



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Budget Act of 2021 provided Santa Maria-Bonita School District (SMBSD) with an allocation of Educator Effectiveness Block Grant (EEBG) funding in the amount of \$3,653,895, Expanded Learning Opportunity Grant (ELOG) funds in the amount of \$16,043,404, Expanded Learning Opportunities Program (ELOP) funds in the amount of \$13,846,262, In-Person Instruction Grant in the amount of \$5,783,796, and Universal Pre-Kindergarten Grant funding in the amount of \$487,847 since the 2021-22 LCAP was approved. SMBSD continues to be dedicated to a collaborative approach as we involve all educational partners. We are committed to substantial engagement and believe that it is an integral part of developing, implementing, and aligning all of our district plans. The existing structure in place ensures that information is disseminated and that all educational partners are part of a collaborative team. In addition to the engagement of all partners and colleagues as noted in the 2021-22 LCAP from August-May 2020-21, we expanded our efforts in several ways during the 2021-22 school year between August and February 2022 when other funds became available. The district’s Vision of Student Success current goals continue to be clearly identified and articulated throughout the phased process toward the use of these additional funds and the development of the plans that align with these funds. Virtual meetings and surveys taken were used to collect information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, foster youth representatives, parents of special education students, migratory students, and parents of English Learners. Additionally, informal feedback was collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback from staff communications such as emails and online platforms. The process also identified research topics and information for data collection. Engaging in outreach and surveying educational partners has provided and will continue to provide staff valuable input to inform the planning in all of our plans. All input was recorded as appropriate.

SMBSD has engaged with the educational partners at a variety of different meetings. The District regularly meets with the LCAP Collaboration Team to review all plans, including all COVID-related plans. This team is composed of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, the superintendent, and other district staff), District English Learner Advisory Committee members, and school board members. The LCAP team meetings (including presentations/discussions/input sessions) occur throughout the year starting in August. Superintendent Luke Ontiveros or Interim Superintendent Matt Beecher, Director of Plan Alignment and Implementation, Rebecca Herrick and members of the Instructional Services Department led and participated in the collaboration that took place at each meeting. District leaders also continued to work together as a team and received continuous professional learning at both the county and state levels to ensure that presentations were current and in alignment with updates concerning the use of funds provided through the Budget Act of 2021. These meetings continued to be virtual meetings due to the pandemic and included interpretation in both Spanish and Mixtec. Presentations are available in English and Spanish following all meetings. Agenda items included but were not limited to the use of state funds not included in the LCAP.

On September 29, 2021, the District reviewed LCFF/LCAP updates to include information on the Supplement to the Annual Update and the ESSER III Draft Expenditure Plan at the LCAP Collaboration Team meeting. The team was also provided an update of the Safe Return to In-Person Instruction and Continuity of Services Plan, an overview of spring district assessment results, and a recap of summer learning opportunities.

On November 3, 2022, the District reviewed LCFF/LCAP updates, provided a recap of the ESSER III Draft Expenditure Plan, gave an update on the results of the summative ELPAC and Panorama social-emotional learning survey data, and provided information concerning the Educator Effectiveness Block Grant (EEBG) at the LCAP Collaboration Team meeting. Educational Partners had time to collaborate and in turn, provided input on both plans.

On February 2, 2022, the District provided state and federal updates and reviewed the Draft LCAP Supplement to the Annual Update to include the implementation, expenditures, and metrics outlined in several plans. During the meeting, the District reviewed the underlying Plans, including the Expanded Learning Opportunities Program Grant, and the use of all supplemental funding.

Parents and Students - Parents are an important part of the decision-making process in SMBSD. Our students' parents participate in decision-making at the school and district level in a linguistically inclusive space with the appropriate translated materials. School Site Council and English Learner Advisory Meetings are held six times per year and scheduled at each site by school administrators to gather input from parents of English learners, reclassified students, homeless, foster youth, low-income, and other groups about the student and school needs and recommendations for improvement. Parents and students provided their input through school site meetings and surveys. These meetings and surveys all included the use of state funds not included in the LCAP.

Parent and Student Surveys - Surveys were administered in a digital format between July 2021 and July 2022. All surveys were available in English and Spanish. Parents were invited to participate in the surveys via Parent Square verbal messages, website posts, text messages, and printed flyers. Students were surveyed using their digital access platform.

- Elementary and Secondary School Emergency Relief Funds (ESSER III) Educational Partners Survey (Sept 2021)
- California Healthy Kids Survey (Nov 2021)
- Panorama Student Equity and Inclusion Survey (Sept 2021, Jan 2022 and May 2022)

- Panorama Education Family Equity and Inclusion Survey (Nov 2021 and May 2022)
- Spring 2022 SMBSD LCAP Survey for Parents and Community Members (March 2022)

District - SMBSD has facilitated many venues for communication regarding the use of funds provided through the Budget Act of 2021. These include the Instructional Services Team Meetings, Leading Learning Team (LLT), the Elementary and Junior High Principal Meetings, the Certificated and Classified Labor-Management Council Meetings (LMC and CLMC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), and School Site Council Meetings (SSC).

District Advisory Council (DAC) and District English Language Advisory Committees (DELAC) - Ongoing collaborations with DELAC leaders include regular informal telephone conversations to ascertain council member concerns, interests, and needs. DELAC leadership met regularly with district administrators to prepare for advisory council meetings and share concerns. DELAC meetings were held virtually on the following dates: September 15, 2021, October 20, 2021, November 17, 2021 and February 16, 2022.

Parents reviewed and/or provided input on the following:

- State and Federal updates
- Additional Concentration Grant Add-on through LCFF
- Actions and services provided to support increased student engagement and support social and emotional learning
- Actions and services supporting parent education and community engagement
- Increased or improved services for Multilingual Students/English Learners
- The LCAP Parent and Community Member Survey
- The LCAP Budget Overview for Parents

Parents were provided with digital devices and training to connect to these virtual meetings. In addition to contributions to the agenda, informal feedback was provided by the DELAC Chair and Vice-Chair to increase stakeholder participation for all meetings.

