

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

LEA name:

Santa Maria-Bonita School District

CDS code:

42-69120-0000000

Link to the LCAP:

(optional)

<http://www.smbbsd.org/lcap>

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 Santa Maria-Bonita School District serves over 17,000 students in grades K-8. There are 16 elementary schools and 4 junior high schools. A vast majority of the students (93%) has been identified as low income, English Learner and/or Foster students. The Santa Maria-Bonita District LCAP outlines the district's local efforts to ensure continuous improvement in all areas of student achievement and program effectiveness around the state priorities. The district ensures that support is provided based on the identified needs of the students and all actions and services are developed to address the identified needs within each of four goal areas: 1. Provide effective district/schoolwide support systems, procedures, processes, materials and practices that support student learning. 2. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas. 3. Maintain a safe, secure, healthy and positive learning environment for all students and staff. 4. Create a culture of respect and caring that supports positive relationships among all stakeholders. The district uses general funds to provide basic services to all students. Local Control Funding Formula (LCFF) Supplemental/Concentration funds are used to improve services for low income (free-reduced price meals, migrant & homeless), English Learners and Foster students. The district allocates about \$10,000,000 in LCFF Supplemental/Concentration funds to all 20 schools. The district receives about \$6,000,000 in federal funds (Title I-A, II, III & IV). Federal funds are used to provide supplemental direct services for disadvantaged students based on ESSA regulations. The district coordinates with the local non-profit private schools to provide services for eligible students who live within the district boundaries. There are currently two private schools participating in the Title I-A, II and III programs: Saint Mary of the Assumption in Santa Maria, and Valley View Adventist Academy in Nipomo. The district and its 20 schools participate in the Title I Schoolwide program. The district reserves 15% of Title I-A funds for administration, 5% for Professional Development, 5% for Homeless education services, 2% for Family Engagement Programs. The remaining of the Title I-A funds are allocated to the schools for direct services to students. Title II funds are used to supplement the professional development for teachers and administrators. Title III funds are used to provide supplemental services to English learners and immigrant students, and Title IV funds are used to provide additional support services for students, including socio-emotional support and digital literacy. Santa Maria-Bonita School District participates in the migrant education

program as a direct-funded district (Migrant Region XXII). The district serves about 3,000 migrant students from 3 years old through 8th grade. The district receives over \$4,000,000 in Title I-C migrant funds. Migrant funds are exclusively used to supplement services for migratory students (15% of funds are used for administration and 85% is used for direct services to migratory students). All actions and services are outlined in the Migrant Regional Application and are aligned with the District LCAP.

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 LCAP, the Migrant Regional Regional Application and the schools' Single Plan for Student Achievement are fully aligned and are centered on the identified needs of students within each of the four district's goal areas. All district and school plans are developed, monitored and evaluated by various district/school stakeholder groups, including the District LCAP Stakeholder Collaboration Team, LCAP Parent Advisory Team, District English Learner Advisory Committee, Migrant Parent Advisory Committee, School Site Councils, English Learner Advisory Committees, Homeless/Foster Parents, and other district/school stakeholder groups. The district meets regularly with the stakeholder groups throughout the year to gather input from students, parents, community, certificated staff, classified staff, administrators and board members. The district has taken a proactive approach in reaching out and building capacity for all stakeholder groups to ensure their full participation in the discussions around the district and school plans.

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:

All teachers in Santa Maria-Bonita School District are highly qualified and credentialed in the subject areas they teach. In order to analyze our Educator Equity we reviewed the total enrollment, minority enrollment, percentage of minority students, total teachers, numbers of ineffective/misassigned teachers, and the percentage of misassigned teachers for each school. Each one of our schools is schoolwide Title 1, therefore all have high percentages of low income students. There are no misassigned teachers in Santa Maria-Bonita School District. therefore every student is receiving instruction from an appropriately assigned teacher. Minority and low-income students are not taught by misassigned teachers at any of our elementary or middle schools. Santa Maria-Bonita has 9% of the elementary teachers who are inexperienced. The percentage of minority students at each elementary school ranges from 95.6% to 99.9%. There is no disparity in minority students being taught by inexperienced teachers in our elementary schools. Santa Maria-Bonita has 6% of its middle school teachers classified as inexperienced. Each of the four middle schools has between 94.8% and 99.5% minority students. There is no disparity in minority students being taught by inexperienced teachers in our middle schools. All teachers are involved in Professional Learning Communities and Professional Development throughout the year to increase capacity to work with all students. Santa Maria-Bonita elementary schools have an average of 94.4% low income enrollment. Every school has between 84.2% and 95.1% low income enrollment. There are 9% of the elementary teachers who are inexperienced. There is no disparity in low income students being taught by inexperienced teachers in our elementary schools. Santa Maria-Bonita middle school have an average of 88.9% of low income students. Each of the four middle schools has between 84.6% and 92.9% of low income students. 6% of the middle school teachers are classified as inexperienced. There is no disparity in minority students being taught by inexperienced teachers in our middle schools.

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 Santa Maria-Bonita School District sets aside 2% of Title I-Part A funds for parent/family engagement activities. Half of the set-aside funds are used by the district for district-level parent/family engagement activities, and the other half is allocated to the schools for school-level parent/family engagement activities. The district partners with Fighting Back Santa Maria Valley to offer various parent programs that provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential, such as Dare to Thrive, Mommy and Me, HIPPIY, etc. Schools use their Title I-A set aside funds to provide additional parent programs such as Love and Logic; Parents for Inclusion, Diversity, and Access (PIDA); Parent Institute for Quality Education (PIQE); etc. The district also has a partnership with Allan Hancock Community College to offer evening classes to district families to learn English as a Second Language and Spanish Literacy and prepare for citizenship and GED exam. Classes are offered for parents and their children at 14 school campuses to encourage parent participation. Schools sites invite parents to participate in parent-teacher conferences, Back to School Night, Open House and other events celebrating students' success such as attendance awards, sporting events, and performing arts. Title I-A funds are also used to host parent academies and family nights to share information and strategies to support students academically. Parents are invited to numerous site events including picnics, assemblies, and festivals. These classes also improve the parent-child relationships and parents become more involved in supporting their children academically. The district uses LCFF funds to hire four district community liaisons, three district bilingual translators (Spanish/English) and one district trilingual translator (Mixteco/Spanish/English) to promote the communication with parents and families who speak another language at home. Each school has a full-time bilingual community liaison (Spanish/English) to promote parent outreach, home-school communication, and family engagement. Schools use their Title I-A and LCFF funds to hire additional interpreters for parents who speak Mixteco or other languages. The ParentSquare system has been purchased by the district to facilitate communication with the families. Early childhood classes are offered by the District State Preschool and the Preschool Twilight to help improve family stability and provide parenting skills that foster early childhood education. The program engages parents in activities with preschool children to promote literacy and math prerequisite skills. These classes also encourage parent involvement at an early age to promote strong and healthy families and communities. The District Migrant Education Program (MEP) also has a strong family engagement program. The MEP holds Parent Advisory Council (PAC) meetings and General Parent Meetings that both educate parents and promote parent involvement. A PAC representative attends the monthly State Parent Advisory Council (SPAC) meetings held by the California Department of Education. Through the SMBSD Stakeholder Collaboration Steering Committee, the SSC, ELAC, LCAP and DELAC committees, parents, families, and stakeholders contributed to the parent and family engagement policy which was shared throughout the district. The LCAP and contact information for our LCAP team including our Family Engagement and Pupil Support Specialist is publicly posted on our district website. Santa Maria-Bonita School District will assist parents/families by ensuring information about the challenging State academic standards, assessments, requirements of the ESSA section, how to monitor their child's progress and how to work with educators to improve student achievement is posted on the district website and school websites in both English and

Spanish (our predominate home language). In addition, we will provide informational videos, written materials, and presentations to parents and families at district and DELAC, ELAC, SSC, LCAP and other stakeholder meetings. Informational flyers in English and Spanish will also be sent home and Parent Square, our digital school-family communication software, will provide information as well. We also provide ongoing translation services at meetings to ensure parents/families have the opportunity to engage in the collaborative process. At Santa Maria-Bonita School District, we ask any parent/family needing accommodations for a parent/family meeting or event, to notify their child's school administration who notifies our district Human Resources office. The district Human Resources office contracts with (as needed) and secures appropriate services. Santa Maria-Bonita buildings are ADA compliant.

