



Local Control and Accountability Plan 2023-2024

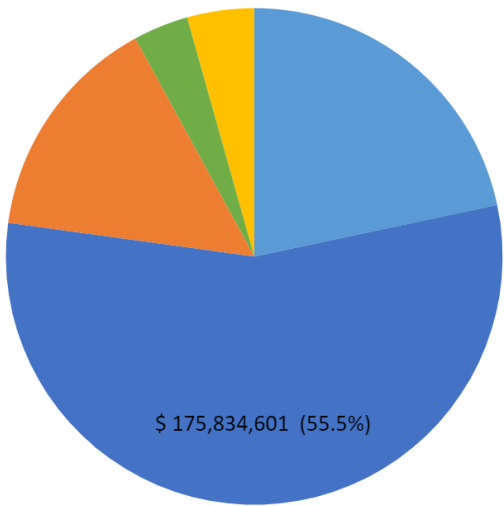
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria-Bonita
CDS Code: 42691200000000
School Year: 2023-2024
LEA contact information: Darren McDuffie, 805-361-8111, dmcduffie@smbbsd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

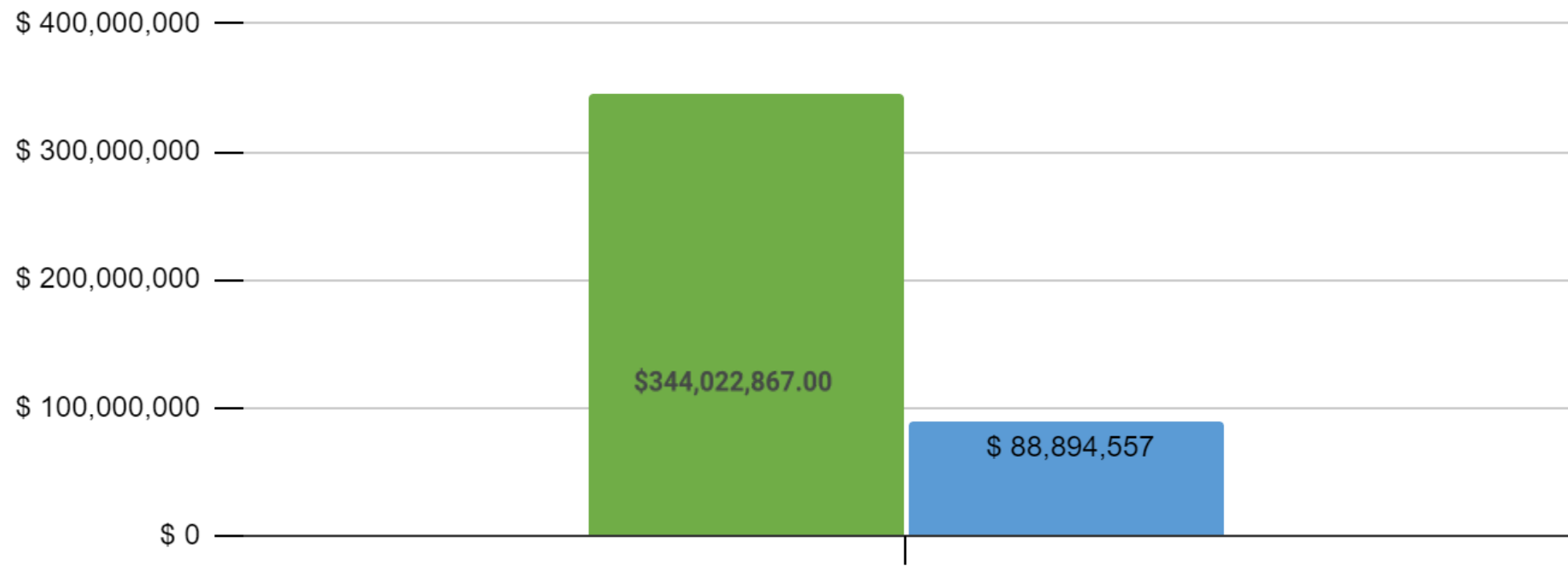


The chart shows the total general purpose revenue Santa Maria-Bonita expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Maria-Bonita is \$316,975,827.00, of which \$244,578,441.00 is Local Control Funding Formula (LCFF), \$47,206,706.00 is other state funds, \$11,361,502.00 is local funds, and \$13,829,178.00 is federal funds. Of the \$244,578,441.00 in LCFF Funds, \$68,743,840.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students), resulting in \$175,834, 601 in other LCFF funding.

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Santa Maria-Bonita plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

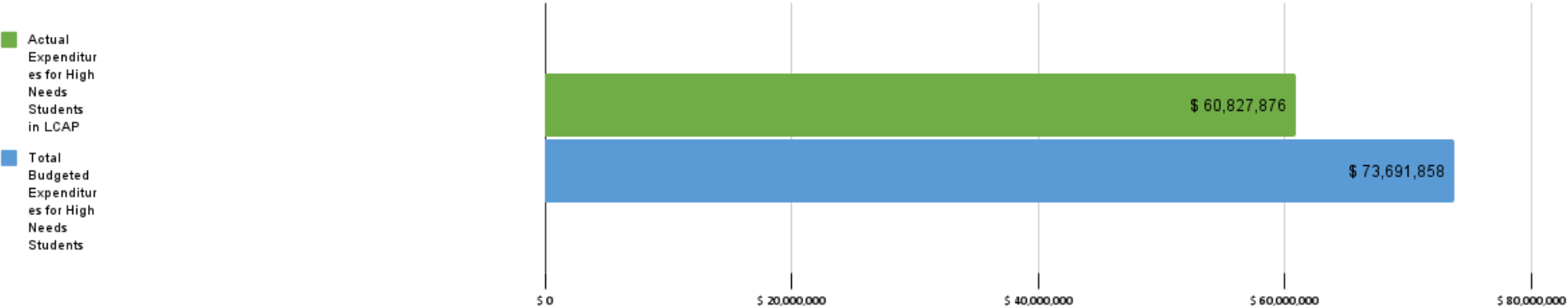
The text description of the above chart is as follows: Santa Maria-Bonita plans to spend \$344,022,867.00 for the 2023-24 school year. Of that amount, \$88,894,557.00 is tied to actions/services in the LCAP and \$255,128,310.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General fund expenditures for ongoing operating costs to maintain existing programs and services for students. Instruction and instruction related activities account for 76% of all expenditures. The remaining expenditures are for pupil services which include transportation, counseling and health services. Other general fund expenditures include maintenance of facilities, utilities, custodial activities, human resources, business services, investments in instructional materials and supplies, utilities and technology.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Maria-Bonita is projected to receive \$68,743,840.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Maria-Bonita must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Maria-Bonita plans to spend \$88,894,557.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Santa Maria-Bonita budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Maria-Bonita estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Santa Maria-Bonita 's LCAP budgeted \$73,691,858.00 for planned actions to increase or improve services for high needs students. Santa Maria-Bonita actually spent \$60,827,876.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$12,863,982.00 had the following impact on Santa Maria-Bonita 's ability to increase or improve services for high needs students:

Although not all funds were expended during the school year, Santa Maria-Bonita School District (SMBSD) fully implemented all increased/improved services. In addition to continuing to provide services to students living in disadvantaged circumstances, SMBSD carried over all unspent funding associated with actions to increase or improve services for foster youth, English learners, and students living in disadvantaged circumstances.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria-Bonita School District	Dr. Darren McDuffie , Superintendent	dmcduffie@smbds.net 805-361-8110

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten - 12, as applicable to the LEA.

The Santa Maria-Bonita School District (SMBSD) is a K-8 school district located on the Central Coast of California and is nestled in the Santa Maria Valley, one of the most productive agricultural areas in the state of California. SMBSD serves more than 17,200 TK through eighth-grade students making it the largest elementary district with the greatest total student enrollment in Santa Barbara County. There are 21 schools in the district including 16 elementary schools, four junior high schools, and one Dual Language Immersion Program Kindergarten through eighth-grade school. SMBSD’s 2022-2023 student population reveals that as a reported ethnicity, Hispanic or Latino students make up approximately 95.33% of the total student enrollment with not Hispanic or Latino reporting 4.34% and refusing to state 0.34%. Reporting race for student groups include: 76.56% White, 15.89% American Indian or Alaskan Native, 1.96% Filipino, 0.89%, and 0.77% African American with 3.35% refusing to state. 89.67% of students are designated as socio-economically disadvantaged based upon Free/Reduced meal counts, 57.36% are designated as English Learners, 23.69%

identify as experiencing homelessness, 5.25% are students from migratory families, 9.7% are Students with Disabilities, and 0.37% of our students are designated as Foster Youth. Approximately 16.66% of our students speak indigenous languages (Mixteco, Zapoteco, Trikki, Taquate) with some of these languages having no written language. Our local families come from rich cultures with many life experiences and want the very best education and School experience for their children. With our dedicated 1,982 employees, we strive for a partnership in meeting the educational, health, and safety, as well as social and emotional needs of our students, families, and staff in these ever-changing times.

Our Vision of Student Success includes a deliberate and intentional culture of learning with high expectations. Every educator, staff member, and student seeks to learn and strives for growth each and every day. We support and challenge each other to stay focused on what matters most, ensuring 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 reflect a culture of learning with high expectations, challenging content, student ownership, demonstrated learning, and support for all students.

As we continue evolving our practices and protocols to meet the demands of a globalized 21st century society, we must work equally hard to reinforce current effective approaches and efforts as well. Optimizing instructional time and supporting the social and emotional needs of our students and staff are embedded throughout 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 and each other. We acknowledge the importance of ensuring our schools continue to be a place of learning, laughter, and close connections between students and staff members.

Performance results for SMBSD demonstrate progress in a number of assessed areas as well as identified gaps in achievement for all students relative to their peers across the state and within our district for multiple student groups. These gaps are discussed in detail within the 'Reflections' sections below and inform many of the target student outcomes set within the plan. SMBSD acknowledges the persistent gaps in performance. We believe in improving student experiences and learning by increasing effective resources, including: grade-appropriate assignments, strong instruction, deep engagement, social-emotional support, and high expectations. We aim to accomplish our goal of moving every student a minimum of one grade level each year through effective first instructional practices, courageous and advocacy-oriented leadership, and relevant professional learning.

The Local Control Accountability Plan (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 these efforts is *diversity, equity, and inclusion*; ensuring support is provided based on identified needs with actions and services developed to address those 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 standard-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 stakeholders will become more fully engaged as partners in the education of students in SMBSD.
- **Focus 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, the primary aspect of our planning efforts continues to be centered on the involvement of the school community in identifying needs within each of the even-goal areas. Through the engagement of partner groups such as: SMBSD's LCAP Educational Partners Team, the District English Learner Advisory Committee (DELAC), SMBSD Student Advisory Committee, and SMBSD Parent Advisory Committee—coupled with surveys administered to staff members, parents, students and the community as well as analysis of student achievement across a range of performance indicators, we believe the actions and services identified in our strategic plan will ensure positive outcomes for all of our SMBSD students.

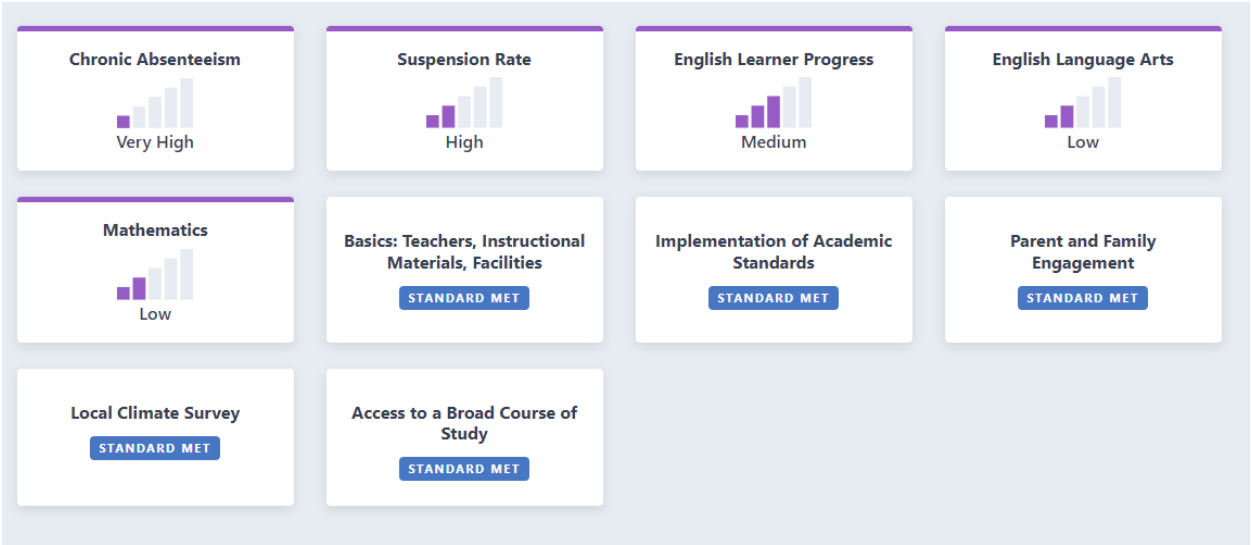


Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The analysis of District performance in the development process of the 2023-2024 LCAP was utilized to inform and guide all elements of the Santa Maria-Bonita School District (SMBSD) LCAP as we seek to maximize measurable outcomes for our students. This data, including state and local data, have been used as communication tools with educational partners and in the gathering of their input. The successes and progress described in this section are based on SMBSD’s 2022 California Dashboard results, recent quantitative data (state and local), and qualitative data results from community member surveys. Overall, there are some key areas in which SMBSD has made progress and has successes to highlight. This data, including the State and Local Indicators, and the associated methodology, continues to be used to build capacity within the District and among site leadership around understanding and utilization of the accountability design.

As reflected on the first graphic below, progress shown on the 2022 California School Dashboard includes progress for our English Learners as well as achieving “standard met” on all Local Indicators.



There were several student groups on the California State Dashboard that exceeded the performance of All Students in the corresponding areas:

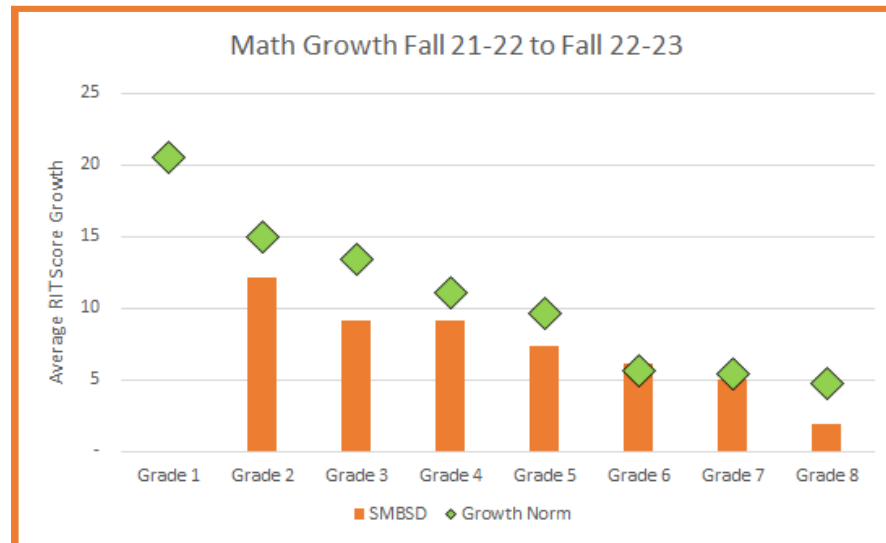
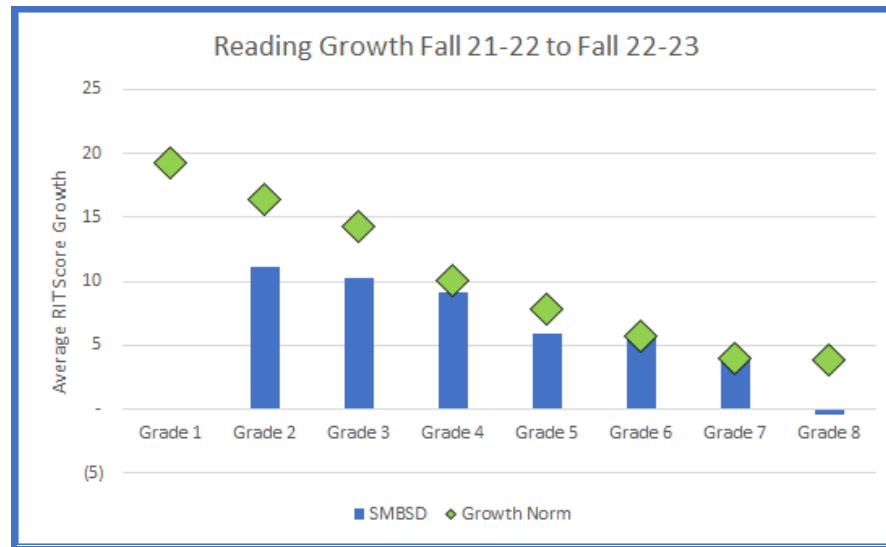
- English Language Arts Indicator – Filipino student groups were at the High level meaning they were performing at or above standard.
- 20.5% of total enrolled EL students met Reclassification Fluent English Proficient criteria.
- SMBSD recorded unexcused absences at a rate of 24.5% compared to the State rate of 38.6%.

- Suspension Rate – Two or More Races student groups were at the Very Low rate of suspension and expulsion rate was at 0.0%.

SMBSD continued to meet all Local Indicators. The District continued to make improvements to its facilities as reflected in the Local Facility Inspection Rating, ensuring that teachers were appropriately assigned, that all students had access to curriculum-aligned instructional materials, and that we fully implemented state academic standards across grade-levels. In addition, SMBSD continued to be committed to working collaboratively toward preparing our students to move a minimum of one grade-level a year. We continuously strived throughout the year to improve student experiences and student learning by remaining focused on strong literacy programs that included providing grade level access for all students the majority of the instructional time, using a core standards-aligned instruction program, ensuring the work students are asked to do is engaging and grade-appropriate, teaching with high expectations for all students, and providing just-in-time scaffolds. We also continued to increase student outcomes by embedding social-emotional development skills within grade-level standards and engaging in culturally responsive teaching practices in all lessons to ensure equity and access in support of student outcomes. The District's measures of parent involvement continued to support parents and increased the number of parents serving on various District and site committees and teams. We are proud of the progress that has been made this year in these areas and continue for continuous improvement.

Based on the review of the District's Northwest Evaluation Association's (NWEA) local benchmark data, we did show some growth in student achievement in English language arts (ELA) and math. From fall 2021-2022 to fall 2022-2023, students in SMBSD showed growth in all grades and subjects, with the exception of 8th grade reading.

In the charts below, actual observed average growth by grade level is represented by the bars, while grade-level norm projected growth is indicated by the green diamonds.