The School Board - The school board members have been involved in the LCAP Supplement to the Annual Update and all other plans. They are an integral part of the district team. All school board members are invited to the LCAP meetings and consistently attend the meetings. To solicit specific broad input, the following plans were brought to the board meetings between May 2021 and February 2022 including board study sessions:

- AB 86 Expanded Learning Opportunities (ELO) Grant (May 2021)
- American Rescue Plan Elementary and Secondary Relief Fund (ESSER II) Safe Return to In-Person Instruction Plan (July 2021 and September 2021)
- 2021-22 Consolidated Application & LCAP Federal Addendum (August 2021)
- Educator Effectiveness Block Grant (EEBG) (November 2021)
- Local Control and Accountability Plan and California School Dashboard Local Indicators (June 2021)

SMBSD will continue to meaningfully engage with its educational partners as it does over the remainder of the year, and as described above, on the Expanded Learning Opportunity Program (ELOP), Universal Pre-Kindergarten (UPK), and any other federal funds through the LCAP

process: community meetings, DELAC, LCAP Collaboration Team, parent, student, community members, and staff surveys, bargaining unit consultation, District English Language Advisory Council (DELAC).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Santa Maria-Bonita School District (SMBSD) has received concentration grant add-on funding consistent with California Education Code Section 42238.02, as amended, and plans on using these funds toward direct services to students on all of our elementary and junior high campuses. Due to current enrollment levels of these students on all 21 of our campuses (greater than 55 percent), these funds will be used to retain and/or increase the number of staff providing direct services to students at each and every one of the campuses in our district, ensuring that services to students will be uninterrupted. The staff members may include certificated staff, classified staff, or both, including custodial staff, who provide direct service to pupils in accordance with the 2021-22 Local Control and Accountability Plan (LCAP).

For the 2021-22 school year, a minimal amount of these funds were used. These funds were used to hire three new District Community Liaisons. These positions are new positions due to the increase in the number of days and hours worked. The remainder of the funds were not used in the 2021-22 school year due to the inability to fill supplemental positions that are in the current LCAP.

SMBSD has reviewed current data, district plans, and our educational partners' input as we plan on how we may be using the additional concentration grant funds moving forward. Starting in the 2022-23 school year, SMBSD plans to use these funds in order to increase certificated and classified staff members that provide direct services to students and to retain staff at school sites in order to ensure that service to students will be uninterrupted.

Below is a list of programs that these funds may support, followed by a description of the program and how the funds may be used.

- 1. Universal Transitional Kindergarten (UTK) Program** - This year, California passed AB 22 and SB 130, which requires districts to develop a plan for or provide access to full-day learning programs the year before kindergarten that meet the needs of parents including, through partnerships with the district's expanded learning offerings, the After School Safety and Education Program, the California state preschool program, Head Start programs, and other community based early learning and care programs. SMBSD's plan will require multiple phases over this time. The district will follow the legal requirements of Universal Transitional Kindergarten (UTK) for eligible children. The following positions may be funded with these concentration grant funds in order to support the UTK program: full-time UTK Bilingual Instructional Assistants, additional full-time Certificated Teachers to ensure the ratio is met, lower all early learning class sizes and to split up combination classes, and possibly an additional Teacher on Special Assignment (TOSA) to support early childhood learning.
- 2. Increase inclusive opportunities for students with disabilities** - In support of the district's mission to teach, to learn, and to facilitate learning in a cooperative and safe environment, SMBSD is introducing the Inclusion Design. Current research supports inclusion models as what is best for students, and the SMBSD needs to address these inequalities by reallocating and restructuring our current model. This means staff may provide core instruction and specialized academic instruction at the same time to students with varying

ability levels. The re-design supports students receiving high-quality instruction in general education classes with special education services and supports at their neighborhood school. This provides students to be educated in their home community with minimizing transitions from school to school throughout the student's educational experience. At the same time, this creates a system of support for all staff, so they have the tools and resources to support all students. SMBSD is currently creating a support team to build the capacity of both general education teachers working with students with disabilities in their classroom, as well as special education teachers providing support and services to students in the general education classroom. This team will also be able to provide in-classroom support to staff and students. Members of this team that may be supported through the additional concentration grant funds may include: a District Support Specialist, additional Instructional Assistants, a Board Certificated Behavior Analyst, a District Occupational Therapist, a Physical Therapist, and a Mental Health Therapist.

- 3. Increase the District Dual Immersion Program** - Dual Language Immersion (also known as Dual Immersion or DLI) is an enrichment program designed for linguistically diverse students at all levels of English language proficiency. In the SMBSD program, classes consist of a balanced population of native Spanish speakers, native English speakers, and students whose home language is Spanish but who are fluent in English. The goals of the program are: (1) to develop bilingualism and biliteracy in English and Spanish, (2) to achieve high levels of academic proficiency in all subjects in English and Spanish, and (3) to develop cross-cultural proficiency including the knowledge, skills, beliefs, and attitudes that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings. Dual Immersion is a rigorous academic program in which both English and Spanish are used as the languages of instruction. Currently, the program is held at Jiménez Elementary school and includes grades K-8. The increase in positions that may be supported through the additional concentration grant funds may include an additional Transitional Kindergarten through eighth-grade Guidance Counselor, and additional full-time certificated staff to split up combination classes for DLI classes.
- 4. Growth Due To Capacity - Classified and Certificated staff to ensure that services to students are uninterrupted.** - SMBSD may use the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff who provide direct services to students in order to ensure services to students are uninterrupted. This includes positions that may be eliminated due to a decrease in student enrollment. Any additional expenses with the hiring of these employees that exceed the allocation of funds may be covered by other revenue sources. The following positions that may be supported using the concentration grant add-on funds include:
 - a. additional Certificated Teachers to lower class sizes,
 - b. additional Certificated Teachers to avoid combination classes, and
 - c. any certificated and/or classified staff positions that might be affected due to layoffs from declining enrollment at schools or in grade levels.

Any additional expenses with the hiring of these employees that exceed the allocation of funds will be covered by other revenue sources.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As stated in prompt one, Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all educational partners. We are committed to substantial educational partner engagement and believe that it is an integral part of developing and

implementing a comprehensive plan. The existing structure in place ensures that information is disseminated and that all community member groups are part of a collaborative team and this is how SMBSD engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students.

SMBSD engaged all educational partners throughout the COVID-19 pandemic utilizing a variety of methods, including meetings, surveys, and online sessions. This allowed all educational partners to be involved in the process, provide input into the best utilization of one-time federal funding, and the reopening of all school sites. As each of the following plans was developed, educational partners provided input into the development of the goals, actions, and budget. Beginning with the initial planning to implement the Safe to Return and Continuity of Instruction, which will continue to be updated every six months, and into The Learning Continuity Plan (LCP) which involved educational partners in determining how the COVID Relief funds were distributed throughout the 2020-21 school year, Expanded Learning Opportunities (ELO) Grant Plan, and 2021-22 LCAP, each round of community engagement has built upon the last. This has provided the opportunity to reinforce key priorities and deepen conversations about key ideas. The ESSER III Expenditure Plan is further building upon this foundation of recent community input. In engaging with community groups, some found it effective to cite specific recommendations put forth in the recent educational partners' outreach process. This allowed those groups to continue shining a light on their key priorities to reemphasize the importance of the work they have done over the previous input cycles while also adding new ideas. The ESSER III Expenditure Plan utilized a separate survey to parents, students, staff, and the community.

