contracted services for Visual and Performing Arts coordination to support the development, implementation, articulation, and evaluation of the Santa Barbara Unified School District's Pre-K-12 Visual and Performing Arts (VAPA) Programs in accordance with the District's Strategic Plan for VAPA. This support would also involve the development of a cumulative, sequential and culturally relevant VAPA TK-12 curriculum to ensure all students have access to quality arts education consistent with the Common Core State Standards (CCSS). Additionally, this support would extend to collaboration with VAPA teachers to plan and produce District-wide performances and special events designed to showcase VAPA programs.