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:

SWP: Across our 20 Title I-funded School Wide Programs, Santa Maria Bonita School district, aligned with our LCAP Goals, will offer professional development to teachers, aides, and administrators on high quality teaching and learning, formative assessment strategies, and progress monitoring to help guide data-driven decision making in support of grade level academic outcomes. Additional instructional support materials and digital software that engages children in reading and math interventions along with Intervention Teachers and Aides will provide individualized support for learners during class time and some sites offer individualized academic support for youth. In addition, schools offer extended day enrichment learning opportunities at their sites over and beyond our ASES and other district-offered expanded learning enrichment programs. Trainings and presentations for staff and parents will focus on whole child approaches that illustrate the connections and highlight strategies to support student academic and behavioral outcomes. Materials translation, translation services at meetings, and child care at parent meetings along with translation services at sites will strengthen parent engagement and community participation. TAS: "N/A" Neglected or delinquent: N/A

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:

Santa Maria-Bonita School District has hired a full-time Migrant/Homeless Family Advocate to identify and provide services for homeless children and youth, funded with Title I-Part C Migrant (80%), Title I-Part A (10%) and Local Control Supplemental/Concentration (10%). The district sets aside 2% of Title I-Part A funds for Homeless Children and Youth Services to contract with Fighting Back Santa Maria Valley (FBSMV) to provide two homeless liaisons (one full time and one part-time) who provides direct services to homeless children and youth, including referrals and assistance with district and community resources, school enrollment and attendance, social/emotional support services, academic support for students at risk, health services, social services (clothing, housing, food), and other services based on the student needs assessment. The district uses additional Title I-Part A funds to provide an extended day program for homeless children and youth housed at the Good Samaritan Shelter. The district uses LCFF Supplemental/Concentration and McKinney-Vento funds to provide academic support to homeless children and youth in afterschool programs, Saturday School and Summer School, and provides transportation to the school of origin, emergency clothing, health/hygiene supplies, and school supplies for homeless children and youth.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

Santa Maria-Bonita School District(SMBSD), based on LCAP goals and initiatives, moved to a new 2019-20 organizational workflow design. This design allows for interdepartmental collaboration and system coherence. An interdepartmental team is working to define, support, and engage stakeholders high quality Tier 1 practices implementation. LCAP goals are addressed through the Theory of Action's 4 key drivers: Get the right people in the right work, Invest all educators in a shared vision of effective instruction that reflects our high expectations and drives all of our work, Become a high functioning team that embraces a culture of learning with high expectations, and Ensure an aligned instructional system, vetted by a range of stakeholders, to support schools in achieving our shared vision. To support this design and to accurately monitor professional learning efforts, a professional learning plan is in place emphasizing job-embedded to improve conditions that will ensure professional learning implementation. This plan includes 6 week coaching cycles that are a partnership between the site, grade level PLC and district staff such as a Teacher on Special Assignment (TOSA). These cycles are focused on a SMART goal to improve teacher practice linked to a student outcome. The job-embedded component is TOSA/classroom teacher co-planning and modeling of lessons, co-creating common formative assessments, and implementing new instructional strategies for identified groups of students. Another piece is the co-planning of site professional learning between a site administrator and TOSA to co-facilitate staff key driver focused professional learning supporting identified groups of students. SMBSD has made a large investment in strengthening Professional Learning Communities (PLC). Sites are developing teacher leaders through participation in the site Guiding Coalitions and through their leadership within their PLC. SMBSD provides a robust menu of professional growth and improvement opportunities for all new teachers, principals and para-professionals. Our Induction program is led by our County Office of Education. New teachers are able to attend any After School Institutes provided by our TOSAs or outside presenters. In addition, we have TOSAs that provide professional learning to all district teachers, administrators and para -professionals. Administrators and teachers receive data analysis PD. Our assessments inform instruction and then are used to identify areas of need and actions to improve student learning. A District assessment team, led by the assessment administrator, will guide teachers through professional learning on assessment types, purposes, analysis and an overall inventory of current assessments. This team then reviews and make a recommendation for new benchmark assessments to show student progress towards grade level expectations. TOSAs and other teachers attend goal aligned conferences to build capacity and skill set to help teachers meet student need. SMBSD uses multiple means to measure growth and improvement. For adults, we use feedback loops through teacher Action Teams, professional learning surveys, coaching cycles of support will each require a SMART goal to track teacher progress towards identified goal, leaders also use SMART goals to identify problems of practice and district staff use observations to measure classroom level implementations. For students, the district uses state and district level assessments including CAASP, ELPAC, TELL for English Learning, attendance rates, suspension data, district writing sample, classroom level common formative assessments and student perception data to measure growth and improvement. SMBSD closely monitors the systems of professional learning to ensure maximum teacher and student impact in alignment with key drivers and LCAP goals. Instructional coaches conduct 6 week cycles of support for site identified teams. After analyzing data and identifying the root cause, the requested coaching cycle will include SMART goal(s) and clear expectations from all parties. Weekly monitoring ensures supports are in place and adjustments made to ensure goal achievement. Participation of sites/teachers participating in cycles of support, % of goals achieved, administrator and teacher perception survey data, and student achievement data are used for monitoring effectiveness and making adjustments Another system in implementation phase is Professional Learning Summary. When a teacher attends a PL session a summary will be sent to their administration. The summary provides administration with the key outcomes and with