Throughout the planning processes for these plans, the voices of students, families, staff, and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes. Efforts to meaningfully consult with community members and solicit input to inform the development of plans have included activities in collaboration with specific community groups and opportunities for the wider community to provide input. System-wide opportunities included meetings and events, posted materials for public comment, multiple board meetings to present draft materials and public hearings, and multiple community surveys. ParentSquare messages providing information and surveys were provided in three languages: English, Spanish, and Mixtec, with simultaneous translation available during meetings in the district's top two languages. An important aspect of the engagement process over the past two years has been the iterative nature of the multiple planning cycles.

Consultation of community members in this most recent cycle of planning to inform the development of the ESSER III Expenditure Plan used a similar strategy, though in a shorter timeline. Community engagement followed an appropriate communication structure in addition to hosting definitive virtual meetings and activities. Opportunities throughout targeted the following educational partner groups: students, parents/guardians, school and district administrators, teachers, support staff, and ELAC/DELAC representatives. Staff reached out to the district's range of community groups to provide opportunities for input on the draft plan. Extensive feedback from the ELO Grant Plan and LCAP was used in the development of this ESSER III Expenditure Plan. Our Vision of Student Success' current goals continued to be clearly identified and articulated throughout the phased process.

Virtual meetings and surveys taken were forms of collecting information from parents, community members, students, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, foster youth representatives, parents of special education students, migratory students, and parents of English Learners. Additionally, informal feedback was collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback and staff communications such as emails and online platforms. The process also included identified research and data

collection. Engaging in outreach and surveying educational partners have provided and continue to provide staff valuable input to inform the planning in all of the outlined goals of the plan. All input was recorded as appropriate.

The following links and page numbers indicate how and when the District engaged its educational partners in the use of funds received to support recovery for the COVID-19 pandemic:

[Expanded Learning Opportunities Grant \(ELOG\) Expenditure Plan](#): Page 2-4

2021 [Elementary and Secondary School Emergency Relief Funding \(ESSER III\)](#): Pages 2-8

2020-21 [Local Continuity and Attendance Plan \(LCP\)](#): Pages 7-18

2021-22 [Local Control and Accountability Plan \(LCAP\)](#): Pages 129-136

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Santa Maria-Bonita School District (SMBSD) had a Plan for Safe Return to In-Person Instruction and Continuity of Services as of March 11, 2021, that was already compliant with the American Rescue Plan Act statute and reviewed, as appropriate, and revised every six months to take into consideration the additional requirements of the United States Department of Education published Interim Final Requirements. We continue to maintain the health and safety of students, educators, and other school and SMBSD staff, and the extent to which we have adopted policies, and have described any such policies on each of the Centers for Disease Control and Prevention COVID-19 School Operation Guidance Plan safety recommendations including: universal and correct wearing of masks; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

All of the actions and services in the ESSER III plan were directly related to the feedback received from all partners and from data team reviews (district and site level) using our district and sites' NWEA and Panorama data. The majority of the funds are being spent to implement strategies for continuous and safe in-person learning. This will support reducing the risk of virus transmission and exposure to environmental health hazards and supporting student needs. Feedback showed this was one of the top priorities from the September 2021 survey and items discussed at the September 29, 2021, LCAP Collaboration Team meeting. The actions and services addressing the impact of lost instruction time were all developed from feedback from the September 2021 survey, items discussed at the September 29, 2021, LCAP Collaboration Team meeting, and various district and site-level staff meetings. Additionally, community input throughout recent engagement processes has reiterated the importance of acknowledging staffing shortages, and emphasized awareness of the challenges that may be presented in trying to hire specific positions or multiple individuals for a type of position. This awareness is shared by the district. In developing this plan,

proposed actions that involve the hiring of staff (for example for expanded learning time) are included with the acknowledgment that staffing shortages may result in the need to reassess and reprioritize actions over time.

SMBSD's implementation of its effort to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the Federal American Rescue Plan Act for 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date is as follows:

ESSER III

Strategies for Continuous and Safe In-Person Learning

Facilities Indoor Air Quality

SMBSD will perform inspections, testing, maintenance, repairs, replacements, and upgrade projects to improve the indoor air quality in school facilities, replace heating ventilation and air conditioning systems, and replace or change filtering, purification, and other air cleaning, fans, control systems, and window and door replacement. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with essential indoor air quality and the Learning Continuity and Attendance Plan. It also ties with Goal 5 of the LCAP to increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships. Students must feel safe and comfortable within their environment to be successful academically, which also aligns with Goal 3 which supports preparing all students to be college and career-ready and to ensure that every student will learn at grade level and beyond by 2024.

Strategies for Addressing the Impact of Lost Instructional Time

Expanded Learning - Before and After School Classes - In order to add instructional time to address the academic impact of the pandemic and accelerate learning, SMBSD will expand before and after-school learning programs by increasing the number of students who are invited to attend the classes that are offered. SMBSD will use ESSER III funds to extend actions from the Expanded Learning Opportunities (ELO) Grant Plan beyond 2022 and through 2024, and connect with actions in the 2021-22 LCAP to continue a more robust extended learning before and after school program. Expanded learning classes will include academic classes that support instruction in core content areas (ELA, Math, ELD, Science, Social Studies) for key student groups and enrichment/engagement classes (robotics, technology, VAPA, STEAM, etc). To address the impact of lost instructional time due to COVID-19, SMBSD will provide extended learning time before and after school to students in grades K-8, which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught during academic classes, with a focus on essential standards, through the district-adopted curriculum by certificated teachers. Instruction will be supported by social-emotional learning that will be embedded within the extended learning program. Enrichment and engagement classes will be offered that support the core curriculum and provide project-based learning opportunities. As noted in the California Department of Education (CDE) COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The district will cover the cost of extra work agreements for certificated and classified staff, supplemental programs and materials, student materials, student snacks, crossing guards, bussing, and outside contracts that support students' emotional and social well-being. This strategy aligns with the Expanded Learning Opportunities (ELO) Grant Plan and it also ties with Goals 1 and 3 of the LCAP to provide effective district and schoolwide support systems, procedures, processes,

instructional materials, and practices that support student learning, and to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024.