We also attributed the performance in these areas to the successful implementation of most of the actions and services within our plan, specifically in Goals One, Three, and Four.

Another success, according to local data, was seen in some growth in the area of ELA performance for our English learners, as reported in the Executive Summary District Benchmark.

We attributed this growth to several of the actions and services within Goal Four to include, our Bilingual Instructional Assistants providing support to our English learners and to our junior high school newcomer students throughout the year. An example of one of the actions and services that we feel contributed to this success is the support that our Bilingual Instructional Assistance (BIA) provided to our primary grade English learners (ELs). The District provided ongoing professional learning and support to the BIAs to build their capacity to help ELs. Another contributing action was the assessments in a newcomer's native language to assess their receptive and expressive language proficiency. These assessments helped to determine a newcomer's placement for the appropriately designated support, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate support for learning. Having the data from these native language proficiency assessments is beneficial to the student's social and academic success. The English language development (ELD) and instructional coaches also contributed to the growth by supporting the development of the school's designated and integrated ELD program through: instructional modeling of best practices for first instruction in both iELD and dELD, co-teaching and co-planning, one-on-one coaching, and assisting in leading professional learning opportunities at staff and/or grade level meetings. These positions provide daily support for multilingual learners and provide ongoing professional learning to staff at each site.

Additional Successes to Highlight

SMBSD is proud of the many achievements and successes we've accomplished with notable progress across our system as evidenced by the input from our many educational partners through the use of surveys, focus groups, various parent and student committee meetings, and local data sources. The results from the LCAP Ed Partners ongoing surveys of parents, students, community members and staff groups from all schools and district committees indicated that expanded learning opportunities, increased translation services, and additional staff support in TK- 2nd grade classrooms were among noted successes for our school district. Surveys also reflected an increase in student voice for addressing support of students of different races, ethnicities and cultures. To address this, SMBSD continued to promote a collaborative approach to diversity, equity and inclusion work - including Climate and Culture teams on school sites as well as professional learning with Nicole Anderson Consulting, specifically focusing on equity throughout the school system at all levels.

Many initiatives progressed in our continued focus on ensuring equity and access through grade-level instruction during the 2022-2023 academic year. Additionally, a range of programs and services both during and after the school day have been expanded to provide support for students, staff, and families. These include programs designed to address the ongoing impacts of COVID-19 as well as efforts to address needs that existed prior to the pandemic. Examples of program expansions included our professional learning offerings, diversity, equity, and inclusion work system-wide, the next phases of our inclusion program across all school sites, social-emotional support services, family engagement services to include our Family Outreach Advocate services, Community Liaison services, and our expanded learning summer school offerings.

SMBSD continued to build upon successes from the 2022-2023 academic year through facilitating ongoing professional learning, providing high-quality grade level instruction, expanding learning opportunities outside of the traditional school day, and developing strategies to engage school communities. Careful planning, research, and strategic decision-making have led to actions and services that support the goals developed for improved student outcomes. We continue to focus on synthesizing and making accessible state and local data to help our schools achieve better outcomes for students through the development of data resources and tools that measure performance by growth and achievement. At both the school site and district level, data was used effectively to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure that all students will move a minimum of a grade level each year through effective first instruction practices. To ensure this happens, SMBSD is providing ongoing professional learning for teachers, paraeducators, and administrators to support the implementation of Common Core State Standards (CCSS) and effective high-quality first instruction, as well as, continued to implement NWEA MAP to support our common benchmark assessments for all grade levels and Panorama to support Social-Emotional Learning.

Other accomplishments from the work generated by our Teaching and Learning Core and Supplemental Departments include: the expansion of support through our aspiring administrator program, onboarding for new leaders and ongoing coaching for all administrators, professional learning around the operational structures that support leaders in the day to day operations of school through monthly co-administrator meetings, professional learning for core adoptions in support of effective Tier 1 instruction, strategies that support multilingual learners, culturally responsive teaching practices, social emotional wellness of students, scaffolding to support students with explicit learning gaps, supporting all students with inclusive practices, implementing mathematical shifts in preparation for an upcoming math adoption, and significant learning around the Science of Reading in ensuring students have solid foundational skills in literacy. Professional learning was dedicated towards building the capacity of staff across the district, including the [PD Book](#) to guide department support of school sites as well as professional learning support for classified staff such as monthly training for Instructional Assistants, and ongoing technical training for district and school site office staff.

The team continues to work on developing an Early Learning Plan in support of Reading by Third Grade (RbT). The Department also continues to build out the systemwide College and Career Ready Plan including CCR experiences, community service opportunities, and career awareness. The CCR plan also integrates local partnerships and alignment with our neighboring high school district. For the 2022-2023 academic year, the plan included an increase in the elective courses to be offered to all seventh and eighth-grade students throughout the academic year. Examples include an A-G Spanish equivalent and several pilot courses that will be taken systemwide in the 2023-2024 SY (WEB/Leadership and Ethnic Studies). In addition, all junior highs also implemented a Health course for all 7th grade students, and a CTE wheel for all students. Each of these new course options are in support of the District's College and Career Readiness Plan.

We continue to build upon our success utilizing research-backed tools to support further development and refine our plan to accelerate learning through ongoing analysis of current achievement data, building capacity amongst all educational partners, and collaboration as we strive for positive outcomes for all SMBSD students.

Multilingual Services Successes

Meeting the needs of our English Language learners continues to be a priority. We have continued to monitor the progress that our English learners are making and are proud of the initial Spring 2022 Summative ELPAC Data. As of now, this data reflects an increase of students scoring a four on the summative ELPAC assessment compared to past years. Scoring a four signifies that the student is proficient in the four domains of the English language reading, writing, speaking, and listening; this is the highest score a student can score on this assessment.

SMBSD Summative ELPAC Data Spring 2022

<i>COUNT of SSID</i>	<i>OverallPL</i>				
<i>CALPADSGrade</i>	1	2	3	4	Grand Total
01	558	544	189	27	1318
02	316	515	439	67	1337
03	254	521	373	86	1234
04	196	337	521	233	1287
05	106	274	423	169	972
06	109	177	281	87	654
07	106	121	231	91	549
08	81	87	152	66	386
KN	518	640	334	90	1582
Grand Total	2244	3216	2943	916	9319

*Approximately 90 SSRs are pending (data is 99% complete).

We contribute this increase in the number of students scoring an overall score of four on the Spring 2022 Summative ELPAC to the actions and services located within goal four of our plan.

Diversity, Equity, and Inclusion (DEI) Program Successes

SMBSD is very proud of the current work that has started to address inequities that we know continue to exist. During the year, professional learning was created and provided by our DEI team. This team included educational partners from the site and district levels. They worked on a plan that would prioritize a focus on inclusive practices—developing data collection, discussion for student support including referral and tracking systems, and building a mindset and understanding related to students with disabilities, English learners, and other historically marginalized groups. Our DEI team has taken steps towards building a community where every student feels they belong and is valued. Our DEI cohort has delved into identity work to explore the deeper meaning of culture with the goal of understanding ourselves as individuals, understanding each other as a staff, and thereby creating a pathway for better understanding our students. One of the most powerful and practical tools discussed with our DEI team are Empathy Interviews, described in detail in the book *Street Data*. This is a tool for breaking down barriers to student learning and embracing asset-based teaching strategies. Our DEI discussions of systemic inequities allow us to examine trends in our data, identify our areas of growth, build common language, and use the book *School Talk* for conversation starters that disrupt inequitable practices. Our familiarity with CRT & the Brain has helped lay the foundation for culturally responsive and restorative practices as we continue to operationalize the roll-out of our district's Equity policy. The DEI steering committee recorded a podcast in the August 2022 edition of the T & L bulletin to openly invite faculty and staff members and build an awareness around the relevancy of this work.

The outcome of last year's DEI efforts is a guidance document intended to support and sustain this generational work.

Social-Emotional Support Services

During the 2022-2023 school year, a range of programs and services have been expanded to provide critical supports for SMBSD students, staff, and families. These supports include programs designed to address the lasting impacts of COVID-19 and programs that, while contributing to the past COVID-19 response, also address needs that existed prior to the pandemic. SMBSD furthered its commitment to social-emotional wellness by continuing to provide counseling services at all sites as well as establishing additional health and wellness support services to our entire community through an increase of elementary school counselors at all sites, as well as, an increase to a minimum of two Outreach Mentors and two Community Liaisons per site. This increase in specific staffing was as a direct result of feedback gained from our educational partners. Added emphasis from both the Pupil Support Services Department and the Teaching and Learning Department produced additional content directed at supporting the mental wellness and social-emotional (SEL) needs of students. In addition, we also refined a referral process to support supplemental services to best meet the needs of our students. We continued dedicated committees for Culture and Climate standards to provide consistency across our 21 sites as well as the use of restorative practices such as restorative circles in the classroom. A Student Advisory Committee was created this school year, meeting regularly with the Assistant Superintendent of Education Services and spearheading our districtwide Kindness Campaign. Furthermore, staff coordinated support and services included: counseling, mentoring, social skills, mental health counseling, and academic tutoring. In order to create

the conditions needed for individuals and schools to examine and interrupt inequitable policies and practices, create more inclusive learning environments, and reveal and nurture the interests and assets of all individuals, we partnered with the organization CLS for foundational steps to promote a social-emotional program designed to integrate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making competencies and positive behaviors in the classroom.

During the 2021-2022 academic year, we started the work of implementing a district wide plan for communication and messaging regarding initiatives around building MTSS Integrated Framework. We started to define tiers of support. We will continue to establish resources and support that align within each tier to include Tier 1, Tier 2, and Tier 3. We will also continue to offer professional learning in order to build capacity so that all staff can better understand the purpose and expectations of the Coordination of Services Teams (COST) and Student Study Team processes and how they fit into a Multi-Tiered System of Support process. Our next steps include designing and implementing purposeful district and site team strategies to ensure all students receive equitable access to resources and support aligned within the tiers of support, developing and refining fidelity measures for the purpose of monitoring student learning and well-being.

Parent Involvement and Family Engagement Success

SMBSD continues to view family engagement as an important component to increasing student achievement and improving supports to meet the needs of all students. We have maintained our commitment to the goal of developing and maintaining strong partnerships with the families we serve. Improving cultural proficiency and two-way communication and engagement opportunities for families remains a priority and we have made dedicated and intentional efforts to engage our families in meaningful ways. We strive to engage all of our parents and families as educational partners, provide education opportunities, as well as connect families with school, community, and centralized resources. During the 2022-2023 academic year, Family and Community Engagement was an interactive and collaborative process in which schools, families, and the community actively supported our childrens' learning and development in a way that was mutual, respectful, and responsive to each family's language and culture – promoting childrens' success and achievement in and out of school. We expanded our program by increasing services to include additional Family Outreach Advocates (FOAs), District Community Liaisons, and Site Community Liaisons to better serve our families with a wide range of wraparound services. These additional staff members helped reduce the caseload ratio in order to provide more intensive support to families, increased the ability to provide communication and support between schools, families, and the community, and educated all family members on how to become advocates for their children and family. Additionally, parent representatives from school sites served on advisory councils including: School Site Council, DELAC, LCAP Ed Partners and the new Parent Advisory Committee – with communication and outreach efforts to ensure translation, interpretation, and web-based services were provided. Parent education offerings occurred both via Zoom and in-person through organizations such as PIQUE, Parent Engagement Academy, and PIBE. Professional learning opportunities districtwide were provided in order to

ensure staff are able to best serve our local families. SMBSD will continue to build meaningful family and community outreach and support on behalf of improving student outcomes. We are proud of the ongoing work and will continue the work in the 2023-2024 academic year to increase the family resource centers available in our community for parents to receive further support.

Expanded Learning Opportunities

The Teaching and Learning Supplemental Programs Department team has developed before and after school programs at all school sites as well as offering a winter and summer school program to our students. Efforts continue to align expanded learning opportunities with the District’s Vision for Student Success. The Supplemental Programs Department provided further clarity, coherence, compliance, and consistency through rigorous, grade level, high-quality instruction in safe, language-rich environments. SMBSD continues to offer expanded learning programs across the District and is offering expanded learning program options to all unduplicated students by leveraging funding from the Expanded Learning Opportunities Program (ELO-P) grant. ELO-P funding is also enabling SMBSD to provide much-needed programming for Transitional kindergarten and kindergarten students at a smaller student-to-staff ratio. Additionally, services and supports across the district included enrichment opportunities through lunchtime programs and clubs as well as wraparound services for kindergarten students enrolled in half day hours and supplemental instructional materials in the extended day program, including instruments and physical education equipment. The Teaching and Learning Supplemental Programs Department focused heavily on targeted populations’ needs this school year and are assessing the impact data of the planned programming on these populations in particular to best meet their needs moving forward.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall, Santa Maria-Bonita School District’s (SMBSD) performance results for all students and for specific student groups, including our unduplicated population, show that improvement continues to be needed on a systemic level and that significant inequalities continue to persist. Data from the 2022 California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the District’s Vision of Student Success as well as goals that embody the District’s core values. Educational partners have emphasized the extreme urgency of this situation and repeated their call for action that the district do better for all students and especially those student groups who have the highest needs.

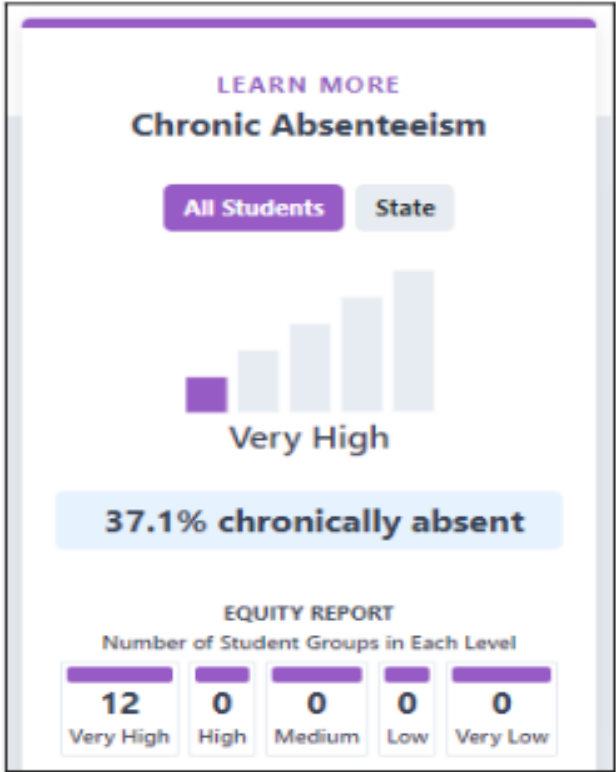
The 2022-2023 school year is the first release of the California Dashboard since 2019. According to the CDE News Release, *California’s rates mirror national trends as covered extensively in relation to the impacts of the COVID-19 pandemic*. Because the pandemic interrupted the statewide data

collection, assessment, and accountability system the 2022 Dashboard is a restart of California’s accountability system and only current year performance (Status) is being reported. The colorful “gauges” of the California Dashboard will return in the 2023-2024 school year.

2022 California School Dashboard

The California School Dashboard has five Local Performance Indicators: Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. Performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Chronic Absenteeism Reports



- Student Group Details:**
- VERY HIGH**
- African American
 - American Indian
 - Asian
 - English Learners
 - Filipino
 - Foster Youth
 - Hispanic
 - Homeless
 - Two or More Races
 - Socioeconomically Disadvantaged
 - Students with Disabilities
 - White
- No Performance Level:**
- Pacific Islander

Chronic Absenteeism Rate	SMBSD	SB County	State
21-22	37.0%	29.8%	30.8%
20-21	7.2%	9.4%	14.3%
19-20	*		
18-19	5.8%	10.2%	12.0%

*The CDE determined that absenteeism data are not valid and reliable for the 19-20 academic year. The CDE recommends caution when comparing absenteeism data across academic years.

Analysis: *The chronic absenteeism rate, which measures the number of students who missed 10 percent of the days they were enrolled, more than doubled statewide, while SMBSD saw this rate quintuple.* These rates reflect a year of COVID-19 attendance restrictions and the fact that the COVID-19 vaccine was not approved for 5 to 11 year olds until November, 2021, while the Omicron vaccine did not become available for children until December 2022. As a result, SMBSD saw a significant increase in multi-day absences between November 2021 and February 2022 as omicron variant Covid-19 infections were spiking in the community.

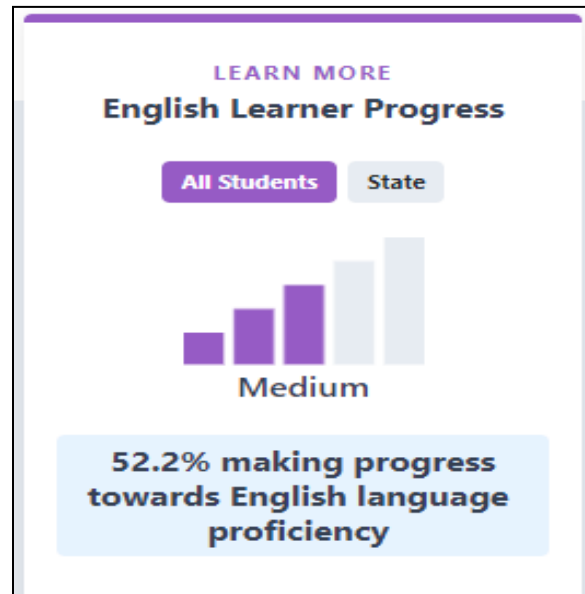
Absenteeism by Reason Reports

This report counts absences by type for four different types of absences (Excused, Unexcused, Out-of-School Suspension, and Incomplete Independent Study). These types are then calculated as a percentage of the whole.

Absenteeism by Reason 2021-2022	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
SMBSD	74.7%	24.5%	0.8%	0.0%
SB County	63.9%	31.6%	0.8%	3.8%
State	52.9%	38.6%	0.7%	7.8%

Analysis: SMBSD maintains a consistently high percentage of excused absences as compared to the State rates. This positive indicator may be attributable to the work of Community Liaisons and Family Outreach Advocates to connect with families when students are absent, and therefore attribute an excusal code to more absences. It is also important to note that comparisons to County and State rates include all grades, while SMBSD only has TK - 8th grade students.