implementation “look fors”. As part of the key drivers, a shared vision of instruction has been developed in draft form. This allows the district to utilize a common instructional language and provide with a baseline expectation for all classrooms. Adjustments to first instruction would be made from feedback and student outcome data.

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:

All 20 SMBSD schools are Schoolwide Program Title 1 schools. SMBSD elementary schools have an average of 94.4% low income enrollment. Every school has between 84.2% and 95.1% low income enrollment. SMBSD middle schools have an average of 88.9% of low income students. Each of the four middle schools has between 84.6% and 92.9% of low income students. Schools in CSI and ATSI receive first and additional services in our coaching cycles provided by district PD TOSAs. The PD is targeted toward identified needs for the CSI and TSI schools as noted through their Needs Assessment, SPSA, and consistent with district LCAP goals. District administrators support each of the CSI and TSI schools with assistance designing and implementing their plans. All schools in SMBSD receive access to Title II funded services due to all schools having a high percentage of low income enrollment, being Schoolwide Program Title 1, and having many students not meeting standards, but initial priority is for CSI and TSI schools. SMBSD has prioritized funding to schools served by applying for the Comprehensive Support and Improvement (CSI) Local Educational Agency Funding for the one CSI school, Fesler Junior High School. SMBSD provided support to Fesler in order to prioritize the grant funding by supporting the site in the developing a CSI school plan. The LEA will monitor and evaluate the implementation and effectiveness of the CSI plan through ongoing support of the identified elements at Fesler Junior High School. Through a collaborative effort including the school site leadership team, school site department leaders, School Site Council members, district staff, Santa Barbara County Education Office (SBCEO) and Advanced Collaborative Solutions, progress monitoring will occur throughout the year. The CSI has been centered on four distinct elements to ensure that the needs of students are being addressed effectively: overall emphasis on the implementation and professional learning of effective Tier 1 instruction with a specific focus on explicit learning intentions, feedback provided to teachers in English Language Arts and mathematics in response to instructional delivery, building capacity of instructional team in utilizing student performance data to inform teaching design, and enhancement of positive school culture in support of student learning. Specific metrics identified within the CSI plan that will be utilized to monitor progress include student performance on common formative assessments, CAASPP, stakeholder engagement, attendance, suspension, student feedback, ELPAC and reclassification rates. Performance metrics will be incorporated into the required CSI quarterly reporting cycle. The LEA has also prioritized funding for the two schools in the Additional Targeted Support and Improvement (ATSI), El Camino Junior High School and Bruce Elementary School, by providing additional support for goals outlined in each school's SPSA. Specifically, the LEA will provide additional professional learning to support the schools and the district wide focus on Tier 1 instruction. The separate planning process for all three sites involved and will continue to involve stakeholder engagement, data analysis, and alignment of outcomes to the LCFF Whole Child