Expanded Learning - Summer and Winter School Programs - In order to add instructional time to address the academic impact of the pandemic and accelerate learning, SMBSD will expand summer and winter school programs. SMBSD will use ESSER III funds to extend actions from the ELO Grant Plan beyond 2022 and through 2024 and connect with actions in the 2021-22 LCAP to continue a more robust extended learning summer and winter school program. The amount of summer and winter school classes offered will be increased, more students will be invited, and class size numbers will be reduced, giving students more opportunities to receive academic support. The summer school program will mirror the program provided during the summer session of 2021, which was funded by both the LCAP and ELO Grant Plan. Programs that we will offer will support increased academic, behavioral, and social outcomes and will be available at both elementary and junior high schools, according to our students' academic and social-emotional needs. They will be designed to accelerate progress in order to close the learning gaps. We will continue to design these programs so that they are interactive and engaging for our students. All of the programs will incorporate critical thinking, creativity, collaboration, and communication. Programs will include academic academies, college and career-ready classes, summer bridge programs (to include PK students), and STEM and Fine Arts classes. The winter school programs will be planned by each school site in order to better meet the needs of our students. Programs will include academic academies, college and career-ready classes, and STEM and Fine Arts classes. Instruction will be supported by bilingual instructional assistants, and social-emotional support will be available to include outreach mentors and school-based therapists.

To address the impact of lost instructional time due to COVID-19, the District will provide extended learning time during the summer and winter school breaks to students in grades TK-8, which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught during academic classes, with a focus on essential standards, through the district-adopted curriculum by certificated teachers. Instruction will be supported by social-emotional learning that will be embedded in the extended learning program. Enrichment and engagement classes will be offered that support the core curriculum and provide project-based learning opportunities. As noted in CDE COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students.

The district will cover the cost of extra work agreements for certificated and classified staff, supplemental programs and materials, student materials, student snacks, college field trips, tuition for summer school camps, crossing guards, bussing, and outside contracts that support students' emotional and social well-being. These strategies align with the Expanded Learning Opportunities (ELO) Grant Plan and they also tie with Goals 1 and 3 of the LCAP to provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning, and to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024.

Student Opportunities: Visual and Performing Arts (VAPA) - The pandemic decreased visual and performing art opportunities and expanded learning gaps for our students in this area. In order to address the impact and increase students' opportunities to learn from visual and performing art programs and to assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic skills, ESSER III funds will be used to extend actions from the 2021-22 LCAP and increase students' access to fine arts by increasing students' access to visual and performing arts (VAPA) during expanded learning time and during the school day, providing lessons by resident artists in dance, theater, music, or visual arts and access to performances, addressing instrument purchase and repair

needs, and providing needed VAPA supplies. This strategy aligns with the ELO Grant Plan expanded learning VAPA opportunities and it also ties with Goal 1 of the LCAP to provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.

Increase Broadband Access in Partnership with Homeless Shelters and Other Outside Youth Agencies - The ESSER III funds will be used to increase our students' access to technology during expanded learning hours. Currently, LCAP funds are used to support student access to technology during expanded learning hours at their homes. SMBSD will work with homeless shelters and other outside youth agencies to ensure that students are able to access technology when they are in these locations and to increase equity for our students. Increasing students' ability to access technology by working with community partners on a long-term plan will help to ensure that all students have broadband access and technology equipment. This support will help to decrease the impact of the COVID-19 pandemic in terms of student learning and access. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with technology at home and school. It also ties with Goal 1 of the LCAP under several actions and services to include increasing students' access and support to technology, providing access to free internet during school, and expanding learning hours and technology tools and software. The ELO Grant Plan also supports these efforts.

Increase Professional Learning Opportunities - In order to continue to build collective capacity and growth toward the achievement of district/school goals, to support the acceleration of learning and equitable access to high-quality instruction, and provide increased strategic support based on the need of students caused by the loss of instruction time, ESSER III funds will be used to increase professional learning. The ESSER III funds will be used to expand upon the professional learning being provided by the LCAP and to extend actions in the ELO Grant Plan through 2024. ESSER III dollars will be used to increase training for teachers, administrators, classified staff, and expanded learning staff in the following areas:

- equity and social-emotional learning in order to provide increased strategic support based on the needs of students caused by the loss of instructional time,
- paraprofessionals providing direct support to students will receive additional training in best practices for assisting students toward academic success,
- Preschool through 3rd Grade (P-3) professional learning opportunities that bring together preschool and TK-3 teachers in order to build a shared understanding of best practice, a shared sense of mission around supporting all children to succeed, and an aligned instructional program.
- interpreter training to assist parent communication and engagement and health services items

SMBSD will continue to build educator efficacy by continuing coaching support and services provided to both teachers and administrators. Their work together will focus on actions to accelerate learning while simultaneously scaffolding students who need extra support. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria Bonita School District staff. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with professional learning that supports accelerated learning. It also ties with Goals 2, 3, and 4 of the LCAP to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024, and to support our focus goal of English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year.

Expand Literacy Environments - SMBSD will increase students' opportunities to have access to print and digital materials at school, at home, and in the community. We will work with community partnerships that have been identified with high student populations in order to diversify how students can access literacy after school hours and in additional spaces that our students use outside of campuses. This multi-layered approach will ensure that all students have equitable opportunities for literacy in order to meet and excel at grade level expectations. In order to support student literacy in a variety of places and methods of instruction while keeping families safe, the District will increase access to reading at home by providing students with additional grade-level books and literacy resources for quarantined students, hosting Literacy Family Nights for sites or clusters once a year, supporting districtwide Kinder Orientation by providing literacy packets to students, increasing sites' Spanish library books by 20% districtwide, and partnering with Santa Maria Library to support the summer reading program. This aligns with the Safe Return to In-Person and Continuity of Services Plan by increasing students' literacy opportunities at school and at home. It also ties with Goal 1 of the LCAP by providing effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.

Support Student Transportation Services - The pandemic depleted the number of employees that are available to transport students by bus to school thus affecting many of our students making it difficult for them to be at school on a daily basis and in a timely manner. It has also affected the safety of some of our students who have to walk long distances to get to school. At this point in time, we do not have adequate staffing to provide door-to-door transportation service to some of our foster youth, students who are experiencing homelessness, and students with disabilities. We have tried to contract with an outside agency within our community that can provide bus service, but they too are struggling to hire employees. For the 2022-23 school year, we will be contracting out with a new bus service agency. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students transportation to school. It also ties with Goal 5 of the LCAP to increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships. Specifically, it will increase many of our student's ability to be at school every day and on time.

Increase Supplemental PE supplies and Equipment - The pandemic reduced the physical education (PE) supplies at all of our school sites. During this time, PE equipment was provided to students for at-home use, to continue receiving high-quality, grade-level instruction while in a virtual environment. In order to continue providing an effective physical education program, school sites will be provided with additional district-approved supplemental supplies and equipment. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with PE equipment at school and home. It also ties with Goal 1 of the LCAP by providing effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.