Long-Term
English Learner and
Ever-EL Reports



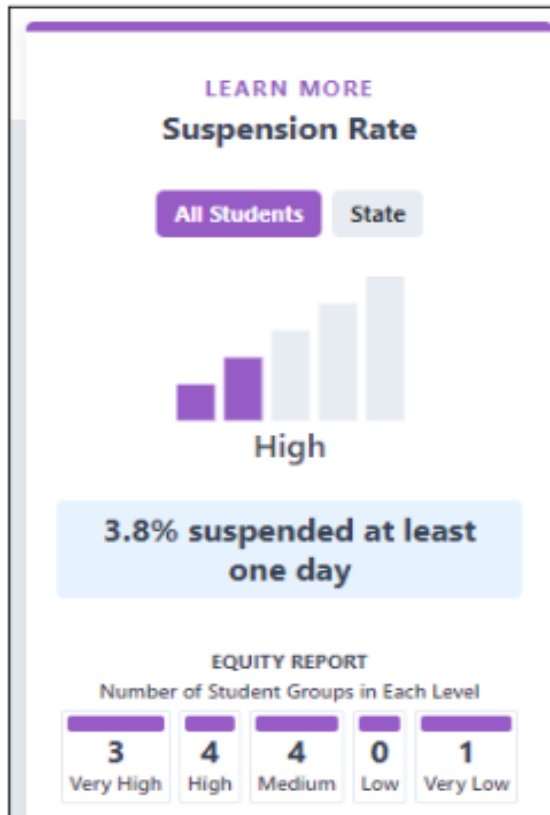
21-22 Enrollment of English Learners	English Only	Initial English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
SMBSD	3,341	287	9,529	3,398	14
% of total EL enrolled	20.2%	1.7%	57.5%	20.5%	0.1%
SB County	48.3%	2.0%	26.3%	23.2%	0.2%

State	59.6%	4.6%	19.1%	16.3%	0.2%
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	English Learners (as % of Ever ELs)						
21-22 “At-Risk” and Long-Term English Learners	EL (0-3 years)	At Risk (4-5 Years)	LTEL (6+ years)	EL 4+ Years Not At Risk or LTEL	English Learner total	RFEP	Total Ever EL
SMBS % of total EL enrolled	5,630 43.6%	2,302 17.8%	1,415 10.9%	182 1.4%	9,529 73.7%	3,398 26.3%	12,927
SB County	27.3%	11.2%	13.2%	1.4%	53.1%	46.9%	33,258
State	23.8%	10.1%	18.1%	1.9%	53.9%	46.1%	2,090,704

Analysis: State rates show an increase in EL students making progress toward language acquisition, compared to 18-19 over pre-pandemic levels

Suspension Data Reports



Student Group Details:

VERY HIGH

African American
Foster Youth
Students with Disabilities

HIGH

Filipino
Hispanic
Homeless
Socioeconomically Disadvantaged

MEDIUM

American Indian
Asian
English Learners
White

VERY LOW

Two or More Races

No Performance Level:

Pacific Islander

Suspension Data 2021-2022	Suspension Rate	% of students with One SUSP	% of students with Multiple SUSP
SMBSD	3.8%	66.0%	34.0%
SB County	3.5%	69.8%	30.2%
State	3.4%	71.2%	28.8%

Suspension Data	SMBSD	SB County	State
21-22	3.8%	3.5%	3.4%
20-21	0.0%	0.2%	0.2%
19-20	2.1%	2.6%	2.6%
18-19	3.2%	3.7%	3.6%

Analysis: The CDE recommends caution when comparing this discipline data across academic years. *State and County rates show a decline compared to 18-19 over pre-pandemic levels, while SMBSD shows an increase of 0.6.* SMBSD has the highest suspension rate in the subgroup by ethnicity of African American (7.5%) and the lowest rate in ethnicity of Two or more races (0%) within our significant sized subgroups. For context, however, note that this is not a significant disproportionality, as African Americans represent 0.3% of SMBSD's cumulative enrollment and 0.6% of students suspended. *Across all subgroups reported, there are no significant disproportionalities in the rates.*

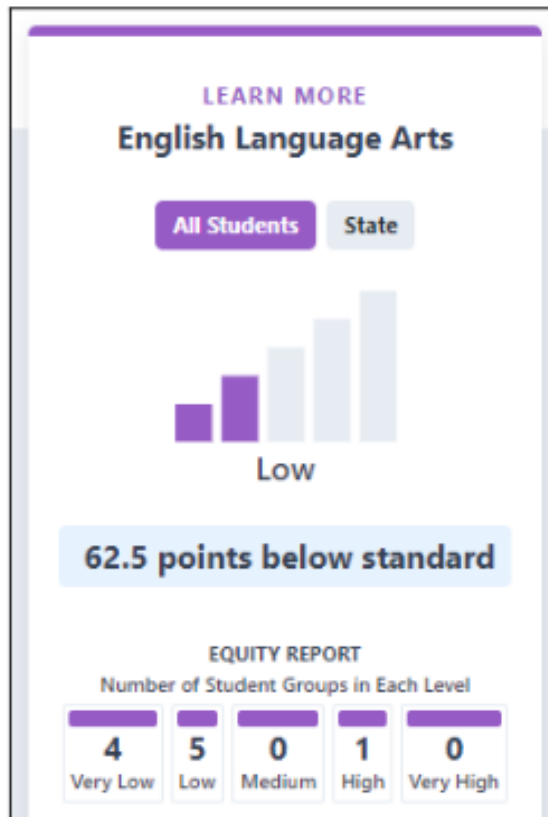
Expulsion Data Reports

Expulsion Data	SMBSD	SB County	State
21-22	0.0%	0.1%	0.1%
20-21	0.0%	0.0%	0.0%

19-20	0.0%	0.0%	0.1%
18-19	0.0%	0.1%	0.1%

Analysis: Expulsion rates have remained consistently low across multiple years, indicating they are used sparingly, consistent with County and State trends.

The Dashboard also includes information on ELA and Math test scores, which were previously released in October:



Student Group Details:

VERY LOW

English Learners
Foster Youth
Homeless
Students with Disabilities

LOW

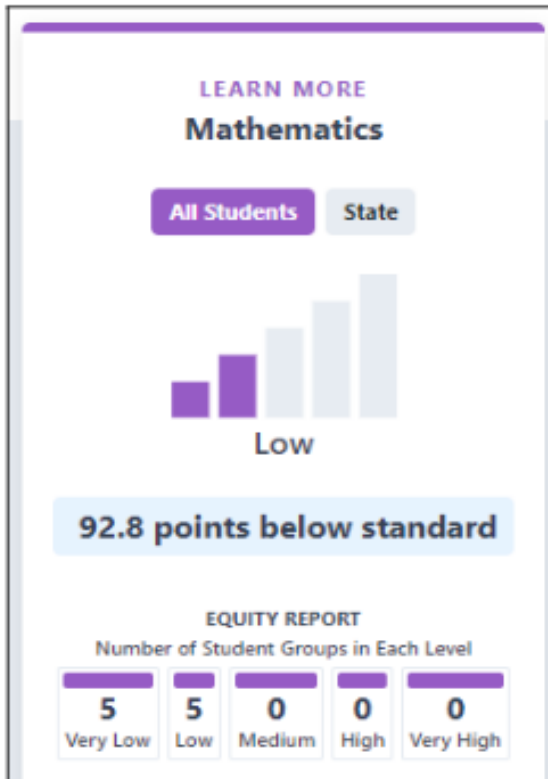
African American
Hispanic
Two or More Races
Socioeconomically Disadvantaged
White

HIGH

Filipino

No Performance Level:

American Indian
Asian
Pacific Islander



Student Group Details:

VERY LOW

English Learners
Foster Youth
Homeless
Socioeconomically Disadvantaged
Students with Disabilities

LOW

African American
Filipino
Hispanic
Two or More Races
White

No Performance Level:

American Indian
Asian
Pacific Islander

Differentiated Assistance:

California uses the Dashboard to determine districts and schools that are eligible for assistance.

Differentiated Assistance is assigned to Districts in which one or more student groups achieve Lowest (“Very Low”) in both ELA and Math, or Lowest in ELPI for English Learners.

The December 2022 [Information Memorandum](#) confirms that Santa Maria-Bonita School District **is eligible for Differentiated Assistance** as a result of the 2022 Dashboard data for the following priorities:

- **Priority 5 Pupil Engagement** (Chronic Absenteeism indicator)
- **Priority 6 School Climate** (Suspension Rate Indicator)
- **English Learners** (Pupil Achievement, Pupil Engagement)
- **Foster Youth** (Pupil Achievement, Pupil Engagement, School Climate)
- **Homeless students** (Pupil Achievement, Pupil Engagement)
- **Students with Disabilities** (Pupil Achievement, Pupil Engagement, School Climate)

Analysis: According to the CDE, the number of school districts and COEs eligible for differentiated assistance is “substantial”. 10 of 21 entities (District and COEs) are eligible to receive Differentiated Assistance in Santa Barbara County.

ESSA Assistance Status is assigned to schools for Comprehensive Support and Improvement (CSI) - Lowest Performing Schools or Additional Targeted Support and Improvement (ATSI) based on student group performance, when:

- All indicators for the school are Lowest
- All indicators for the school except any 1 indicator are Lowest
- A school has 5 or more indicators, and a majority of those indicators are Lowest
- All indicators are either of the 2 Lowest (Very Low and Low)

California released school eligibility determinations for CSI/ATSI on Feb 2, 2023. One SMBSD school was identified for CSI, and 20 SMBSD schools for ATIS. SMBSD has the following status in 22-23:

ESSA Assistance Status	18-19	19-20	20-21 Schools in status 19-20 remained in place through 21-22	22-23
Adam	No Status	No Status	No Status	<i>ATSI (4) EL, HI, SED, SWD</i>
Alvin	No Status	No Status	No Status	<i>ATSI (2)</i>

				<i>EL, SWD</i>
Arellanes Elementary	No Status	No Status	No Status	<i>ATSI (2) HOM, SWD</i>
Arellanes Jr High	No Status	No Status	No Status	<i>CSI Low Performing</i>
Battles	No Status	No Status	No Status	<i>CSI (3) EL, HOM, SWD</i>
Bonita	No Status	No Status	No Status	<i>ATSI (5) EL, HI, HOM, SED, SWD</i>
Robert Bruce	ATSI Students with Disabilities Student Group	ATSI Students with Disabilities Student Group	ATSI Students with Disabilities Student Group	<i>ATSI (4) EL, HI, SED, SWD</i>
Fairlawn	No Status	No Status	No Status	<i>ATSI (2) HOM, SWD</i>
El Camino Jr. High	ATSI Students with Disabilities Student Group	Exit to General Assistance	No Status	<i>ATSI (2) HOM, SWD</i>
Fesler Jr. High	CSI Lowest Performing School Category	Exit to ATSI Students with Disabilities Student Group	ATSI Students with Disabilities Student Group	<i>ATSI (5) EL, HI, HOM, SED, SWD</i>
Jimenez	No Status	No Status	No Status	<i>ATSI (2) SWD, WH</i>
Libbon	No Status	No Status	No Status	<i>ATSI (2) SWD, WH</i>

Liberty	No Status	No Status	No Status	<i>ATSI (5) EL, HI, SED, SWD, WH</i>
Miller	No Status	No Status	No Status	<i>ATSI (1) SWD</i>
Oakley	No Status	ATSI Students with Disabilities Student Group	ATSI Students with Disabilities Student Group	<i>ATSI (5) EL, HI, HOM, SED, SWD</i>
Ontiveros	No Status	No Status	No Status	<i>ATSI (1) SWD</i>
Rice	No Status	No Status	No Status	<i>ATSI (5) EL, HI, HOM, SED, SWD</i>
Sanchez	No Status	No Status	ATSI	<i>ATSI (1) SWD</i>
Taylor	No Status	No Status	ATSI	<i>ATSI (3) FI, SWD, WH</i>
Tommie Kunst JHS	No Status	No Status	ATSI	<i>ATSI (5) EL, HI, SED, SWD, WH</i>
Tunnell	No Status	No Status	No Status	<i>ATSI (2) SWD, WH</i>

The student groups used for ATSI determinations are:

Race/ethnicity: Black/African American (AA), American Indian/Alaska Native (AI), Asian American (AS), Filipino (FI), Hispanic (HI), Pacific Islander (PI), White (WH), and Two or More Races (TOM)

Homeless Students (HOM)

English Learner Students (EL)

Foster Youth Students (FOS)
Student with Disabilities (SWD)
Socioeconomically Disadvantaged Students (SED)

Upon notification by the State, the LEA is required to:

- Provide notification to such school with respect to which student group or student groups in such school are consistently underperforming
- Approve and monitor implementation of each school plan
- Take additional action following unsuccessful implementation of such school plan after a number of years determined by the LEA

Upon notification by the LEA, the school is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

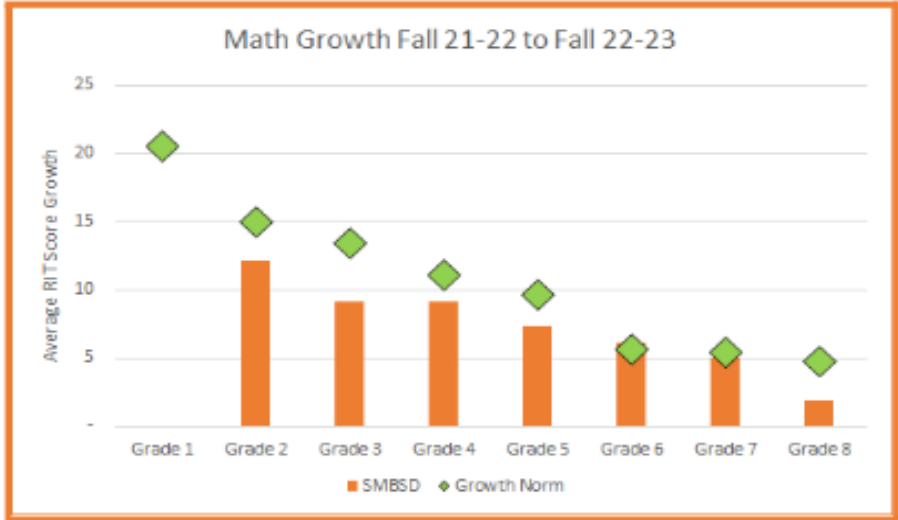
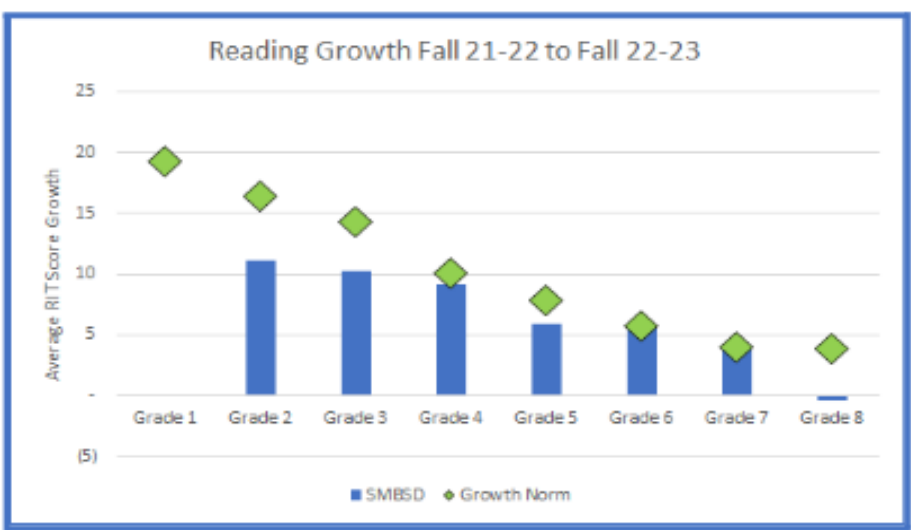
The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals;
- include evidence-based interventions; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

Northwest Evaluation Association (NWEA) Results
Fall 2022

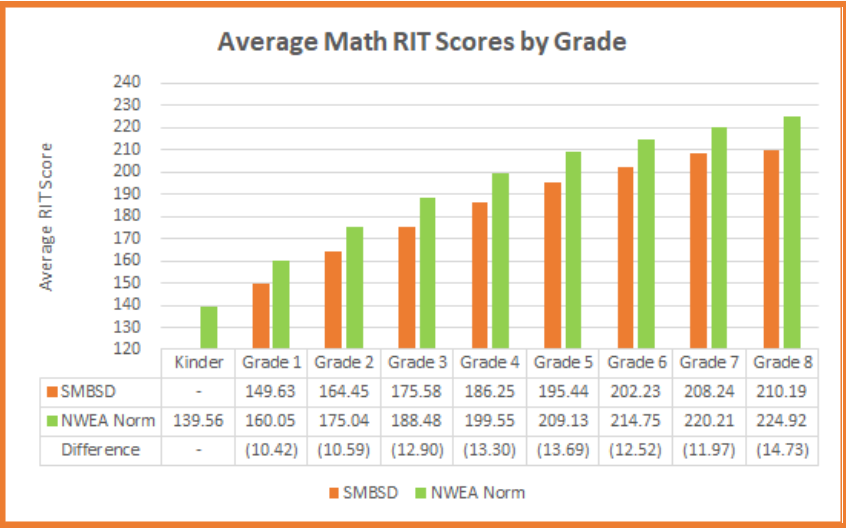
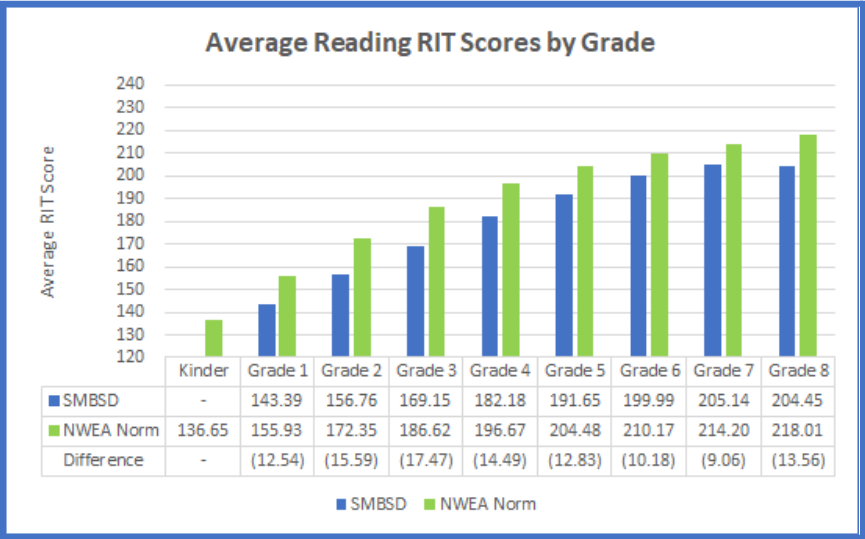
SMBSD uses assessments from NWEA for our local academic measure. From the data, we can track the progress of individual students, classes, sub-groups, grades, school sites, and the district. We can also use the comparison results for students of the same age, grade, subject, and starting point. The District median student achievement is at the 25th percentile; achievement is below the national average (up from the 19th percentile in spring 2021-2022). Science is above the District median at the 29th percentile and math is at the District median at the 25th percentile. Reading is slightly below the District median, at the 24th percentile. The goal is all subjects at or above the 50th percentile.

From fall 2021-2022 to fall 2022-2023, students have shown growth in most grades and subjects. Aside from 8th grade reading, no grade or subject showed a loss in growth, though most grades experienced less growth than the norm. In the charts below, actual observed average growth by grade level is represented by the bars, while grade level¹ norm projected growth is indicated by green diamonds.