Resource Map. The district will continue to increase monitoring of CSI and ATSI schools through expanded collaboration between district support services, the site leadership teams and staff in support of student achievement. The district professional learning plan is to ensure that these sites have priority to receive Comprehensive Support and Improvement provided by coaches and supported by the Directors of School Support and Teaching and Learning team. Much of the funding for Title II services are for instructional coaches and partial funding is for the Coordinator of Assessment Services who all provide service to all schools. The three sites (one CSI and two ATSI) will receive first, additional services, and prioritized services in the following areas: continued implementation and evaluation of standards-aligned direct instruction of English Language Arts, English Language Development, and mathematics, systematic evaluation of school-level needs assessments, progress monitoring school-level assessments, and gauging impact of evidence-based intervention on student performance. District First Team leaders will collaborate with the school site principals in overseeing site-based monitoring systems and adjustments that will need to be made in response to progress reports and school site data. The LEA will also prioritize support by providing data team support, priority coaching cycles, and professional learning supported by the Director of Support Service and coaches.

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:

A variety of data will be collected to support continuous improvement, including ELPAC, CAASPP, CDE Dashboard, parent and staff surveys, and district benchmark data. Santa Maria-Bonita has at least 6 meetings annually with stakeholders in the LCAP Stakeholder Committee and the DELAC committee to review data about student achievement and provide input to professional development offerings. Each school site has an ongoing evaluation of their SPSA with stakeholders, leadership team, ELAC, SSC, to monitor and revise based on measurable outcomes. Each participant in a professional growth activity completes a professional development survey noting the effectiveness of the training. All training opportunities are aligned with helping Principals, teachers, staff, and paraprofessionals develop skills needed for children to successfully attain Santa Maria-Bonita School District LCAP goals. Staff complete surveys after each training. We also have an LCAP Staff Survey to identify staff reported needs and an LCAP Parent Survey to identify district wide needs and relate those needs to current LCAP goals. Based on this data, we will capitalize on the strengths of students and delve deeper into the challenging areas so that we may build on the capacity of educators to meet the needs of our students. We will re-evaluate throughout the year our district assessment pieces to make sure they align with State Standards and meet the rigor and high expectations we expect all students to attain. PD TOSAS and district PD Admin meet multiple times monthly to review data, feedback from surveys and provide coherence for PD and Title II coordination among all plans. Santa Maria-Bonita's new Theory of Action provides the foundation for strategies, programs and activities to be aligned in support of district LCAP goals. The district is working towards full alignment so all decisions are made through the lens of this foundational plan. Additionally, the reorganization now includes a common monthly data spreadsheet. The data will be a holistic view of each school and drill down to grade levels and individual students. This will support the ongoing work of meeting the needs of the whole child. Every action within Title II Part A is supplemental to LCAP goals. When stakeholders review LCAP goals and make recommendations and final approval for Title II, every

action is an aligned supplemental action to our LCAP. Every goal and strategy in our Title II Plan is supplemental to goals and strategies already identified in our LCAP Plan.

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:

SMBSD teachers will continue receiving further professional development with emphasis on the best teaching practices for English Language Development. SMBSD will utilize local resources and hire outside agencies to lead this work. Some of the training includes the appropriate use of supplemental research-based ELD materials and teaching strategies that include efficient use of Academic Vocabulary Toolkit, English 3D, B.E.L.I.E.F. Modules, ELPAC Task Types, and the effective use of the Essential Classroom Routines that target language development. Professional development will also be provided to teachers who teach in the extended day programs. We will work specifically on the development of reading and writing skills for Newcomers and Long-Term English Learners during intervention programs outside of the regular school such as after school, Saturday School, and Summer School programs.