Increase Support for Students with Disabilities - COVID-19 continues to exacerbate opportunity and learning gaps for our students with disabilities. Students are struggling to access online resources, participate in virtual extended learning classes, and connect meaningfully with teachers and peers. Students with disabilities carry the additional burden of accessing needed specialized instruction and related services and supports that were provided in person before the pandemic. As the COVID-19 pandemic continues, the education field is producing a growing body of useful and evidence-based resources to support student learning loss and well-being. SMBSD will provide students with disabilities with increased, coordinated communication and specially designed instruction from school staff. These supports include increased evidence-based supplemental curriculum, support programs, and related services that address students' social, emotional, and academic needs based on the impacts of lost instructional time. This aligns with the Safe Return to In-Person and Continuity of Services

Plan by providing equity for all students. It also ties with Goal 7 of the LCAP by providing equity and access through all grade-level instruction. All schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture.

The ESSER III Expenditure Plan was approved in September 2021; and therefore, the district has had five months (at the time of this writing) to implement the ESSER III expenditure plan. Many of the expenditures will occur in the spring of 2022. The District has through September 2024 to expend ESSER III funds, which it fully plans to do.

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The community has placed a strong emphasis on in-person instruction in a class environment served by the regular classroom teacher using a project-based approach to learning. The safe return to school roadmap landmarks continue to be emphasized and updated accordingly to student and staff needs with a focus on continuous support and opportunities that are needed to continue to heal, learn, and grow in a positive learning environment. These landmarks include prioritizing the health and safety of students, school personnel, and families, building school communities, supporting students' social, emotional, and mental health, and accelerating academic learning and achievement. The plan also continues to be updated according to current public health conditions, general health and safety precautions, and continuity of instructional services.

Challenges that have been identified include students adjusting back to in-person instruction, lack of substitute teachers and regular certificated and classified staff absent, providing a robust Independent Study Program, and outside contract positions not being filled (for example counselors, etc.).

Steps that continue to be taken and updated to accelerate academic achievement include providing high-quality effective lessons that are aligned with challenging content state standards, instructional design and delivery are informed by data, re-engaging disconnected youth through expanded learning opportunities, careful development of academic offerings, and comprehensive staff professional learning, utilization of evidence-based instructional strategies, and adaptive scope and sequence/pacing guidance for each subject area and grade level to reflect where teachers might need to provide acceleration support.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Santa Maria-Bonita School District's (SMBSD) state, local and federal funds for the 2021-22 school year totaled \$317 million. This total included \$30 million dollars in federal relief funds from the federal American Rescue Plan Act of 2021 and the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan. Through December 2021, approximately 2% of the total funds allocated for this school year have been spent on specific actions related to the district LCAP goals which include:

SMBSD has aligned the use of all one-time funding to the goals and actions within the Safe Return to In-Person Instruction and Continuity of Services Plan and ESSER III Plan and the 2021-2022 Local Control and Accountability Plan (LCAP). The LCAP can be found at:

<https://resources.finalsite.net/images/v1642202189/smbdorg/wprbgehaj7ittkh3uob7/LCAP2021-22.pdf>.

Our Vision of Student Success includes a deliberate intentional culture of learning with high expectations where every day every educator, every staff member, and every student seeks to learn and strives for growth. We support and challenge each other to stay focused on what matters most, ensuring that in every classroom our students are tackling relevant, challenging content, taking ownership of their learning, and improving every day. We continue to focus on high-quality instructional practices that support a culture of learning with high expectations, challenging content, student ownership, demonstrated learning, and support for all students.

As we continue to work to change some of our practices and protocols, we must work equally hard to keep some aspects of school the same. Optimizing instructional time and supporting the social and emotional needs of our students and staff is embedded within our plan. Ensuring that all children have equity of access to an array of devices, resources, and tools in order to stay engaged and connected with educators, whether in person or virtually. We also acknowledge the importance of ensuring that our schools continue to be a place of learning, laughter, and close connections between students and staff members.

Performance results for SMBSD continue to demonstrate gaps in achievement for all students relative to their peers across the state and significant gaps within the district for multiple student groups. We believe that we can improve student experiences and student learning by increasing resources including grade-appropriate assignments, strong instruction, deep engagement, and high expectations. We aim to accomplish our goal of moving every student at a minimum of a grade level each year through effective first instructional practices, courageous and advocacy-oriented leadership, and relevant professional learning.

The COVID-19 pandemic, closure of physical school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. Although these issues have exacerbated existing inequities, we have responded to the conditions as they have developed and have adjusted according to our community's needs. Our entire school community has become adept at adapting to change and is committed to continuing to be flexible in the face of constantly changing conditions. The instructional focus in 2021-22 will be to accelerate learning and maximize the growth of all students.

The LCAP is designed to serve as the primary tool in aligning the district's local efforts to ensure continuous improvement in all areas of student achievement and program effectiveness. A key concept embedded within those efforts is that of diversity, equity, inclusion, ensuring that support is provided based on identified needs and that actions and services are identified and developed to address the identified needs within each of seven goal areas:

Maintenance Goal #1 - Provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning;

Broad Goal #2 - In order to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, SMBSD will institute the practice of evaluation of programs and establish leadership and teacher development programs;

Broad Goal #3 - In order to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024, all classrooms will show evidence of our shared vision of instruction to include all five of the High-Quality Instructional Indicators (HQIIs) including a culture of learning with high expectations and challenging grade-level standards-based content;

Focus Goal #4 - English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year;

Broad Goal #5 - All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships;

Broad Goal #6 - All schools will create a culture of respect and caring that supports positive relationships among all educational partners and implement a parent engagement pathway districtwide. Parents, family, and community educational partners will become more fully engaged as partners in the education of students in SMBSD;

Broad Goal #7 - In order to provide equity and access through all grade-level instruction, all schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture.

As a result, a primary aspect of our planning efforts continues to be centered on the involvement of the school community in identifying needs within each of the seven-goal areas. Through the engagement of SMBSD's LCAP Collaboration Team, the District English Learner Advisory Committee, surveys administered to staff members, parents, students, and the community, and analysis of student achievement across a range of performance indicators, we believe that the actions and services that have been identified in our plan will ensure positive outcomes in all of our students across the district. Each new funding source must support and further the goals set forth in the LCAP. In many cases, the expenditure is included across multiple grants.

Educator Effectiveness Block Grant (EEBG) - Priorities are on providing content area professional development, increasing programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, supporting practices and strategies that re-engage pupils and lead to accelerated learning, and strengthening strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs. The district approved plan outlines the specific planned activities to include:

- coaching and mentoring of staff serving in an instructional setting to include teacher and administrator onboarding and induction programs,
- programs that lead to effective, standards-aligned, and improved instruction in literacy across all subject areas to include Science of Reading and Pre-K to 3 Alignment professional learning opportunities,
- practices and strategies that re-engage pupils and lead to accelerated learning such as The Boomerang Project WEB and other mentor programs, and
- professional learning and support to improve inclusive practices.