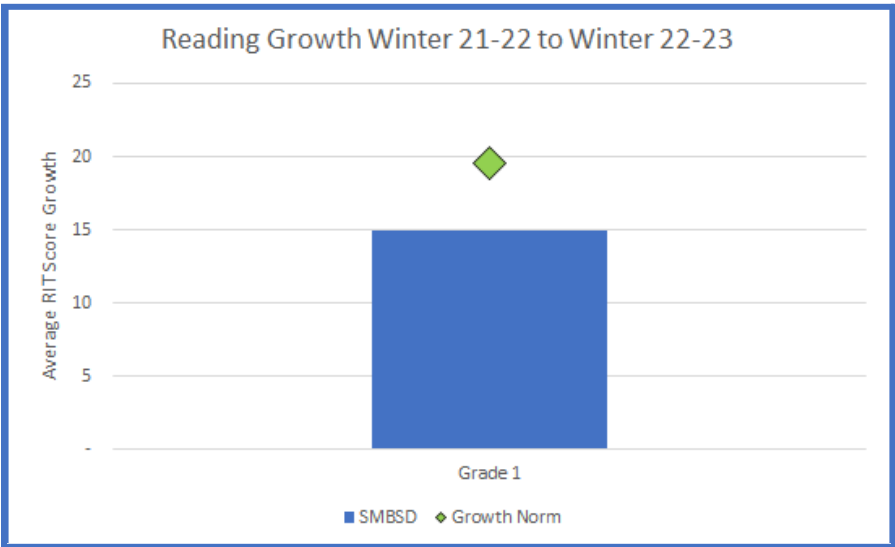
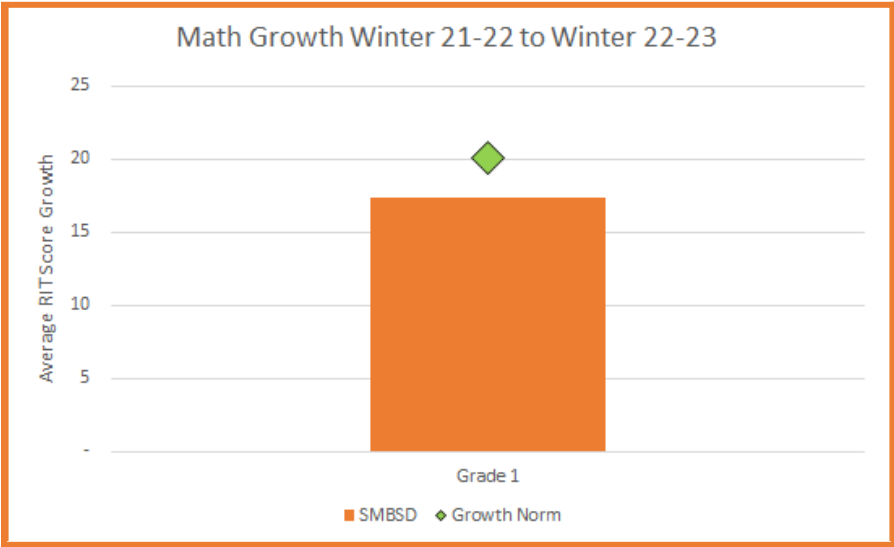


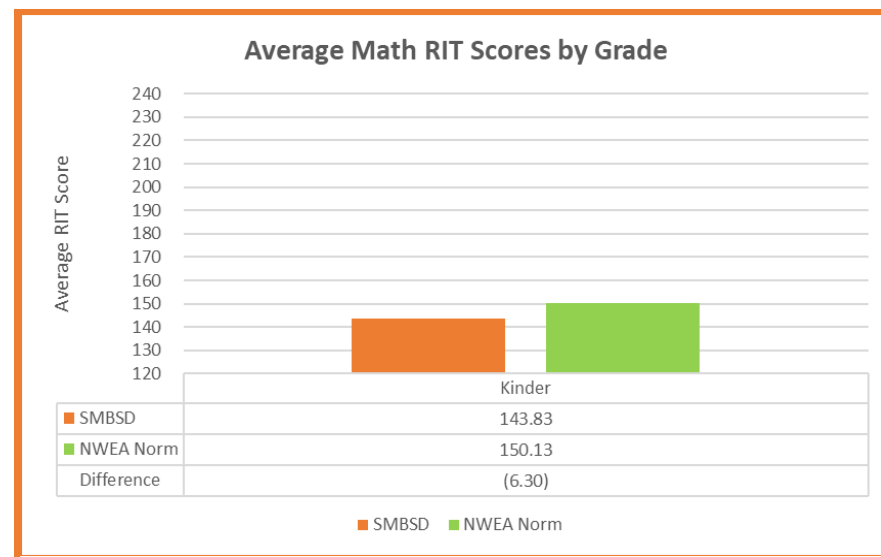
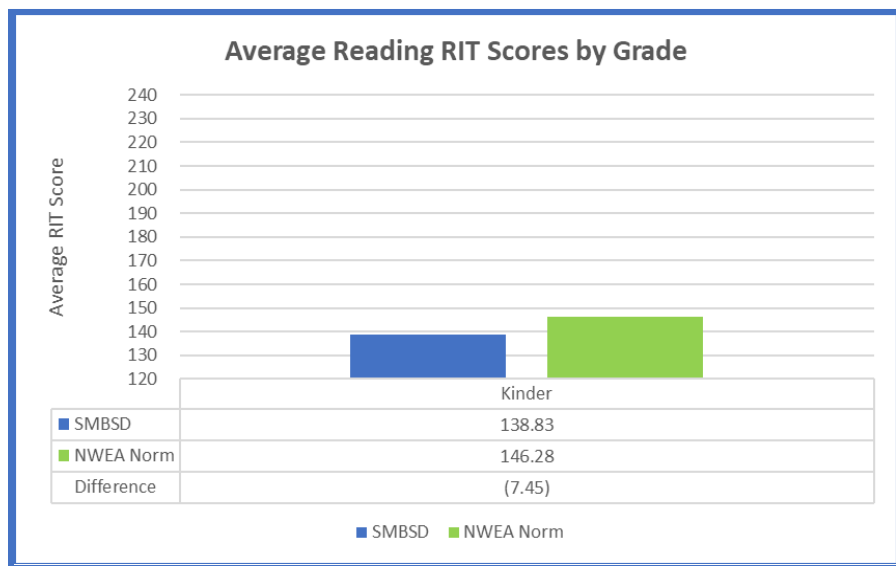
¹ Please note that grade 1 does not show fall-to-fall growth, because grade 1 students were in kindergarten last year, and kindergarten does not take the NWEA in the fall. As a result, there is no base score from last year to compare against.

When we further review the fall 2022 NWEA data, SMBSD students lag behind the NWEA national norm in both reading and math. Our goal is to meet or exceed the national norm in reading and math. The table below shows the difference between the SMBSD average norm in comparison to the NWEA national norm. The distance from the norm ranges from 8.85 to 13.09 points in reading and from 7.3 to 12.8 points in math.



In an effort to capture the growth of current grade 1 students (who were in kindergarten last year), the following charts show data from winter 2021-2022 to winter 2022-2023. While grade 1 students lagged behind national growth norms in both reading and math (4.6 and 2.7 points behind, respectively), grade 1 students generally performed better in math.





Furthermore, since kindergarten students are not tested in the fall, the following charts are presented showing winter 2022-2023 scores for kindergarten students. SMBSD students lag behind the NWEA national norm in both reading and math. Our goal is to meet or exceed the national norm in reading and math. The table below shows the difference between the SMBSD average norm in comparison to the NWEA national norm.

Panorama Results

SMBSD uses Social Emotional Learning (SEL) surveys from Panorama Education to support the whole student with research-backed SEL assessments for students and adults, provide additional supports with SEL data for all staff, and enables tracking of SEL progress and targeted supports. Survey results are used to measure staff and student baseline SEL and used to determine where sites need to focus efforts, what efforts are working, and issues to address.

Survey Administration Overview

- Survey window: January 9 - 20, 2023
- 1,372 (of 2,040) Staff Social Emotional Learning Measures Survey responses 67.3%
- 9,584 (of 10,823) 3rd - 8th Student Competencies Survey responses 88.6%
- 5,768 (of 5,886) Teacher Perception of Student (TK-2nd grade) SEL Survey responses 98%
- Panorama survey results are used to gauge climate at sites as well as report metrics for LCAP Plan goals

Survey Results

- Overall, the **percent of favorable responses increased** or remained steady in **ALL areas** of Staff responses.
- **Largest gain in favorable ratings (+13%)** was seen in Certificated Staff rating of **well being**
- **Largest drop in favorable ratings (-6%)** was seen in Grades 6 - 8 students rating of **School Teacher-Student Relationships**.
- **Participation rates increased** across staff and student survey groups from Fall 2022 rates with increases of 5 to 11.4% on each survey. Teacher Perception of Students (Grade Tk-2) increased significantly, with 757 more ratings received from teachers than received in Fall 2022.

LCAP Goals

The chart below tracks the specific Panorama metrics used by SMBSD for LCAP goal progress monitoring:

Metric	Desired Outcome by 2023-24	2022-23 Mid Year change from baseline
<p>Goal 5 State Priority 6: School Climate (Engagement) Student Equity and Inclusion Survey – Grades 4-8 Topic: Sense of Belonging – How much students feel that they are valued members of the school community</p> <p>Beginning with Fall 2022 Survey, this Goal was split to reflect results from 3rd-5th grade and 6th - 8th grade:</p> <p>Goal 5 State Priority 6: School Climate (Engagement) Student Equity and Inclusion Survey – Grades 3-5 Topic: Sense of Belonging – How much students feel that they are valued members of the school community</p> <p>Goal 5 State Priority 6: School Climate (Engagement) Student Equity and Inclusion Survey – Grades 6-8th</p>	<p>By 2024, SMBSD students will increase their sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, such that results are comparable to the 80 to 99th percentile compared to others nationally.</p> <p>2020-21 Baseline: May 2021 “Percent Favorable” = 51% 20-39th percentile</p> <p>Year 1 Outcome: May 2022 “Percent Favorable” = 50% 20-39th percentile -1%</p>	<p>Winter 22-23 “Percent Favorable” 3rd - 5th = 72% 6th - 8th = 39%</p> <p>Mid Year change from baseline 3rd - 5th +21</p> <p>6th - 8th -12</p> <p>Beginning with the Fall 2022 Survey, this Goal was split to reflect results from 3rd-5th grade and 6th - 8th grade.</p>

Topic: Sense of Belonging – How much students feel that they are valued members of the school community		
<p>Goal 5 State Priority 6: School Climate (Engagement) Staff Social-Emotional Learning Measures Survey – Non-Instructional Staff</p> <p>Topic: Belonging – How much faculty and staff feel that they are valued members of the school community</p>	<p>By 2024, SMBSD will increase the staff's sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, by 10% to a Percent favorable of at or above 76%.</p> <p>2020-21 Baseline: May 2021 “Percent Favorable” = 66%</p> <p>Year 1 Outcome: May 2022 “Percent Favorable” = 68% 20-39th percentile +2%</p>	<p>Winter 2022 “Percent Favorable” = 72%</p> <p>Mid Year change from baseline +6</p>
<p>Goal 5 State Priority 6: School Climate (Engagement) Staff Social-Emotional Learning Measures Survey – Teacher/Instructional Staff</p> <p>Topic: Belonging: How much faculty and staff feel that they are valued</p>	<p>By 2024, SMBSD will increase the staff's sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, by 13% to a Percent favorable of at or above 76%.</p> <p>2020-21 Baseline: May 2021</p>	<p>Winter 2022 “Percent Favorable” = 64%</p> <p>Mid Year change from baseline +1</p>

members of the school community	<p>“Percent Favorable” = 63%</p> <p>Year 1 Outcome: May 2022 “Percent Favorable” = 62% -1%</p>	
<p>Goal 6 State Priority 3: Parent Involvement (Engagement) Family Equity and Inclusion Survey Topic: Family Engagement – The degree to which families become involved with and interact with their child's school</p>	<p>By 2024, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by the Panorama Family Engagement evaluation, such that results are comparable to the 40 to 59th percentile compared to others nationally.</p> <p>2020-21 Baseline: May 2021 “Percent Favorable” = 9%</p> <p>Year 1 Outcome: May 2022 “Percent Favorable” = 7% -2%</p>	<p>Fall 2022 “Percent Favorable” = 13%</p> <p>Mid Year change from baseline +4</p> <p>Note that the Family Survey is not administered Winter</p>
<p>Goal 6 State Priority 3: Parent Involvement (Engagement) Family Equity and Inclusion Survey Topic: Family Engagement Question – In the past year, how often have you visited your child’s school?</p>	<p>By 2024, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by the Panorama Family Engagement evaluation, by 25% to a Percent favorable of at or above 42%.</p>	<p>Fall 2022 “Percent Favorable” = 29%</p> <p>Mid Year change from baseline +12</p>

	2020-21 Baseline: May 2021 “Percent Favorable” = 17% Year 1 Outcome: May 2022 “Percent Favorable” = 17% +0	Note that the Family Survey is not administered Winter
Goal 7 State Priority 6: School Climate (Engagement) Family Equity and Inclusion Survey Topic: Diversity and Inclusion	By 2024, SMBSD families will increase their commitment to diversity, equity, and inclusion, as measured by the Panorama Diversity and inclusion evaluation, by 10% to a Percent favorable of at or above 71% 2020-21 Baseline: May 2021 “Percent Favorable” = 61% Year 1 Outcome: May 2022 “Percent Favorable” = 57% -4	Fall 2022 “Percent Favorable” = 63% Mid Year change from baseline +2 Note that the Family Survey is not administered Winter
Goal 7 State Priority 6: School Climate (Engagement)	By 2024, SMBSD students will increase their social awareness, as measured by the Panorama Social	Winter 2022 “Percent Favorable” = 60%

<p>Student SEL Competencies Survey – Grades 3-5</p> <p>Topic: Social Awareness – How well students consider the perspectives of others and empathize with them</p>	<p>Awareness evaluation, such that results are comparable to the 60 to 79th percentile compared to others nationally.</p> <p>2020-21 Baseline: May 2021 “Percent Favorable” = 63%</p> <p>Year 1 Outcome: May 2022 “Percent Favorable” = 65%</p> <p>+2</p>	<p>Mid Year change from baseline -3</p>
<p>Goal 7</p> <p>State Priority 6: School Climate (Engagement)</p> <p>Student SEL Competencies Survey – Grades 6-8</p> <p>Topic: Social Awareness – How well students consider the perspectives of others and empathize with them</p>	<p>By 2024, SMBSD students will increase their social awareness, as measured by the Panorama Social Awareness evaluation, such that results are comparable to the 60 to 79th percentile compared to others nationally.</p> <p>2020-21 Baseline: May 2021 “Percent Favorable” = 55%</p> <p>Year 1 Outcome: May 2022 “Percent Favorable” = 53%</p> <p>-2</p>	<p>Winter 2022 “Percent Favorable” = 46%</p> <p>Mid Year change from baseline -9</p>
<p>Goal 7</p> <p>State Priority 6: School Climate</p>	<p>By 2024, SMBSD staff will increase their social awareness, as</p>	<p>Winter 2022 “Percent Favorable”</p>

<p>(Engagement) Teacher Perception of Student SEL – Teacher/Instructional Staff Topic: Social Awareness – How well students consider the perspectives of others and empathize with them</p>	<p>measured by the Panorama Social Awareness evaluation, by 10% to a Percent favorable of at or above 73%. 2020-21 Baseline: May 2021 “Percent Favorable” = 63% Year 1 Outcome: May 2022 “Percent Favorable” = 67% +4</p>	<p>= 70% Mid Year change from baseline +7</p>
<p>Goal 7 State Priority 6: School Climate (Engagement) Staff Social-Emotional Learning Measures Survey – Non-Instructional Staff Topic: Cultural Awareness and Action (Adult Focus) – How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.</p>	<p>By 2024, SMBSD staff will increase their commitment to diversity, equity, and inclusion, as measured by the Panorama Cultural Awareness and Action evaluation, by 10% to a Percent favorable of at or above 54%. 2020-21 Baseline: May 2021 “Percent Favorable” = 44% Year 1 Outcome: May 2022 “Percent Favorable” = 46% +2</p>	<p>Winter 2022 “Percent Favorable” = 56% Mid Year change from baseline +12</p>
<p>Goal 7 State Priority 6:</p>	<p>By 2024, SMBSD staff will increase their commitment to diversity,</p>	<p>Winter 2022 “Percent Favorable”</p>

<p>School Climate (Engagement) Staff Social-Emotional Learning Measures Survey – Teacher/Instructional Staff Topic: Cultural Awareness and Action (Adult Focus) – How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.</p>	<p>equity, and inclusion, as measured by the Panorama Cultural Awareness and Action evaluation, by 10% to a Percent favorable of at or above 55%.</p> <p>2020-21 Baseline: May 2021 “Percent Favorable” = 45%</p> <p>Year 1 Outcome: May 2022 “Percent Favorable” = 54%</p> <p>+9</p>	<p>= 58%</p> <p>Mid Year change from baseline +13</p>
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Student Competency Survey

How did educators perceive their students' social-emotional learning skills? (grades TK-2)

How did students perceive their own social-emotional skills? (grades 3 - 8)

TOPIC	Percent Favorable ²			Change since last survey ³		
	TK-2nd grades	3rd-5th grades	6-8th grades	TK-2nd grades	3rd-5th grades	6-8th grades
Supportive Relationships How supported students feel through their relationships with friends, family, and adults at school.	n/a	89%	68%	n/a	+2	-4
Pedagogical Effectiveness How often do teachers give students feedback that helps them learn?	n/a	84%	57%	n/a	0	-5
School Rigorous Expectations How much students feel teachers have high expectations of them.	n/a	75%	51%	n/a	+2	-3
Sense of Belonging How much students feel that they are valued members of the school community.	n/a	72%	39%	n/a	+2	-4
School Teacher-Student Relationships How many students feel that if they walked into class upset, the teacher(s) would be concerned.	n/a	73%	34%	n/a	+8	-6

² A score of "73% favorable" means that 73% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five choices.

³ The number represents the topic score's percentage point movement up or down.

School Climate Perceptions of the overall social & learning climate of the school.	n/a	61%	39%	n/a	-1	-4
Social Awareness How well students consider the perspectives of others and empathize with them.	70%	60%	46%	+7	-1	-3
School Safety Perceptions of student physical and psychological safety at school.	n/a	58%	60%	n/a	+6	+3
Emotional Regulation How well students regulate their emotions.	76%	n/a	n/a	+5	n/a	n/a
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	49%	n/a	n/a	+5	n/a	n/a
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	50%	n/a	n/a	+7	n/a	n/a

Teacher and Staff Survey

What feedback did teachers and staff have for their school?