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:

SMBSD will provide Family Literacy Nights in all the school sites. The Family Literacy Nights will engage parents and children in reading activities where the children and parents will read together. If parents do not have the skills to read, their children will read to them and parents will ask questions about the reading. The children will have sentence starters that will guide them in their interactions. At the end of the activity parents and children will receive books to continue reading at home. In this activities, parent will also receive guidance on how to best navigate the educational system in general for the well-being of their students. SMBSD will hire a family advocate who will guide newly arrived families in the most efficient way to navigate the new school system and the community, so that the socio-emotional and academic needs of immigrant and EL children are addressed (64% of the salary will be paid with Title III-Immigrant funding and 36% of salary will be paid with Title III-EL funding). SMBSD will purchase supplies for immigrant children and their families that will help them integrate into the new school system and community (welcome newcomer kit).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supplemental materials will be purchased to support the ELD instruction for English Learners which include research-based supplemental materials for Long-Term English Learners and Newcomers. These materials include Academic Vocabulary Toolkit, Oxford Dictionary Content Areas for Kids, English 3D, Language dictionaries (in various languages such as Farsi, Spanish, and some others), Frames for Fluency, reading books for newcomers amongst other supplemental materials including teacher's editions. Funds will be allocated to the school sites to supplement their own after-school intervention programs for English learners. SMBSD will fund support staff to provide extra support to English learners in their academic growth providing a higher level of access to the curriculum. Newcomer students and English learners will participate in extended day classes, Saturday School, and summer school with an emphasis in English language development.

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:

Long-Term English learners and Newcomers will participate in extended day classes with an emphasis on reading and writing. These classes will include Saturday and summer school. Two Twilight Preschool classes with two teachers and three bilingual instructional assistants will be funded with Title III funds. Each school site has a School Plan for Student Achievement which has received input from stakeholders, site leadership teams, English Learner Advisory Committee, and has been approved by the School Site Council and the School Board. Each of the twenty school sites create individual goals and have strategies to address Annual Measurable Outcomes of improvement of ELs on CA Dashboard criteria, on ELPAC growth, and with Reclassifications of ELLs to FEPs. The site goals are aligned with this LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. The sites goals are also aligned with this LCAP GOAL: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas. Site plans are in a continuous review and update process based on

measurable outcome data. The sites are accountable to stakeholders, ELAC, DELAC, School Site Council, and the School Board for results and adjustment of needed strategies and actions.

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:

Safe and Healthy Students: 1. Fighting Back Santa Maria Valley Summer Camp will work with students in grades 5-8 that have been suspended from school or have extreme attendance issues. They will measure the outcomes of this program by having two follow up sessions with these students and track students' disciplinary incidents following this camp, as well as their attendance. 2. Too Good For Drugs Curriculum- Money will be allocated to purchase curriculum for the Too Good for Drugs Curriculum, which is utilized with students in grades K-6 to educate them on drugs and the harmful effects they have on the body. Outcomes will be assessed in grades 5 and 7 with the California Healthy Kids Survey. Money will also be allocated to finding other curricular supports to suppress drug and alcohol use with students. 3. Roving LVN for extended day program- Staff member will be assigned to assist nurse to care for students in the after school programs at our school sites. Students with medical issues will have their needs met during their time in the extended learning programs they attend. Impact will be measured by the number of students that are seen in the program by the LVN. 4. Professional Development for Mental Health- District will provide professional development opportunities and guidance to support individuals that assist students with safety plans, suicide prevention, intervention, and postvention. The impact of this intervention will be measured by the number of safety meetings held, a survey of staff members regarding their knowledge of how to support students, families and staff. 5. Tier 3 MFT- District will contract with Family Service Agency to provide a Marriage Family Therapist to work with the students and families that have the highest social emotional needs in the district. The impact of this will be measured by the caseload of the MFT, the number of referrals received, sessions that are held with students and families and referrals to outside services to receive additional support. Technology Funds will be spent on technology in the following ways: Google certification for students; professional development for staff to integrate more

technology and lessons into the classroom, consumable materials for the synergistic labs in our junior high schools.