Expanded Learning Opportunities Grant and Expanded Learning Opportunities Program funds - SMBSD Expanded Learning Opportunities plan is aligned with our district's Vision of Student Success and LCAP. It serves as a tool in aligning our current efforts to

ensure continuous improvement in all areas of student achievement and program effectiveness. Our goal of providing high-quality grade-level instruction to all students continues to be clearly identified and articulated throughout the process of reviewing our current supplemental programs as well as creating expanded learning opportunities that will increase or improve services to address specific identified needs of students who are low income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, students who are below grade level, and other students identified by certificated staff. All of the supplemental instruction and support incorporate a multitier integrated approach including a variety of comprehensive programs designed to increase academic achievement by promoting positive behaviors and engaging students in learning, academic enrichment, and physical activity. Addressing unfinished learning on grade-level content area standards occurs through differentiated instruction planned, identified, and delivered by both district and school teams. Quantitative and qualitative data has been used and will continue to be used along with ongoing informal and formal assessments that take place in order to effectively tailor the instruction for our students and plan for all of our programs. Extended instructional learning time opportunities, in addition to what is required for the school year to support increased positive academics, behavioral and social outcomes, and student's learning needs include distance learning and in-person extended day classes (as appropriate), small group and one on one tutoring, academies (such as STEAM academies), Saturday schools, summer school opportunities, enrichment activities, access to on-line supplemental learning programs, and ASES support. These programs support increased positive academic, behavioral, and social outcomes and are available at both elementary and junior high schools, according to our students' academic and social-emotional needs. They are designed to accelerate progress in order to close the learning gaps. We have designed these programs so that they are interactive and engaging for our students. All of the programs will incorporate critical thinking, creativity, collaboration, and communication. This will be accomplished by project-based and experiential learning, English language development, social and emotional learning, and culturally and linguistically relevant practices. In addition, SMBSD provides all students with a Chrome Notebook, free internet access, and technology evening support during expanded learning hours. SMBSD will continue to offer these extended day programs throughout the school years through the implementation, expansion, or enhancement of learning supports which are not limited to the programs listed above. To ensure that the needs of our students are met, our extended day plan includes project-based and experiential learning by ensuring that extended learning opportunities are centered on projects that build students content knowledge, skills, promote collaboration, and language development, and by building partnerships with community organizations that can provide opportunities aligned to what students are learning. Professional learning for both certificated and classified staff in accelerated learning strategies and engaging learning opportunities for all students will take place. Leaders' capacity continues to be built in order to effectively address students' learning needs including training in facilitating quality and engaging extended learning opportunities. For summer instructional learning, SMBSD will provide a multi-faceted in-person K-8 supplemental instructional program, by grade level, at four elementary school sites, and at Jr. High School sites. All offerings will provide an additional layer of instruction that supports the learning that occurred during the prior school year. Transportation, snacks, and grab n' go suppers will be provided for each student. For our special education students, we will offer an in-person Extended School Year (ESY) program. This program will be offered to support students with special needs, who have been identified through the IEP process, to be eligible for summer support. ESY is four hours each day and will offer learning that is specific to students and the continuation of their IEP goals. The purpose of ESY is to bridge recoupment and retention of previously learned areas. Transportation, snack, and grab n' go lunches will be provided for each student.

For all summer learning instruction, student academic progress will be monitored by certificated and classified staff and shared with site leaders who oversee each offering. In order to address other barriers to learning, such as the provision of health, counseling, or mental health issues during expanding learning hours and to further support social and emotional learning, the district will utilize a program from Panorama Education and expand our current systems of social and emotional support. The Panorama Education program provides

integrated support in the areas of self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. Panorama Education includes an online professional learning library of SEL interventions for certificated staff to access and use. In addition to this program, our summer school sites will have access to family outreach personnel, community liaisons, school-based therapists, health assistants, nurses, and connections to local and regional community resources. Training topics for staff, certificated and classified will include: accelerated learning strategies, assessments, attendance, community resources, English learner supports, food services, health and safety protocols, health services, logistics, progress monitoring, social and emotional learning, student engagement, tier 1 instruction, transportation, and trauma-informed practices. SMBSD's Family Engagement Program will coordinate parent education offerings in either a virtual, in-person, or combination format. All parent education offerings will be available in multiple languages and assist parents with tools to support their child's grade level instruction, College and Career readiness, Social-Emotional Learning, academic growth, and grade transitions. Parents will be offered informational sessions to connect to community resources.

Universal Pre-Kindergarten Grant Funding - Funds from the initial planning grant will be used to purchase Transitional Kindergarten (TK) instructional materials. Currently, our TK classrooms are not outfitted with the resources needed to fully implement the TK curriculum and to support developmentally appropriate play-based learning experiences. This has not been an issue in the past as the TK classroom was designed as a TK/K combo and learning experiences were more in alignment with kindergarten learning experiences. These resources will begin to be ordered in March 2022.

Safe to Return to In-Person Instruction and Continuity of Services Plan including the In-Person Instruction Grant - The SMBSD Learning Continuity and Attendance Plan (LCP) which included components that were fluid and able to adapt to the changing public health environment continued to be released, completed and implemented accordingly. The plan was closely aligned with work that has been ongoing since March 2020 to include the components of The School Re-Entry and Safety Plan and the Safe to Return to In-Person Instruction and Continuity of Services Plan which included In-Person Instruction Grant usage of grant funding. It was based on the various guidelines issued by the California Department of Education (CDE) Re-Entering Schools Guidelines, the Center for Disease Control (CDC), the California Department of Public Health (CDPH), and the Santa Barbara County Public Health Department (SBCPH). The plan encompassed the actions and services provided to our students, staff, parents/guardians, and community. It was developed with an equity lens in mind. SMBSD acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing unbalanced outcomes. We were and continue to be committed to promoting the health and safety of its students, staff, and families while continuing to provide an educational program committed to our mission of preparing children to be successful college and career-ready citizens. We remained focused on working collaboratively so that all stakeholders had the tools and resources to understand and support all students and their families, especially as we adapted to COVID-19 public health guidance. We believed and continue to believe that to achieve this level of readiness every student will learn at grade level and beyond through effective high-quality teaching and learning practices.