TOPIC	Percent Favorable		Percentile compared to others nationally		Change since last survey	
	Classified	Certificated	Classified	Certificated	Classified	Certificated
Belonging How much staff feel that they are valued members of the school community.	72%	64%	60-79th	40-59th	+4	+1
Cultural Awareness and Action (Adult Focus) How well a school supports staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.	56%	58%	n/a	n/a	n/a	+2
Cultural Awareness and Action (Student Focus) How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.	n/a	51%	n/a	0-19th	n/a	0

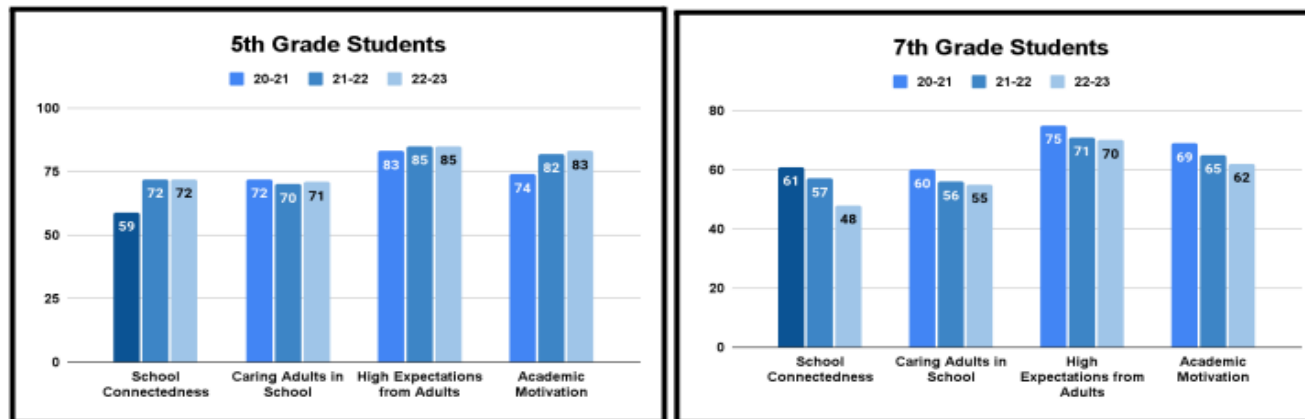
Well-being Staff perceptions of their own professional well-being.	74%	53%	80-99th	20-39th	+6	+13
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to staff.	66%	59%	n/a	n/a	+4	+7
Professional Learning about Equity Perceptions of the quantity and quality of equity-focused professional learning opportunities available to staff.	51%	37%	60-79th	20-39th	+8	+5
Professional Learning About SEL Perceptions of the amount and quality of professional growth and learning opportunities available to staff related to social-emotional learning.	n/a	35%	n/a	n/a	n/a	+3

School Climate Perceptions of the overall social and learning climate of the school.	76%	66%	n/a	n/a	+4	+12
School Leadership Perceptions of the school leadership's effectiveness.	70%	63%	n/a	n/a	+5	+4
Staff-Leadership Relationships Perceptions of staff relationships with school leaders.	69%	72%	n/a	n/a	+4	+7
Feedback and Coaching Perceptions of the amount and quality of feedback staff receive.	60%	45%	n/a	n/a	+5	+5
Teacher Self-Reflection Staff perceptions of their professional strengths and areas for growth related to social-emotional learning.	n/a	79%	n/a	n/a	n/a	+4
Teaching Efficacy Staff perceptions of their professional strengths and areas for	n/a	66%	n/a	n/a	n/a	+4

growth.						
Educating All Students Staff perceptions of their ability to find resources for working with students who have unique learning needs.	n/a	59%	n/a	n/a	n/a	+5

California Healthy Kids Results

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. Overall, the data reflect trends seen statewide in recent years. Data available for public viewing can be found on the CALSCHLS data dashboards page at <https://calschls.org/reports-data/public-dashboards/>



- 48% of 5th grade students report being “called bad names” being the “target of mean jokes”.
- 27% of 5th grade students and 33% of 7th grade students report cyberbullying in the past 30 days.
- 31% of 7th grade students reported experiencing chronic sadness/hopelessness.
- 22% of 5th grade students reported experiencing frequent sadness.

3- Year Trend for Perceptions of School Safety (2020-2023)

Students reporting feeling “safe” or “very safe” versus those feeling “unsafe” or “very unsafe”.

*7th grade students were given the “neither safe nor unsafe” answer option.

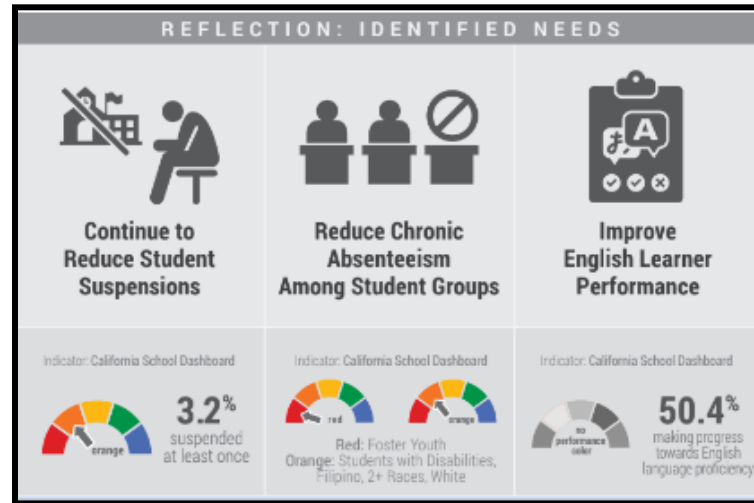
**Question changed for 5th grade students for 2022-2023 respondents reporting “Yes, most of the time” or “Yes, all of the time” to “Do you feel safe at school?”.

	5th Grade			7th Grade		
	2020-2021	2021-2022	**2022-2023	2020-2021	2021-2022	2022-2023
At school student feels safe or very safe vs unsafe or very unsafe	91% - 9%	95% - 5%	74% - 26%	68% - 5%	55% - 8%	44% - 12%

3- Year Trend for At-Risk Behaviors (2020-2023)

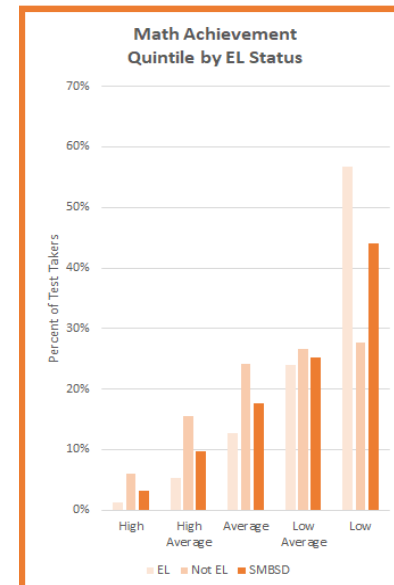
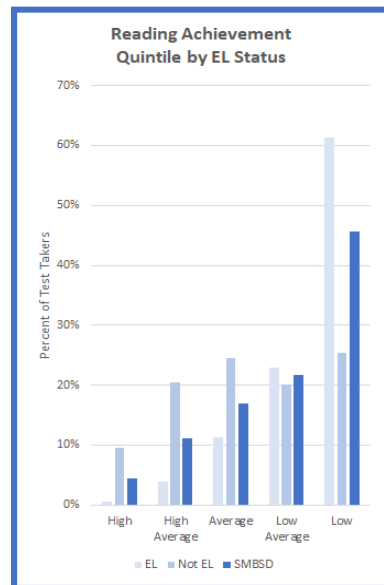
	5th Grade *Ever			7th Grade *current		
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
Cigarette	7%	2%	2%	3%	1%	2%
Vape	2%	2%	2%	5%	7%	5%
Marijuana	1%	1%	2%	4%	4%	3%
Do you consider yourself a gang-member?	NA	NA	NA	3%	2%	3%

*Summary of data prepared 1/25/2023 includes data points reported to the SMBSD Board of Education from prior survey administrations. The full reports for SMBSD elementary and junior high schools are available to the public prior to November 2023 only upon request and at the discretion of the SMBSD school district .



English Learners

English learner (EL) students show a significant achievement gap in reading and math compared to English Only and Redesignated Fluent English Proficient students, according to our Benchmark Executive Summary, Fall 2022-2023. In reading, non-English learner students have an achievement advantage, with 30.14% of non-ELs scoring in the High or High Average Quintiles, compared to 4.52% of English learners. In math, non-English learner students also have an achievement advantage, with 21.44% of non-ELs scoring in the High or High Average Quintiles, compared to 6.45% of English learners.



Note: Count of English Learner Students: 7,812 (reading) / 7,810 (math)

Note: Count of Non-EL Students: 6,026 (reading) / 6,021 (math)

The goal is to move all students to the top two-quintiles. In order to reach this goal, we will increase support for our English learners to include Bilingual Instructional Assistants (BIAs) in the primary grades. We will add one full-time BIA per full-time transitional kindergarten and kindergarten classrooms. The District will also provide one full-time BIA to each junior high school to support newcomer students for the 2022-2023 academic year. We will continue to provide English language development coaches at all sites and professional learning to support multilingual programs. We will continue to implement our State Seal of Biliteracy Pathways program which will help to provide an additional opportunity for our English learners to become college and career ready while gaining cultural competencies and supporting their language proficiency in another language other than English.

SMBSD is also focused on improving our reclassification rate by an annual 10% increase in the number of English learners designated as Reclassified Fluent English Proficient (RFEP). We established this goal when looking at our reclassification data and taking into consideration the following:

- In 2018 - 2019, the California Department of Education (CDE) allowed for an overall score of 3 or 4, on the Summative ELPAC assessment, to meet Criterion 1 (Assessment of English Language Proficiency) of the state's reclassification criteria. During this year, SMBSD had a reclassification rate of 25.9%.
- For the 2019-2020 school year, the CDE changed the requirement; an overall score of 4 was required to meet Criterion 1. Due to the change, SMBSD's reclassification rate decreased to 10.4%.

Summative ELPAC testing was not completed for all English learners in the spring of the 2020 school year due to distance learning; the CDE waived standardized testing during this timeframe. In the fall of 2021, students that were close to reclassifying took the Optional Summative ELPAC assessment. For the 2020-2021 school year, SMBSD's redesignation rate was 4.3%. Reclassification data for 2021-2022 has not been released.

Student with Disabilities

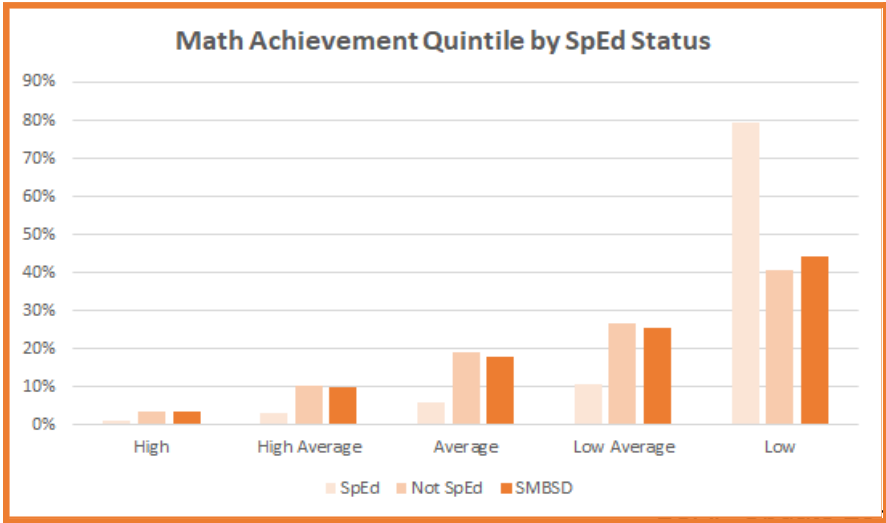
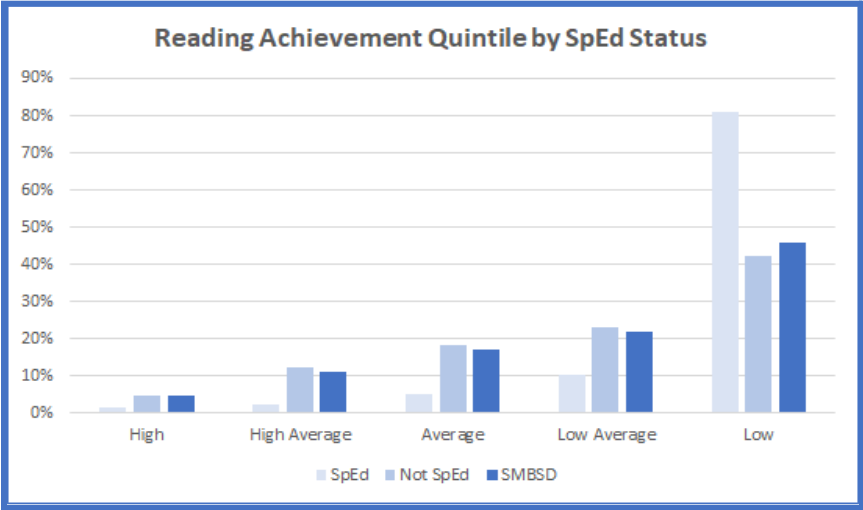
The 2019 California Dashboard data results indicate an achievement gap between SMBSD Students with Disabilities*⁴ and SMBSD students without disabilities in both English Language Arts (ELA) and Mathematics dashboard results. The Fall 2022 NWEA Benchmark Executive Summary Report

⁴ Note that these scores are reflected for students who took the NWEA and therefore do not include special education students in moderate/severe Special Day Program classes.

shows that an achievement gap continues to exist.

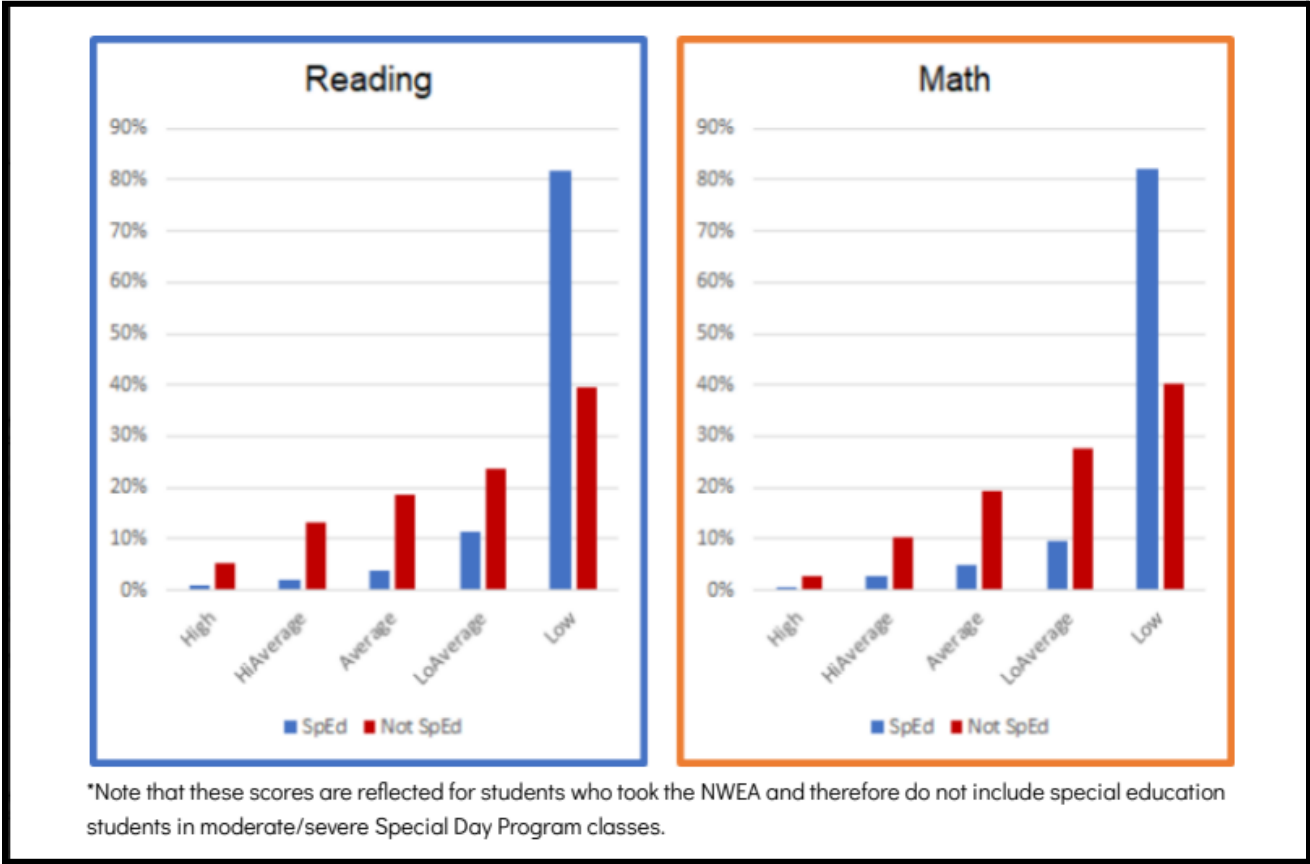
Special Education students (students with IEPs) perform at significantly lower achievement levels than non-special education students on the NWEA Reading Benchmark Assessment. In reading, 16.90% of general education students scored in the top 2 quintiles, compared to 3.66% of special education students. 42.03% of SMBSD general education students score in the lowest quintile, but 81.00% of special education students score in this range. In math, 13.90% of general education students scored in the top 2 quintiles, compared to 3.92% of special education students. 40.50% of SMBSD general education students score in the lowest quintile, but 79.43% of special education students score in this range.

11,374 students took the NWEA Reading Benchmark Assessment in the fall of 2021-2022 and the fall of 2022-2023. 569 of those students had a disability and were classified as an English Learner at the time of the fall 2021-2022 test administration. 201 (or 35.3%) of these students were reclassified as Fluent English Proficient prior to the administration of the fall 2022-2023 Benchmark Assessment.