Our plan aligned with our Vision of Student Success which includes a deliberate intentional culture of learning with high expectations where every day every educator, every staff member, and every student seeks to learn and strives for growth. We support and challenge each other to stay focused on what matters most, ensuring that in every classroom our students are tackling relevant, challenging content, taking ownership of their learning, and improving every day. We continued to focus on high-quality instructional practices that support a culture of learning with high expectations, challenging content, student ownership, demonstrated learning, and support for all students. As we worked to change some of our practices and protocols, we worked equally hard to keep some aspects of school the same. Optimizing instructional

time and supporting the social and emotional needs of our students and staff was embedded within our plans. Ensuring that all children have equity of access to an array of devices, resources, and tools in order to stay engaged and connected with educators, whether virtually or in person. We also acknowledged the importance of ensuring that our schools continued to be a place of learning, laughter, and close connections between students and staff members.

SMBSD aligned all of the actions and services within these plans with the actions and services within our LCAP. The guiding principles included:

Academic and Instruction:

- Attending to the mission of optimizing educational opportunities for all students equitably and educating the whole child
- High-quality instruction anchored in standards-aligned materials is provided at a level that will allow students to successfully articulate to the next course or grade level following an articulated scope & sequence of essential learning
- A learning environment and strategies are designed with agility to ensure high-quality instruction continues whether we are in a physical or remote learning space
- Ongoing Professional Learning in order to build capacity to ensure that staff have the required skills for virtual teaching and management
- Using data and assessments to ensure our practices support our students by name, by need, by inequity, and by injustice
- Planning conceived for after school enrichment activities
- Efforts that are supported logistically and financially to include access and availability to materials and supplies that support all students, teachers and staff.

Health, Safety, and Well-being:

- Actions grounded in the scientific guidance provided by federal, state, and county health officials
- Written policies and procedures for employees, which provide administration, principals, teachers, staff, students, and families the necessary information to safely go to school
- Being flexible to balance educational needs with public health and safety
- We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities
- We will create socially, emotionally, and physically safe and nurturing environments for our students to thrive in
- Student and employee mental wellness supports are maintained or increased to reflect the current needs
- Prepared for class, grade, or school closures in the event of changing conditions that would warrant ordered by the County Health Officer
- Prepared for increased rates of absence among students and staff

Engagement & Communication:

- Provide consistent, clear, and routine communications and engagement in multiple modalities and languages in order to keep our parents/guardians and community informed

- Provide our community accurate information resources, timely, consistent, clear, accessible and routine communications and engagement in multiple modalities and in our primary languages of English, Spanish, and Mixteco
- Parent/guardian Resource Guide and centralized phone number for multilingual timely parent support
- Parent/guardian online education resources available on the District Website the link to the website is <http://www.smbbsd.org>.
- Full cooperation and collaboration among the Local Education Agencies and County Public Health, County Office of Education, other school districts, the cities and county, County Office of Emergency Management, and other allied agencies

Providing these expectations to students and families represents one of SMBSD's efforts to empower our educational partners to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and the design of robust and flexible modes of instruction during this pandemic presented a unique opportunity to do things differently. As our educational partners urged and as is reflected in the district's vision statement, this was a time to analyze, adapt, and execute flexible strategies. Our individual and collective response to the challenges in this pandemic represented and continues to represent an opportunity to lay strong foundations in new areas that will allow students to thrive in the current year and beyond.

ESSER III

Strategies for Continuous and Safe In-Person Learning

Facilities Indoor Air Quality - SMBSD will perform inspections, testing, maintenance, repairs, replacements, and upgrade projects to improve the indoor air quality in school facilities, replace heating ventilation and air conditioning systems, and replace or change filtering, purification, and other air cleaning, fans, control systems, and window and door replacement. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with essential indoor air quality and the Learning Continuity and Attendance Plan. It also ties with Goal 5 of the LCAP to increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships. Students must feel safe and comfortable within their environment to be successful academically, which also aligns with Goal 3 which supports preparing all students to be college and career-ready and to ensure that every student will learn at grade level and beyond by 2024.

Strategies for Addressing the Impact of Lost Instructional Time

Expanded Learning - Before and After School Classes - In order to add instructional time to address the academic impact of the pandemic and accelerate learning, SMBSD will expand before and after-school learning programs by increasing the number of students who are invited to attend the classes that are offered. SMBSD will use ESSER III funds to extend actions from the Expanded Learning Opportunities (ELO) Grant Plan beyond 2022 and through 2024, and connect with actions in the 2021-22 LCAP to continue a more robust extended learning before and after school program. Expanded learning classes will include academic classes that support instruction in core content areas (ELA, Math, ELD, Science, Social Studies) for key student groups and enrichment/engagement classes (robotics, technology, VAPA, STEAM, etc). To address the impact of lost instructional time due to COVID-19, SMBSD will provide extended learning time before and after school to students in grades K-8, which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught during academic classes, with a focus on essential standards, through the district-adopted curriculum by

certificated teachers. Instruction will be supported by social-emotional learning that will be embedded within the extended learning program. Enrichment and engagement classes will be offered that support the core curriculum and provide project-based learning opportunities. As noted in the California Department of Education (CDE) COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The district will cover the cost of extra work agreements for certificated and classified staff, supplemental programs and materials, student materials, student snacks, crossing guards, bussing, and outside contracts that support students' emotional and social well-being. This strategy aligns with the Expanded Learning Opportunities (ELO) Grant Plan and it also ties with Goals 1 and 3 of the LCAP to provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning, and to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024.

Expanded Learning - Summer and Winter School Programs - In order to add instructional time to address the academic impact of the pandemic and accelerate learning, SMBSD will expand summer and winter school programs. SMBSD will use ESSER III funds to extend actions from the ELO Grant Plan beyond 2022 and through 2024 and connect with actions in the 2021-22 LCAP to continue a more robust extended learning summer and winter school program. The amount of summer and winter school classes offered will be increased, more students will be invited, and class size numbers will be reduced, giving students more opportunities to receive academic support. The summer school program will mirror the program provided during the summer session of 2021, which was funded by both the LCAP and ELO Grant Plan. Programs that we will offer will support increased academic, behavioral, and social outcomes and will be available at both elementary and junior high schools, according to our students' academic and social-emotional needs. They will be designed to accelerate progress in order to close the learning gaps. We will continue to design these programs so that they are interactive and engaging for our students. All of the programs will incorporate critical thinking, creativity, collaboration, and communication. Programs will include academic academies, college and career-ready classes, summer bridge programs (to include PK students), and STEM and Fine Arts classes. The winter school programs will be planned by each school site in order to better meet the needs of our students. Programs will include academic academies, college and career-ready classes, and STEM and Fine Arts classes. Instruction will be supported by bilingual instructional assistants, and social-emotional support will be available to include outreach mentors and school-based therapists.