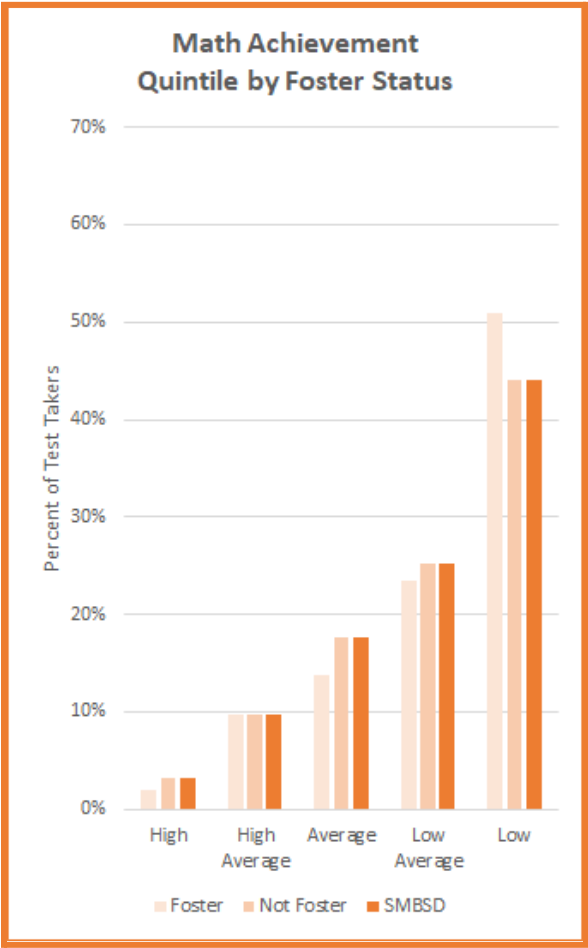
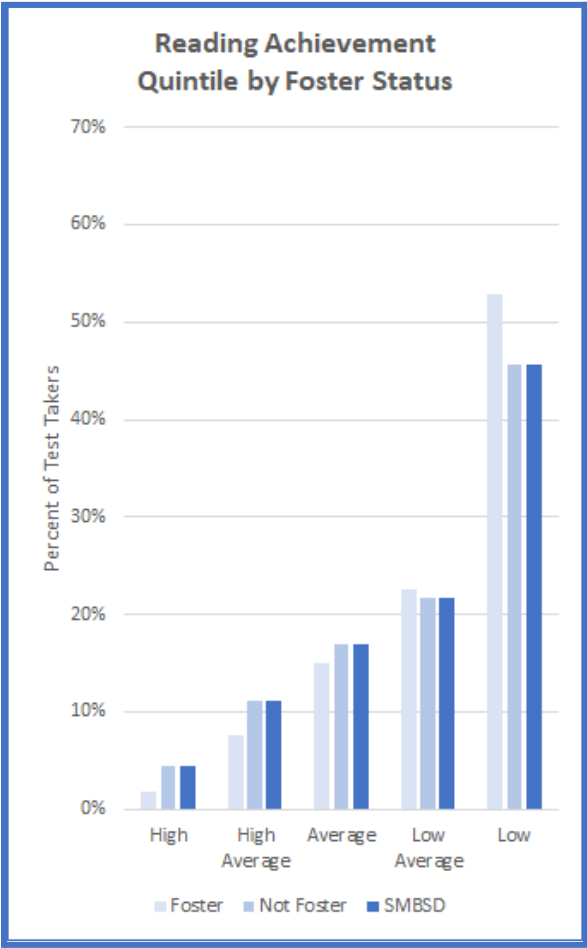
Note: Count of Special Education Students: 1,284 (reading) / 1,274 (math)
Note: Count of Non-Special Education Students: 12,554 (reading) / 12,557 (math)

Reclassification data for ELs with Disabilities



Foster Youth Students

The 2022 California Dashboard data results indicate an achievement gap between foster youth and non-foster youth students. According to the Mathematics dashboard results, foster youth students are 123.1 points below standard and declined 5.6 points. The Fall 2022 NWEA Benchmark Executive Summary Report shows that in reading non-foster students do not have a significant achievement advantage, with 15.70% of non-foster students scoring in the High or High Average Quintiles, compared to 9.43% of foster students. In math, non-foster students do not have a significant achievement advantage, with 12.98% of non-foster students scoring in the High or High Average Quintiles, compared to 11.76% of foster students. We continue to review academic achievement of our foster youth students to ensure they continue to make gains.



Note: Count of Foster Students: 53 (reading) / 51 (math)

Note: Count of Non-Foster Students: 13,785 (reading) / 13,780 (math)

Summary

Throughout the 2022-2023 academic year, SMBSD consistently collected feedback from our parents, students, and community members. We collaborated with our educational partners and established several focus groups to identify student needs. Our priority has been to include actions and services within our plan that support our District's Vision of Student Success and ensure that all students grow at least one grade level every school year. In addition, we have been focused on providing support to help students recover from learning loss and gaps, transforming schools to include programs for every four year old student, and providing wraparound services. As we have planned throughout the year, we also consistently reviewed qualitative data including multiple surveys and feedback from our Local Control and Accountability Plan (LCAP) Education Partners Team meetings and District English Learner Advisory Committee (DELAC) meetings. Our parents, students, staff, and community partners indicated that social-emotional wellbeing and support continues to be needed and increased for our students. The feedback provided by educational partner groups reaffirmed and built upon many of the key priorities communicated in past input and the most recent LCAP process. The feedback gathered from a variety of educational partner groups was a careful and deliberate process. This feedback was gathered through survey responses, direct calls by the SMBSD Family Engagement staff, parent meetings, and both virtual and in-person meetings. It was through our intentional pursuit of educational partner feedback that we were able to gain important insight, gather recommendations, and understand the experiences of our students and their families within our local community.

As reflected above, the disparities in performance demonstrated on the Dashboard for these student groups is reaffirmed through available local data in recent years. To address these persistent and significant gaps, SMBSD will continue to implement specific supports through multi-departmental efforts. Ongoing monitoring for student groups will be done throughout the year. The overarching planned action and services to ensure that we continue to close the performance gap and that all student groups achieve at high levels include:

- Ongoing professional learning and services focused on high-quality instructional elements with a focus on first instruction and essential standards that are taught at every grade level in a consistent manner in every classroom across the district
- Continued development and implementation of an effective Multi-Tiered System of Supports to improve outcomes for all students, particularly benefiting those students who have historically lacked the necessary supports to achieve at their highest potential

- Progress monitoring of the Student Study Team and referral process to identify students who may have disabilities and ensure that resources are provided in a timely manner for students who need additional resources - monitoring initial placement of students in their Least Restrictive Environment through the use of inclusive practices
- Provide a comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Northwest Evaluation Association Assessment (NWEA) Map Growth assessments will continue to be used to monitor student growth and progress
- Review data through an equity lens to better understand whether individual students and groups are making adequate growth and reaching grade-level, national normed standards, are on-track for success in college, or need increased support
- Provide intervention and expanded learning services that target students' individual needs
- Increased services provided for our English learners by increasing the number of full time Bilingual Instructional Assistants for all school sites as well as collaboration with site ELD Instructional Coaches to develop plans of action to support long term English learners with their English acquisition and application throughout the content areas. Our plan also includes further supporting parents of English Learners with workshops, resources and other tools as an on-going effort.
- Apply responsive solution efforts to increase student connectedness, school safety, and student achievement and continue to implement and refine these efforts districtwide; including the expansion of counseling services to support social and emotional well-being of our students and their families, increased health assistant coverage, and the coordination of school, district, and community resources to meet the needs of the whole child. The District's family engagement and health program specialists support and coordinate varying aspects of community engagement and health services in cooperation with the increased staffing of family outreach advocates and district community liaisons who connect families to resources

SMBSD is committed to serving all students at the highest level, especially those student groups with the highest needs. SMBSD's call for action has included the demand that equitable and inclusive educational programs are provided to all students in every classroom, every day. It also calls for the need for all educational partners to understand that we can improve the student experience and student learning by increasing access to the following four resources: grade-appropriate assignments, strong instruction, deep engagement, and high expectations. Furthermore, we recognize the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making. This call continues to emphasize the need for leadership moves to improve literacy district wide and for all educational partners to understand school strengths and opportunities through the lens of the standards and high-quality instruction. It has also been emphasized that addressing the social, emotional, and behavioral needs of the student population, including English learners, foster and homeless youth, and students with disabilities groups remain a high priority. SMBSD strives to provide students and their families with a supportive, inclusive, and welcoming school environment. The District continues its efforts to implement appropriate and responsive solutions to increase student connectedness, a sense of belonging, school safety, and student achievement.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized

The Santa Maria-Bonita School District (SMBSD) LCAP planning efforts over the course of the 2022-2023 school year continued to build coherence across and within our 21 school sites and supporting departments. An ongoing and key feature of the SMBSD LCAP is Our Vision for Student Success and overarching Diversity, Equity, and Inclusion Plan. The recognition of the fundamental inequities in our system and the resulting need to confront and interrupt these inequities are key elements of multiple LCAP goals. Our commitment, bold stand, and ambitious expectation is that all SMBSD students will move a minimum of one grade level each year through effective high-quality first instruction practices. We continue to pivot, as necessary, due to the ongoing challenges of the COVID-19 pandemic and feel that our actions to maintain high standards, safety, and equity across the district are highlighted within our plan. The robust investment of time invested into our input processes by our Educational Partners and staff has continued to enhance the actions that support the success of all students and provide targeted services to our English learners, low-income and foster youth.

SMBSD is dedicated to serving our students to reach their highest potential, cultivating academic and social-emotional skills that support their success and preparedness for college and career. Our work is guided by four key drivers:

- 1.) **Right people in the right work**
- 2.) **Shared Vision of Instruction**
- 3.) **High functioning teams**
- 4.) **Aligned Instructional System**

Moving forward from the lasting impact of the COVID-19 global pandemic, an opportunity remains to focus on our students' academic growth, including addressing interrupted learning and providing strategic assistance to specific student groups in need. By aligning expenditures based on our District's core program, we are able to maintain our effective actions as well as include additional actions that will lead to a more focused and strategic plan. The LCAP features increased academic support and additional opportunities for our students to receive a well-rounded education with a strong early literacy program. Maintaining services for our homeless and foster youth remains a priority in order to provide a comprehensive support system and ensure both stability and academic success.

The SMBSD 2023-2024 LCAP update reflects an intense examination of existing actions in consideration of the needs of unduplicated pupils, baseline metrics, and measurable outcomes. The plan addresses the following main areas based on district needs:

- student achievement including addressing interrupted learning and ongoing challenges due to COVID-19;

- students performing at proficient or beyond in all academic areas;
- evidence of our shared vision of instruction and inclusive practices in each action;
- engagement of educational partners at all sites and the district level;
- social-emotional wellness, with emphasis on continual enhancements of the multi-tiered system of supports (MTSS);
- implementation of a comprehensive early learning birth through third-grade plan (B3);
- implementation of a college and career readiness (CCR) plan; and
- implementation of a comprehensive parent engagement pathway.

The 2023-2024 LCAP includes seven goals addressing a variety of needs identified by our educational partners. We believe the actions and services within these goals will continue to provide a comprehensive system of support for all students, promoting our ongoing effort to create coherence to provide clear processes and protocols for use throughout our programs.

Below are the key features that are highlighted in our plan:

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

This goal closely aligns with one of our four Key Drivers - ensuring an aligned instructional system, vetted by a range of educational partners to support schools in achieving our shared vision.

Highlighted actions and services within this goal include:

- an increase in the District's commitment to leverage investments (people, time, money, etc.) to maximize results, build system coherence around the most important work, and build capacity and practices that support student learning
- provide system-wide technology maintenance and upgrades to support classroom learning, independent learning, and distance learning which includes additional certificated and classified staff, our Chromebook refresh program for all students, and free internet access to all of our students and families
- An increase in the support provided to all school sites during expanded day programs, to include staffing as well as online supplemental programs to support accelerated learning opportunities for all students
- increase the number of books in Spanish at each school site to diversify the book collection and directly support biliteracy goals.
- Maintaining funding dedicated to full time Library Media Coordinators across all school sites as well as at the district level to promote student literacy

- maintain support for the elementary and junior high visual and performing arts programs increasing staffing to eleven band/music teachers with a instrument maintenance program and increase in instrument availability to students,
- expand equitable access to resources to address and mitigate learning loss, including technology software, supplemental support programs that are aligned to the core curriculum, fine arts programs, and an increase in enrichment opportunities,
- two elementary physical education teachers at each elementary school site to provide a more effective physical fitness program and support high-quality grade level instruction and supports for targeted students
- an increase in supplemental materials and supplies in order to ensure equity and access to programs for students
- an increase in the number of school sites participating in the AVID program to support college and career readiness

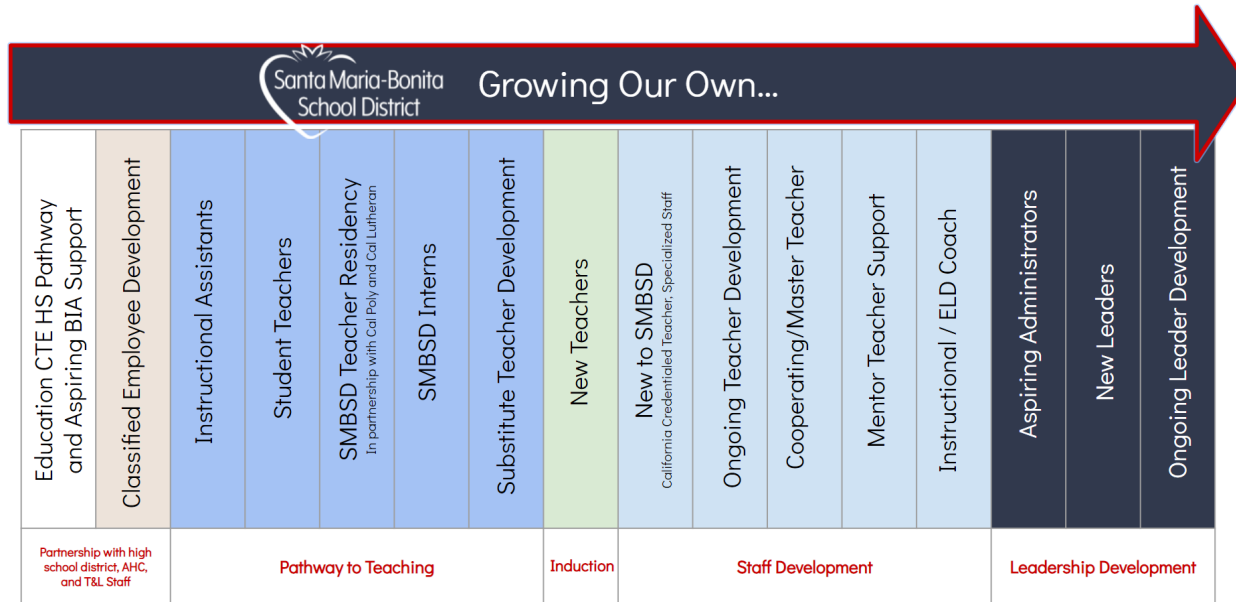
Broad Goal #2 - In order to maximize the leadership, structure, and processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, SMBSD will institute the practice of evaluation of programs and establish leadership and teacher development programs.

This goal closely aligns with three of our Key Drivers - getting the right people in the right work and becoming a high functioning team that embraces a culture of learning with high expectations that helps to provide an aligned instructional system to implement our vision of student success.

Highlighted actions and services within this goal include:

- provide ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team,
- create and communicate organizational clarity and effectively build human systems,
- provide collaboration time for teachers to review data and plan the next steps to support students who are struggling,
- implement pipeline programs for certificated and classified staff,
- provide district and school site aligned assessment systems to support equity and access through the utilization of multiple sources of quantitative and qualitative data to assess and monitor instruction/improvement, create systems for consistent monitoring, and frequent data collection,

- provide a comprehensive assessment system for grades TK-8 in support of an aligned instructional system. and
- provide staff that supports site leaders, system organization, district and site assessments, 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) which includes a culture of learning with high expectations and challenging grade-level standard based content. This goal closely aligns with one of the Key Drivers and Our Vision for Student Success - having a shared vision of instruction and a deliberate, intentional culture of learning with high expectations where every day, every educator, and every student seeks to learn and strives for growth; ensuring that in every classroom, our students are tackling relevant, challenging grade-level content, taking ownership for their learning, and improving every day.

Shared Vision of Instruction

High Quality Instruction Indicators (HQIIs)

Every classroom, every student, every day

- Culture of Learning with High Expectations
- Challenging Content
- Student Ownership
- Supporting all Students
- Demonstrating Learning



Highlighted actions and services within this goal include:

- implementing a comprehensive professional learning plan with emphasis on universal academic supports, high functioning professional learning communities, accelerated learning, equitable access to high-quality instruction, and literacy foundational skills,
- provide staff (Coordinator of Teaching and Learning and Teachers on Special Assignment) to build the collective capacity and to improve instruction in the areas of technology, social studies/literacy, GATE, VAPA/PE, and STEAM/Literacy, and
- recruit and retain experienced and qualified certificated teachers.

Broad Goal #4 - English language proficiency rates for multilingual learners will improve as demonstrated by a 10% annual increase in the number of English learner students Reclassified as Fluent English Proficient, each year. This goal closely aligns with two of our Key Drivers and Our Vision for Student Success.

Highlighted actions and services within this goal include:

- provide ongoing teacher, paraeducator, and administrator professional learning to support Multilingual learners,
- Increased Bilingual Instructional Assistants (BIAs) to full time positions for elementary grades and for junior high school newcomer students,
- provide native language proficiency assessments to newcomers to assess their proficiency in their native language,
- maintain support for the Dual Language Immersion (DLI) program, and
- provide two Teachers on Special Assignment (TOSA) for English learners, two Program Specialists for Multilingual Services, a TOSA to support instructional coaching and program development at the Dual Language Institute, and English Language Development Coaches to support multilingual learners and provide ongoing professional learning to staff.
- Provide funding for an Intervention Teacher at all elementary and junior high school sites

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.

This goal closely aligns with all of our Key Drivers - having the right people in the right work, a shared vision of instruction, high functioning teams, and an aligned instructional system working together to prepare college and career-ready graduates who have learned at grade level and beyond each year that they attend school in our system.

Highlighted actions and services within this goal include:

- maintain school security and increase supervision to build meaningful relationships, provide school safety, and a positive learning environment,
- increase collaboration and coordination with outside agencies to provide staffing of counselors for mental health and other social-emotional supports,
- increase services for homeless, foster youth, and truant students,
- maintain health assistants,
- provide online mental health services for students, staff and families,
- Counselors for all elementary school sites,
- Increased Outreach Mentors for all school sites,

- Area Administrator positions to assist school sites with Special Education supports,
- increase parent/family advocates and family support centers at the school site levels,
- provide tuition for Teen Court, and
- provide staff to increase engagement, maintain learning environments, and build relationships with students.

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. This goal closely aligns with two of our Key Drivers - having high functioning teams and an aligned instructional system that promotes partnerships and equity of services to families.

Highlighted actions and services within this goal include:

- Staffing of district and school site community liaisons as well as positions within the Family Engagement department
- Staffing of Family Advocates, including trilingual supports and dedicated assistance to students experiencing homelessness with availability during expanded learning hours
- Additional funding for translation/interpretation trilingual and bilingual services, specifically in meeting increased Mixteco needs
- Increased family engagement programs and parent education classes
- Expanded support for parents/guardians to include parent education resources and community service resources as well as partnerships with outside agencies
- Increased funding for communication supports between home and school,
- Funding for additional positions to increase family engagement and support, including a Clerk IV, Family Engagement and Program Specialist, Family Engagement as well as trilingual Executive Liaison for the Superintendent.