To address the impact of lost instructional time due to COVID-19, the District will provide extended learning time during the summer and winter school breaks to students in grades TK-8, which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught during academic classes, with a focus on essential standards, through the district-adopted curriculum by certificated teachers. Instruction will be supported by social-emotional learning that will be embedded in the extended learning program. Enrichment and engagement classes will be offered that support the core curriculum and provide project-based learning opportunities. As noted in CED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students.

The district will cover the cost of extra work agreements for certificated and classified staff, supplemental programs and materials, student materials, student snacks, college field trips, tuition for summer school camps, crossing guards, bussing, and outside contracts that support students' emotional and social well-being. These strategies align with the Expanded Learning Opportunities (ELO) Grant Plan and they also tie with Goals 1 and 3 of the LCAP to provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning, and to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024.

Student Opportunities: Visual and Performing Arts (VAPA) - The pandemic decreased visual and performing art opportunities and expanded learning gaps for our students in this area. In order to address the impact and increase students' opportunities to learn from visual and performing art programs and to assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic skills, ESSER III funds will be used to extend actions from the 2021-22 LCAP and increase students' access to fine arts by increasing students' access to visual and performing arts (VAPA) during expanded learning time and during the school day, providing lessons by resident artists in dance, theater, music, or visual arts and access to performances, addressing instrument purchase and repair needs, and providing needed VAPA supplies. This strategy aligns with the ELO Grant Plan expanded learning VAPA opportunities and it also ties with Goal 1 of the LCAP to provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.

Increase Broadband Access in Partnership with Homeless Shelters and Other Outside Youth Agencies - The ESSER III funds will be used to increase our students' access to technology during expanded learning hours. Currently, LCAP funds are used to support student access to technology during expanded learning hours at their homes. SMBSD will work with homeless shelters and other outside youth agencies to ensure that students are able to access technology when they are in these locations and to increase equity for our students. Increasing students' ability to access technology by working with community partners on a long-term plan will help ensure that all students have broadband access and technology equipment. This support will help decrease the impact of the COVID-19 pandemic in terms of student learning and access. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with technology at home and school. It also ties with Goal 1 of the LCAP under several actions and services to include increasing students' access and support to technology, providing access to free internet during school, and expanding learning hours and technology tools and software. The ELO Grant Plan also supports these efforts.

Increase Professional Learning Opportunities - In order to continue to build collective capacity and growth toward the achievement of district/school goals, to support the acceleration of learning and equitable access to high-quality instruction, and provide increased strategic support based on the need of students caused by the loss of instruction time, ESSER III funds will be used to increase professional learning. The ESSER III funds will be used to expand upon the professional learning being provided by the LCAP and to extend actions in the ELO Grant Plan through 2024. ESSER III dollars will be used to increase training for teachers, administrators, classified staff, and expanded learning staff in the following areas:

- equity and social-emotional learning in order to provide increased strategic support based on the needs of students caused by the loss of instructional time,
- paraprofessionals providing direct support to students will receive additional training in best practices for assisting students toward academic success,
- Preschool through 3rd Grade (P-3) professional learning opportunities that bring together preschool and TK-3 teachers in order to build a shared understanding of best practice, a shared sense of mission around supporting all children to succeed, and an aligned instructional program.
- interpreter training to assist parent communication and engagement and health services items

SMBSD will continue to build educator efficacy by continuing coaching support and services provided to both teachers and administrators. Their work together will focus on actions to accelerate learning while simultaneously scaffolding students who need extra support. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria Bonita School District staff. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with professional learning that supports accelerated learning. It also ties with Goals 2, 3, and 4 of the LCAP to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024, and to support our focus goal of English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year.

Expand Literacy Environments - SMBSD will increase students' opportunities to have access to print and digital materials at school, at home, and in the community. We will work with community partnerships that have been identified with high student populations in order to diversify how students can access literacy after school hours and in additional spaces that our students use outside of campuses. This multi-layered approach will ensure that all students have equitable opportunities for literacy in order to meet and excel at grade level expectations. In order to support student literacy in a variety of places and methods of instruction while keeping families safe, the District will increase access to reading at home by providing students with additional grade-level books and literacy resources for quarantined students, hosting Literacy Family Nights for sites or clusters once a year, supporting districtwide Kinder Orientation by providing literacy packets to students, increasing sites' Spanish library books by 20% districtwide, and partnering with Santa Maria Library to support the summer reading program. This aligns with the Safe Return to In-Person and Continuity of Services Plan by increasing students' literacy opportunities at school and at home. It also ties with Goal 1 of the LCAP by providing effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.

Support Student Transportation Services - The pandemic depleted the number of employees that are available to transport students by bus to school thus affecting many of our students making it difficult for them to be at school on a daily basis and in a timely manner. It has also affected the safety of some of our students who have to walk long distances to get to school. At this point in time, we do not have adequate staffing to provide door-to-door transportation service to some of our foster youth, students who are experiencing homelessness, and students with disabilities. We have tried to contract with an outside agency within our community that can provide bus service, but they too are struggling to hire employees. For the 2022-23 school year, we will be contracting out with a new bus service agency. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students transportation to school. It also ties with Goal 5 of the LCAP to increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships. Specifically, it will increase many of our student's ability to be at school every day and on time.

Increase Supplemental PE supplies and Equipment - The pandemic reduced the physical education (PE) supplies at all of our school sites. During this time, PE equipment was provided to students for at-home use, to continue receiving high-quality, grade-level instruction while in a virtual environment. In order to continue providing an effective physical education program, school sites will be provided with additional district-approved supplemental supplies and equipment. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with PE equipment at school and home. It also ties with Goal 1 of the LCAP by providing effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.

Increase Support for Students with Disabilities - COVID-19 continues to exacerbate opportunity and learning gaps for our students with disabilities. Students are struggling to access online resources, participate in virtual extended learning classes, and connect meaningfully with teachers and peers. Students with disabilities carry the additional burden of accessing needed specialized instruction and related services and supports that were provided in person before the pandemic. As the COVID-19 pandemic continues, the education field is producing a growing body of useful and evidence-based resources to support student learning loss and well-being. SMBSD will provide students with disabilities with increased, coordinated communication and specially designed instruction from school staff. These supports include increased evidence-based supplemental curriculum, support programs, and related services that address students' social, emotional, and academic needs based on the impacts of lost instructional time. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing equity for all students. It also ties with Goal 7 of the LCAP by providing equity and access through all grade-level instruction. All schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture.

The ESSER III Expenditure Plan was approved in September 2021; and therefore, the district has had five months (at the time of this writing) to implement the ESSER III expenditure plan. Many of the expenditures will occur in the spring of 2022. The district has through September 2024 to expend ESSER III funds, which it fully plans to do.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021