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. This goal closely aligns with two of our Key Drivers - having the right people in the right work and a shared vision of instruction.

Highlighted actions and services within this goal include:

- provide multilingual, culturally relevant professional learning,
- offer pathways to obtaining the State Seal of Biliteracy,
- provide interpreting training to improve language access,

- provide social-emotional learning data instruments,
- support early learning to include preschools, TK, and kindergarten classes,
- provide supplemental supplies and programs to increase access to elective course offerings for junior high students and for Universal Transitional Kindergarten (UTK) classrooms,
- provide social-emotional learning support,
- provide college and career readiness experiences, and
- provide staff (District Support Specialist, Culture & Climate TOSA, Junior High Department Chairs, Junior High Deans, and Area Administrators) to support the alignment of high-quality instruction, build a caring and inclusive community, and support site culture and climate teams.

Below are the key features aligned with our District goals and reflected in the planned actions and services for the 2023-204 school year:

- continuing to build capacity so that all educational partners believe that we can improve student experience and student learning,
- increasing access to resources for grade-appropriate assignments, strong instruction, deep engagement, and high expectations through classroom observation, providing feedback, and taking leadership actions,
- embedding social-emotional skills within grade level standards,
- engaging in culturally responsive teaching practices in all lessons to ensure equity and access in support of student outcomes,
- improving literacy priorities in order to provide grade-level access for all students the majority of the time,
- continuing to disaggregate data. Baseline data and target outcomes have been disaggregated, where applicable, so that the District can clearly articulate the expectation that performance gaps close over time,
- transparently showing the gaps that exist is an important part of acknowledging the inequities in the District's current system. Following this acknowledgement, the District has committed to targets that require accelerated growth to close the gaps,
- continuing to create coherence within our organization by clarifying expectations and providing processes and protocols for use throughout our instructional program,
- identifying root causes and corresponding actions in order to differentiate assistance and support specific student groups. This will include building capacity and providing opportunities for co-teaching, academic interventions, and support services for English learners and at promise students, and
- increasing resources and support in order to continue to build parent leaders districtwide, increase family engagement opportunities, and provide appropriate parent education.

Other planned actions to maintain progress include:

- site-specific allocation to support and increase student achievement and increased social-emotional support services through outside agencies and partnerships.
- increased staffing to support family engagement efforts
- increased translation services and staffing to support family engagement, especially amongst our Mixteco families
- dedicated staffing at each school site to increase academic achievement outcomes for targeted students through RtI Teachers
- School counselors at all elementary school sites to support the social-emotional well being of all students
- Area Administrators to support inclusion efforts through Special Education at dedicated sites
- increased staffing of Bilingual Instructional Assistants to support students in the classroom

This LCAP continues to represent the SMBSD’s vision of equity for all students, providing enriching opportunities for all students to learn, grow, and reach their greatness towards college and career readiness in an evolving 21st century globalized society. We understand the ambitious nature of this goal and must meet these critical times with an approach to education that is equitable with instructional efforts that accelerate learning. To make continued progress towards Our Vision of Student Success, SMBSD renews its commitment to the continuous and complex work of changing systems that will benefit the students and families we serve.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- a. Arellanes Junior High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- a. Contracted consultation with Santa Barbara County Education Office, to include:
 - i. Support on a dedicated needs assessment and root cause analysis to address the academic, attendance, and suspension areas of need schoolwide as all significant student groups are in the lowest bands.

- ii. Implementing targeted professional development and collaboration with school staff aligned to the goals, action, and services in the LCAP.

Monitoring and Evaluating Effectiveness

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

Support in the implementation of the resulting interventions/strategies/activities in partnership with SBCEO will be monitored and evaluated through regular collaboration amongst the site instructional leadership team and School Site Council as well as coordination with the Plan Alignment, Teaching & Learning Core, Teaching & Learning Supplemental, and School Services departments within SMBSD. Progress of initiatives and efforts through the CSI plan will also be monitored through the student outcomes reflected in attendance, suspension rates, climate surveys and academic data through assessment such as the NWEA MAP.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Ongoing Education Partner engagement is an integral part of the planning process and Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all educational partners. The district's efforts continue to exceed statutory requirements. 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 continues to ensure that information is disseminated and that all educational partners are part of a collaborative team. Educational partner engagement for the Local Control and Accountability Plan (LCAP) followed an appropriate communication structure in addition to hosting definitive virtual and in-person meetings and activities. The Vision of Student Success current goals continued to be clearly identified and articulated throughout the phased process toward the development of the Supplement to Annual Update for the 2022-23 LCAP and the 2023-2024 LCAP.

Virtual, in-person meetings, outreach activities and surveys comprise the various forms of collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, Foster Youth representatives as well as parents of Special Education students, Migratory students, and parents of English Learners. Consultation with the Santa Barbara County SELPA occurred on May 14th to gain important input in informing dedicated actions and services. Additionally, informal feedback was collected along the way through a variety of venues including: social media comments and requests, phone calls to sites and the district office. in-person visits with questions, requests, and feedback, as well as 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 valuable input to inform the planning in all of the outlined goals of the plan. Through the use of the program ThoughtExchange, input and feedback was collected anonymously with the opportunity to increase transparency through posting results on the SMBSD website. ThoughtExchange is a new engagement platform being utilized by SMBSD this year . As opposed to other mediums where individuals can influence or even direct the conversation, a ThoughtExchange is driven by the thoughts and ideas submitted directly and anonymously by the educational partners involved. In the first step of the exchange, ideas are shared by participants and represent issues important to the educational partners. In the second step of the exchange, educational partners were asked to use a star ranking (from 1 star to 5 stars) to rank the thoughts or ideas of others that are most important to them. The last step of the process was the Discover step. This is where educational partners discovered the ideas that the collective group cared most about. All participation was confidential. A summary of the key themes and top thoughts from the ThoughtExchanges is included in the next section of the LCAP.

In responding to the ongoing impact and challenges resulting from the global pandemic, SMBSD continues to develop a plan with an equity lens in mind. Updates and considerations made were influenced by federal, state, and local guidance keeping in mind the many ongoing challenges facing our highest-need students and families. Engaging in outreach and surveying educational partners has provided and continues to provide valuable input to inform measuring student progress and participation. SMBSD's focus on equity includes: addressing learning loss and supports for English Learners, Foster Youth, Students Experiencing Homelessness, Students with Unique Needs, Students from Migratory Families, and Low-Income students; ensuring access to technological devices and connectivity; providing resources and supports that address student and staff mental health and social-emotional well-being; and student and family engagement and outreach to re-engage habitually students who are absent. The goals of the district continued to be clearly identified and articulated throughout the process. During the months of March 2022 through June 2023, key educational partner groups were engaged to collaborate and solicit input specific to the district's Local Control and Accountability Plan and Learning Continuity and Attendance Plan. Discussions and review of the goals, district data, as well as proposed actions and services have all been inclusive of the collaborative conversation and approach. The virtual meetings and surveys through ThoughtExchange were also forms of collecting 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. Educational partner meetings and events were held and all input was recorded as appropriate. Engagement of educational partners included solicitation of specific input to inform the plan. SMBSD will continue to gather input and will await educational partner feedback following the public hearing, scheduled meetings, and pending data and information.

Community Engagement – The following groups (denoted in BOLD type) were actively involved in the Local Continuity and Attendance Plan development process described below:

Local Control and Accountability Plan (LCAP) Educational Partner Team – The SMBSD LCAP Educational Partner team is comprised of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, District English Learner Advisory Committee members, three school board members, the superintendent, and other district staff). The LCAP Educational Partner Team meetings (including presentations/discussions/input sessions) occurred starting in September and ending in June. Superintendent Dr. Darren McDuffie, Dr. Sam Humphrey, 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 that were shared. The LCAP Educational Partner Team met on September 28, 2022, November 30, 2022, February 1, 2023, March 1, 2023, April 26, 2023 and May 17, 2023. All six meetings were held in-person and included interpretation in Spanish and Mixtec as needed. Presentations are available in English and Spanish following all meetings. The LCAP rough draft was reviewed by the LCAP Educational Partner Team at the May 17, 2023 meeting and was posted on the district website. Time was allowed for the Superintendent to post any written comments to educational partner questions (if applicable) prior to June 8, 2023. Public Hearing on the plan and for educational partners to continue to provide recommendations and input through the survey, educational partner meetings, DELAC meetings, and by emailing the Superintendent prior to the plan being taken to the School Board of Education for approval on June 21, 2023.

Parents/Guardians and Students - Parents/Guardians are an important part of the decision-making process in the Santa Maria-Bonita School District. Our students' families 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/Guardians and students provided their input through outreach surveys and meetings, including the SMBSD Student Leadership Team and dedicated visits to Junior High sites to gather student contributions.

Parent and Student Surveys - Surveys were administered in a digital format between Fall 2022 and Spring 2023. All surveys were available in English and Spanish and through an interpreter for families who speak Mixtec. Parents were invited to participate in the surveys via Parent Square verbal messages, ThoughtExchange invites, website posts, text messages and printed flyers. Students were surveyed using their digital access platform and ThoughtExchange as well. Students in the 5th and 7th grades participated in the California Healthy Kids Survey during the fall of 2022. In the Fall of 2022 and Spring of 2023, parents and students participated in climate surveys through Panorama Education. Students participated in the Panorama survey one additional time during the Winter of 2023. Both parents and students were offered alternative means of participation if surveys were inaccessible for reasons of language, technology, or literacy. Multilingual staff members were available by phone to assist parents with submitting their survey responses. In addition, specific outreach was conducted to our Mixtec community members inviting and facilitating their participation in these surveys. Parents and students were surveyed about their distance learning experiences, barriers, needs, communication, and overall input.

Overall the district received tens of thousands of survey responses across all of our surveys and across all educational partner groups. The data from these surveys were used as a larger body of information used to create our plan and design high-leverage supports.

Parent Advisory Council - The SMBSD Parent Advisory Council was first formed in the 2017-2018 school year as the Parent Leadership Team as a part of the effort to engage parents as partners and expand leadership development among parents in our district. This group of parent leaders from a variety of school sites have participated in expanded training, educational partner, and advisory committees, volunteering, facilitated training for other parents, and contributed to the development of new parent engagement efforts, including surveys and expanded outreach. The SMBSD Advisory Council continues to consult with our Family Engagement department on outreach efforts and provide insight into the challenges families are facing as we seek to refine our efforts and better meet the needs of the community.

District - SMBSD has facilitated many venues for communication regarding the LCAP and each of the actions and services that have been implemented to increase or improve services. These include the Instructional Services Team Meetings, Leading Learning Team (LLT), the Elementary and Junior High Principal Cluster Meetings, District English Learner Advisory Committee (DELAC), Parent Advisory Council (PAC), Student Advisory Committee, English Learner Advisory Committee (ELAC), and School Site Council Meetings (SSC).

District English Language Advisory Committees (DELAC) - Ongoing collaborations with DELAC leaders include regular meetings to ascertain educational partner concerns, interests, and needs. DELAC leadership met regularly with district administrators to prepare for advisory council meetings and share concerns. DELAC meetings were held on the following dates: July 27, 2022; August 31, 2022; October 19, 2022; November 16, 2022; January 25, 2023; February 22, 2023; March 29, 2023; April 19, 2023; May 17, 2023. In addition to contributions to the agenda, informal feedback was provided by the DELAC Chair and Vice-Chair to increase educational partner participation for all meetings.

School Site Council and English Learner Advisory Committee - Due to the percentage of English Learners at all schools throughout the district, both the English Learner Advisory Committee (ELAC) at each school and the School Site Council (SSC) at each school voted to have each SSC absorb the responsibilities of the ELAC. At each school, SSC/ELAC 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. Site administrators are working closely with the Director of Plan Alignment and Implementation to ensure that councils were involved in the LCP process at the site and district level. A Plan Alignment and Implementation bulletin was provided in August and the LCAP/LCP presentations are shared with school administrators and school board members. These meetings provide key input to ensure the district's plan for improved or increased services is aligned with the academic and mental health needs of students at all schools throughout our district.

The School Board - SMBSD school board members have been involved in the LCAP development and approval process. They are an integral part of the district team. All School Board Members are invited to the LCAP Educational Partner meetings and consistently attend the meetings. Board member Linda Cordero is an official member of the LCAP Educational Partner Team. To solicit broad input, a draft of the LCAP for the district was posted on the website with an accompanying survey to solicit input across all educational partner groups. This was publicized via the district’s website, through the superintendent’s email, and Parent Square. Materials were translated to reach educational partners that speak languages other than English. The district’s efforts to engage educational partners in providing input to the LCAP began early so that the information received would meaningfully inform plan development. From the surveys starting in August and collaboration team meetings in September as well as the multiple engagement activities through June, the district gained a tremendous amount of input prior to engaging in plan revisions leading up to and following the public hearing on June 7, 2023. Public comments were heard at the Public Hearing that took place on June 7, 2023. The Superintendent responded in writing, posting the responses on the District website. Educational partners supported the final refinement of the plan leading toward the approval date of June 21, 2023. Each of the educational partner groups and their feedback on district surveys, including Panorama and ThoughtExchange surveys, contributed valuable input in the development of the LCAP for SMBSD. SMBSD will continue to solicit educational partner input and communicate on a regular basis throughout the school year. The table below includes educational partner communications that will continue throughout the school year.

Educational Partner Communications

- Regularly distributed communication with up-to-date information including digital and printed formats
- Videos through the Plan Alignment YouTube channel and short informational graphics to be posted regarding
- FAQs as needed
- Regular updates and responses to social media messages in Spanish and English
- Continuity plan educational partner feedback
- Multiple surveys throughout the school year with translation supports

A summary of the feedback provided by specific educational partners

Overall, the feedback provided by educational partner groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent LCAP process.

The feedback gathered from a variety of educational partner groups was a careful and deliberate process. This feedback was gathered through thousands of survey responses, calls to the SMBSD Family Engagement Staff, parent meetings, and both virtual and in-person meetings. It was through our intentional pursuit of educational partner feedback that we were able to gain important insight, gather recommendations and understand the experiences of our students and their families during this time.

The following summary outlines the overarching themes that emerged across various input strands, ideas that emerged from data collection across educational partner group surveys, and specific recommendations and priorities that emerged within LCAP goal areas.

Themes across educational partner feedback surveys include:

TOPIC	TOP RATED THEME	2nd HIGHEST THEME	3rd HIGHEST THEME	TOP RATED THOUGHT
Family Engagement	Bully awareness/ prevention	School - Home collaboration	Learning supports	<i>"We as parents must help our kids with their education."</i>
Academic Outcomes	Smaller class sizes	Increased staffing in the classroom	Increased parent involvement	<i>"Cut down on class sizes. Too many kids means less individualized instruction."</i>
Social Emotional Learning	Smaller class sizes	More school activities	School safety	<i>"Bring back consequences for bullying. The victims are being left behind."</i>
Connections/ Relationships	Improve discipline and discourage bullying	Provide an instructional assistant/aide to every class teacher	Improve behavior and bring back resource officers	<i>"Improve discipline policies and discourage bullying. Some kids feel picked on and marginalized."</i>

Feedback garnered from LCAP Educational Partner team meetings include:

TOPIC	TOP RATED THEME	2nd HIGHEST THEME	3rd HIGHEST THEME	TOP RATED THOUGHT
Family Engagement	Building a sense of community	Including diverse cultures	Family & Parent Nights	<i>"Hire more bilingual and trilingual personnel to provide a bridge between the schools and community."</i>
Academic Outcomes	Increased teacher aides in classrooms	Smaller class sizes	Focus on literacy	<i>"Teacher aides in classrooms. Because that way they can support more students who require help or support."</i>
Social Emotional Learning	Consequences	Safety	Social Emotional Learning	<i>"For health and safety we need smaller class sizes. This allows students and teachers to not be crowded in a classroom and have more room to move and relate to each other."</i>
Connections/ Relationships	Increase pay for classified staff	Increase number of Mixteco translators	Hiring of full-time bilingual staff in all classes	<i>"Increase pay for classified staff in high needs positions. We need high quality support and school salaries need to be competitive to attract people."</i>

Additionally, increasing input from students as educational partners was a priority in developing the update to the SMBSD LCAP. With direct outreach efforts including collaboration with the SMBSD Student Leadership Team, Junior High AVID classes, and surveys during student lunches – SMBSD students were able to engage with ThoughtExchange to include their input as contributions to the update, including the following themes:

What can SMBSD do to improve outcomes for all students?

TOP RATED THEME	2nd HIGHEST THEME	3rd HIGHEST THEME	TOP RATED THOUGHT
More Field Trips	Better Lunch Options	Increased Transportation Availability	<i>“Whole computer lab or engineering lab. This would give more opportunities for kids to learn more careers.”</i>

The annual LCAP Survey was administered across the district beginning January through February, eliciting feedback from a variety of stakeholders including families, students, and staff members. Survey responses complemented the individual surveys following each LCAP Educational Partner meeting and focused on priorities within our current goals as well as educational partner awareness of the strategic plan and its connection to student outcomes. A summary of the results includes:

In developing our SMBSD strategic plan, which current LCAP goal is most important to you in providing the best school experience possible for our students?

TOP RATED GOAL	2nd HIGHEST RATED GOAL	3rd HIGHEST RATED GOAL	4th HIGHEST RATED GOAL
Goal #1	Goal #5	Goal #6	Goal #7



PARTICIPATION

Breakdown of Participation

How familiar are you with the Local Control Accountability Plan (LCAP)?



%		Answer
29%	(47)	■ Not at all
34%	(56)	■ Somewhat
26%	(42)	■ Moderately
11%	(19)	■ Very

Additionally, in polling our educational partners understanding of the LCAP – 63% reported either “not at all” or “somewhat” in regard to their familiarity with the LCAP, surfacing a need to incorporate the purpose and rationale of the LCAP as a strategic plan into the meeting venues and promote across the system in venues such as the district website, parent communication, and newly created Plan Alignment YouTube channel providing informational pieces such as the “5 minute LCAP Recap” video posted following each meeting. The same question will be included in the 2024 annual survey to gauge progress amongst educational partners in their understanding of the LCAP.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

SMBSD’s educational partners influenced the development of this LCAP update significantly. The voice of educational partners shaped many aspects of the LCAP, from the actions and services in meeting our ambitious system-wide goals to the investments prioritized in specific funding allocations. An overview of those updated actions and services aligned to the current LCAP goals influenced by the input of our SMBSD educational partners includes:

GOAL #1: Provide effective district and schoolwide support systems, procedures, processes, materials and practices that support student learning.

- Increased funding for adding to Spanish text collections within site libraries
- Increased band/music teachers for additional offerings to students at the elementary and junior high levels
- Continued full time staffing of librarians at each school site

- Access to college and career readiness experiences through the AVID at additional school sites
- Added funding for districtwide technology tools and software

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 a teacher development program.

- Professional learning opportunities to support credentialed and classified staff in supporting student learning needs
- Dedicated collaboration time for teaching staff and site coaches as well as onboarding efforts for student teacher, mentor teachers, master teachers, and new site leaders
- Pipeline development to build capacity of staff through professional development
- Progress monitoring of student achievement outcomes through consistent and aligned assessment systems

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 standard based content.

- Professional learning and supports for classroom instruction through Teachers on Special Assignment (TOSAs)
- Funding dedicated to building the capacity of educators to support unique needs of all students
- Dedicated financial investment for the recruitment and retention of experienced and qualified certificated teachers.

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.

- Professional learning to support the learning needs of multilingual learners
- Increase of full-time Bilingual Instructional Assistants to provide in-class supports for students
- Staffing supports dedicated to multilingual learners including two Program Specialists and two TOSAs.
- English Learner Coaches at every school site
- Response to Intervention Teachers at every school site

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.

- Increased funding for site security at junior high schools to increase student safety
- Additional Outreach Mentors, increasing to two per school site, to support students with social and emotional needs
- Counselors at every school site for elementary and junior high schools

- Assistant Principals staffed at every school site for student, staff, and family support
- School therapists for all school sites through Santa Barbara CADA
- Truancy mentors to support student attendance and engagement
- Student Supervisory Assistants at all school sites

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

- Increased staffing within the Family Engagement Services department to improve accessibility for families.
- Increased funding for translation services, specifically Mixteco, to increase communication with all families.
- Dedicated funding for TK-3rd grade early literacy programs through PIQE to support learning at home.
- Dedicated site funding for family engagement nights to increase sense of community through shared learning opportunities.

Focus 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.

- Increased funding to support the Dean position at Jimenez K-8 Dual Language Academy
- Area Administrators to support inclusion efforts across the district
- Increased staffing to support early childhood education efforts including an Early Childhood Teacher on Special Assignment and P-3 Program Specialist

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

The unduplicated student population continues to be identified as the lowest-performing groups as reflected in the California School Dashboard, required Local Control and Accountability Plan (LCAP) metrics, and local Santa Maria-Bonita School District (SMBSD) metrics. This goal was developed to articulate our District's commitment to student achievement by ensuring all students are challenged to reach high standards in a way

that maximizes individual capacity and progress. Through an equity lens and research-based instructional and small group practices, SMBSD will close achievement gaps. We will provide accelerated learning and equitable access to rigorous first instruction, grounded in high expectations.

Furthermore, this goal was developed to support our District’s commitment to leveraging investments (people, time, money, etc.) to maximize results, build system coherence around the most important work, and build capacity and practices that support student learning and, in turn, increase students’ academic performance.

For the 2022-2023 school year, these investments had a direct impact and contributed to all SMBSD goals as shown in both qualitative and quantitative data. In addition, the actions and services within the goal ensured that the District continued to meet its goals in Priority 1 target areas. These include providing all students access to board-adopted instructional materials, ensuring the facilities meet the ‘Good Repair’ status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English learners. Educational Partners have reaffirmed the importance of maintaining progress in these areas to ensure that students are provided the basic conditions of learning necessary to reach the range of other goals set in this LCAP and beyond.

This maintenance goal will continue to include actions that are ongoing without significant changes. SMBSD will maintain these actions and services for the 2023-2024 school year, sustaining the progress that has been made in the 2022-2023 school year and adjusting for improvement as needed and reflected in the goal analysis below. State Priority 4: Student Achievement has been updated to reflect the evolving State Physical Fitness Healthy Fitness Test criteria to include the percentage of students that have scored in the Healthy Fitness Zone (HFC) for all five fitness areas as measured by the Physical Fitness Test.

We will continue to progress monitor the actions and services and adjust according to both quantitative and qualitative data. The goal will also continue to support our key drivers, including ensuring that we are getting the right people in the right work, a shared vision of high-quality grade-level instruction, high functioning teams that embrace a culture of learning with high expectations, and an aligned instructional system. The goal also addresses Priority 7: Course Access (Conditions of Learning) and Priority 4: (Student Achievement) which includes the State measure for fifth and seventh grades on the State Physical Fitness Healthy Fitness Test.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
State Priority 1: Basic Services (Conditions of Learning) Fully Credentialed and	100% Fall 2020 (per Census Day)	100% Fall 2021 (per Census Day)	100% Fall 2022 (per Census Day)		100% Fully Credentialed and Appropriately

Appropriately Assigned Teachers CALPADS 4.1 Staffing, HR Assignments or Local Indicator					Assigned Teachers (per Census Day report)
State Priority 1: Basic Services (Conditions of Learning) Access to Standards Aligned Instructional Materials Local Indicator and/or Local Survey	100% Fall 2020 (per Williams Report)	100% Fall 2021 (per Williams Report)	100% Fall 2022 (per Williams Report)		100% Access to Standards Aligned Instructional Materials (per Williams Report)
State Priority 1: Basic Services (Conditions of Learning) Facilities in “Good” Repair Measured by Facility Inspection Tool (FIT) Local Indicator (FIT) and/or Local Survey	98.82% Fall 2020 (per Williams Report)	<u>99.2</u>	98.6% Fall 2020 (per Williams Report)		100% Facilities in “Good” Repair (per Facility Inspection Report FIT)
State Priority 4: Student Achievement (Pupil Outcomes) State Physical Fitness Healthy Fitness Test – 100% of fifth and seventh grade students will score in Healthy Fitness Zone (HFZ) for all five fitness areas measured by the Physical Fitness Test	2018-2019 Overall Summary Results Grade 5 Enrolled: 1,846 Met all 5 Indicators: 344 % Met all 5 Indicators: 19% Grade 7 Enrolled: 1,859 Met all 5 Indicators:	2021-2022 Overall Summary Results Grade 5 Enrolled: 1,873 Met all 5 Indicators: 357 % Met all 5 Indicators: 19% Grade 7 Enrolled: 1,711 Met all 5 Indicators: 503 % Met all 5 Indicators:	2022-2023 Overall Summary Results Grade 5 Enrolled: 1,877 Met all 5 Indicators: 360 % Met all 5 Indicators: 19% Grade 7 Enrolled: 1,856 Met all 5		State Physical Fitness Healthy Fitness Test - By June 2024, 100% of fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test. State Physical Fitness Healthy Fitness Test - By June 2024, 100% of

	427 % Met all 5 Indicators: 23% Total Enrolled: 3,705 Met all 5 Indicators: 771 % Met all 5 Indicators: 21%	29% Total Enrolled: 3,584 Met all 5 Indicators: 860 % Met all 5 Indicators: 24%	Indicators: 501 % Met all 5 Indicators: 27% Total Enrolled: 3,733 Met all 5 Indicators: 861 % Met all 5 Indicators: 23%		seventh grade students will score in the Healthy Fitness Zone HFZ) for all six fitness areas measured by the Physical Fitness Test.
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Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials	All students have access to state-aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates that 100% of students have access to standards-aligned materials. In order to provide staff with additional support about how to better meet the needs of students, the District and school sites will continue to provide Common Core State Standards (CCSS) aligned supplemental instructional materials, including English language arts (ELA), mathematics, social studies, and science. In addition, for the 2022-2023 school year, the District will increase this service by providing supplemental curriculum resources to enhance student learning, specifically in foundational skills. Quantitative data reflects a high percentage of our primary grade low income, English learner, and foster youth students are below grade level in reading and foundational skills. In order to provide balanced literacy instruction in all classrooms and ensure that foundational skills being taught are aligned to the reading foundation standards for each grade level, these materials will be provided. These instructional materials that may be used in alignment with first instruction, small group, or Tier 2 instruction. They will provide explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary, and/or fluency.	\$1,574,903	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>School sites will increase access to supplemental materials by purchasing programs that are aligned to the core curriculum and will be used to accelerate learning and provide additional support (such as Achieve 3000 or Smarty Ants) during the regular school day and extended learning opportunities. Supplemental programs that are aligned to the core curriculum and on the approved supplemental programs Educational Services Department list may be used to accelerate learning and provide additional support during the regular school day and expanded learning. All school site supplemental program plans for during the school day and expanded learning programs require site administration to identify the curriculum being used. All requested supplemental program materials are assessed for research-based, clear application, information technology integration, student privacy, and applicability of state funding.</p>		
Action #	Title	Description	Total Funds	Contributing
1.2	Technology - Student Access and Support to Learning Opportunities	<p>SMBSD will continue to expand the ways in which technology is used to support student engagement and learning by promoting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards. In addition, the District will continue to ensure that students are able to use and access technology during expanded learning hours.</p> <p>Experience has shown that students from low-income families do not consistently have access to reliable technology. During the COVID-19 pandemic, this became more evident and SMBSD immediately increased access to technology equipment for our students and classroom technology Districtwide. In order to continue to ensure equity of access to learning opportunities and that all students are able to remain connected to learning opportunities, SMBSD will continue to provide access through our 1:1 access technology program by providing all students in Transitional Kindergarten through eighth grade with a Chrome Notebook and headset with a microphone.</p>	\$ 6,972,066	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Furthermore, SMBSD will continue to</p> <ol style="list-style-type: none"> 1) keep students' Chrome Notebooks current at all school sites with a regular refresh program, 2) Chrome Notebooks repair program, 3) maintain classroom technology through a fund for ongoing maintenance and operations, 4) invest in personnel to support the District-level annual refresh technology program, distance learning program, and student equal access program, 5) provide one full-time Computer Laboratory Technician at each school site, and 6) invest in operations cost to support program quality as well as compliance such as extra work agreements for staff and inventory software and helpdesk platform. <p>School Site Level</p> <p>School sites will continue to increase technology as appropriate in order to support student engagement and learning. This includes professional development to support technology, communication, and supplemental technological materials and programs that support students in the classroom, during expanded learning opportunities, and parent education programs.</p> <p>Note: All school site increases in technology plans during the school day and expanded learning programs require site administration to identify the changes or additions being used. All requested additional investments must be assessed for research-based, clear application, information technology integration, student privacy, and applicability of State LCFF supplemental funding.</p>		

Action #	Title	Description	Total Funds	Contributing
1.3	Equity and Access - Free Internet Access and Support to Include Expanded Learning and Distance Learning	<p>To fully prepare students for college and careers, and to provide student-centered and real-world learning opportunities, it is necessary to provide equitable, reliable access to student technology. This action is principally directed toward our low-income students, to increase access to the core curriculum, and other educational resources through technology. SMBSD will continue to provide equal access to all students during expanded learning and distance learning (as appropriate).</p> <p>The District will continue to provide and increase as needed:</p> <ol style="list-style-type: none"> 1) free internet access to SMBSD students wherever and whenever they are participating in learning (to include hotspots if needed), and 2) personnel for expanded learning and evening support. <p>Continuing to provide connectivity for our students helps to narrow the achievement gap and provides equitable educational resources. We know through both qualitative and quantitative data that giving our students access to technology has not only supported college and career readiness, but our students have had and will continue to have student-centered and real-world learning experiences.</p>	\$148,639	Yes
Action #	Title	Description	Total Funds	Contributing
1.4	Technology Tools and Software	<p>In order to support the implementation of high-quality first instruction and continue to equip teachers for high-quality lesson delivery, the District will provide:</p> <ol style="list-style-type: none"> 1) digital tools, content-filtering, and device management hardware/software to include: Peardeck, Hapara, Typing Club, EdPuzzle, ScreenCastify, Zoom, and SmartSoftware. <p>School sites will increase access to technology in order to support student engagement and learning including additional:</p> <ol style="list-style-type: none"> 2) digital tools, content-filtering, and device management 	\$439,314	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>hardware/software.</p> <p>The current list of approved programs provided digitally and/or with digital components on the supplemental list includes programs such as Achieve 3000, Brian Pop, Breakout EDU, Classkick, Dreambox, EdPuzzle, ESGI, Hapara, Imagine Learning (Math Fluency, Math), IXL ELA and Math, Kami Extension, Kuta software, Learning.com, LearnZillian, Listenwise, Padlet, Peardeck, Quizlet, Rosetta Stone/Lexia English, Screencastify, Sight Reading Factory (music), SmartSoftware, Smarty Ants, Smarty Ants Espanol, Socrative, Soundtrap, Typing Club, Zearn, and Zones of Regulation.</p>		
Action #	Title	Description	Total Funds	Contributing
1.5	Library Media Services to Support Student Literacy	<p>This action is principally directed towards meeting the needs of all students with a focus on English learners, foster youth, students experiencing homelessness, and students of poverty. Evidence from multiple library impact studies concluded that many unduplicated students have limited access to reading materials. Research has shown that students that live in poverty perform poorly on reading tests because they have little access to books at home and in their communities. Having access to reading materials provides a path toward greater academic achievement.</p> <p>In order to support student literacy, students' access to library books, and materials that are aligned to the grade-level curriculum, as well as Williams Act compliance, the District will provide, as funding allows:</p> <p>1) one full-time Library Media Clerk per site to assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning, integrate curriculum, and host/support instructional programming.</p>	\$1,811,781	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2) one Supervisor, Instructional Materials Center (IMC) - (1) to oversee textbook distribution, oversight of libraries, and of processing District learning materials; (2) support program adoptions through receiving, processing, and distribution of curriculum, library books, and technology; (3) support and develop media clerks and library programs through District policy, coaching, and working relationships with site administration; (4) direct collaboration with Teaching and Learning and outside partnerships in support of literacy, which includes digital literacy; and (4) maintain Williams Act textbook compliance in cooperation with Santa Barbara County Education Office (SBCEO).</p> <p>3) SORA provides students access to digital reading materials during the regular school day, expanded learning, as well as from home during the evenings and weekends. The access to digital reading materials has been regularly utilized by students during weekends, breaks, and summer months.</p> <p>School Site Level - Literacy-Rich Environments</p> <p>School sites will continue to better meet the needs of students by providing a literacy-rich environment to increase the exposure for low-income students, English learners, and foster youth. School sites will purchase additional supplemental instructional resources including text sets, electronic books, magazine subscriptions, school site, and classroom library books, and electronic online books.</p>		
Action #	Title	Description	Total Funds	Contributing
1.6	Physical Education (PE) Teachers for Elementary sites	In order to provide targeted support for our low income, English learners and foster youth students and to ensure that all other students have high-quality grade-level instruction and increased time for small group instruction provided by the general education teacher within the classroom, and to provide a more effective physical education (PE) program, the District will continue to provide two physical education specialists at each elementary school site, as funding allows.	\$4,513,724	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>There will be a total of thirty-five PE teachers. Grade level teams, administrators, and PE teachers will collaborate in order to ensure that teachers are providing direct instruction, small group instruction, and/or PLC instruction-focused conversation during PE time.</p> <p>In addition, in order to provide a more effective physical education program, school sites will provide additional district-approved supplemental support materials/programs and additional supplies.</p>		
Action #	Title	Description	Total Funds	Contributing
1.7	Fine Arts Program - Visual and Performing Arts (VAPA)	<p>In order to support unduplicated pupils, the Visual and Performing Art (VAPA) programs, which assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic skills, the District will increase staffing to provide eleven band teachers, as funding allows. These teachers will support the elementary supplemental band program as well as the junior high band program. In addition, the District will provide a maintenance program to maintain the current band equipment and materials.</p> <p>In order to provide unduplicated students with rich instruction in fine arts, school sites will support visual and performing arts by providing additional supplemental support materials, increased number of teachers, and by contracting with outside agencies in order to support the fine arts programs. These visual and performing arts personnel would provide students with rich instruction in fine arts (including art, dance, music, and theater). The support of school programs will help students grow social and artistic skills by providing exposure and interest within the Fine Arts program, as well as increasing students' involvement in school and community events held throughout the year.</p>	\$1,812,530	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Student access to Gifted and Talented Education (GATE)	Often, students experiencing poverty, being placed in the foster system, and experiencing homelessness have been historically disproportionately underrepresented in accelerated programs such as GATE. In order to specifically target these students' needs and to meet the needs of other students, the District will continue to provide and increase this action, including the budget to support the GATE program. The support will include professional development, online assessments, parent education, and further enrichment opportunities for our students. The support will include providing GATE screening for all second-grade students and increasing the number of students assessed by providing a second universal GATE screening for 5th-grade students that were never screened.	\$60,000	Yes
Action #	Title	Description	Total Funds	Contributing
1.9	Expanded Learning Opportunity Programs	<p>Expanding learning opportunities are key elements in addressing unfinished learning or achievement gaps due to the effects of the COVID-19 pandemic. Based on local and state data, achievement gaps will continue to be identified, and expanded learning opportunities will be provided in order to support student academic growth with a focus on English learners, foster youth, students experiencing homelessness, and students from low-income families. These standards-aligned, high-quality expanded learning opportunities will take a whole-child approach and may include a cross-curricular format to support student needs. In addition to providing access to academic classes and other opportunities, these programs will provide personalized and targeted learning support for low-income and other disproportionately affected students through a variety of expanded learning hours. These efforts have been shown to lead to increased student performance on state and local assessments. These classes will be monitored throughout the year and may include:</p> <ul style="list-style-type: none"> • distance learning opportunities (as appropriate), • expanded day academic classes, • bridge programs, • academies & Saturday schools, 	\$310,334	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> summer schools. <p>In order to provide students with rich and varied supplemental educational and enrichment experiences, school sites will provide appropriate and effective supplemental enrichment and educational activities. These services will include grade-level aligned CCSS field trips, fine arts activities, assemblies, and guest speakers to support student learning in history/social studies, science, arts, and technology. Services will also include enrichment and comprehensive expanded learning programs to include opportunities for remediation, enrichment, the arts, and homework support. Classes/programs will be monitored throughout the year. Opportunities such as enrichment science, technology, engineering, and math (STEM) college residential programs, the SMBSD Robotics Program, and science camps may be included according to students' needs. In leveraging funds through the ELO-P grant, we have re-allocated funding while still maintaining an investment through the LCAP to ensure progress with expanded learning opportunities.</p>		
Action #	Title	Description	Total Funds	Contributing
1.10	Expanded Learning - After School Education and Safety Program (ASES)	<p>The ASES program was implemented at each school site and community centers in partnership with local community organizations in order to support grade-level student outcomes. Beginning in the 2022-2023 funding for the ASES program is supported by the ELO-G for increased support to include:</p> <ul style="list-style-type: none"> supplemental aligned academic programming and social-emotional learning activities, additional school site support, an increase in the number of students who attend the program to include summer school enrichment programs, and professional learning. <p>Discontinued due to ELO-P funding fulfilling actions/services provided.</p>	\$0	N/A

Action #	Title	Description	Total Funds	Contributing
1.11	Expanded Learning Support - Increase Evening Custodians	<p>Due to an expected continuous increase in expanded learning, parent education, and engagement programs, there is an extreme need to continue to increase evening/night custodians to ensure an equitable distribution of support at all school sites. This action has been one of the most effective actions in the past because it has ensured that programs are able to remain open during extended hours - before school, after school, and on many Saturdays. Therefore, the District will continue to provide support for evening custodians according to the needs of our additional expanded learning opportunities for English learners, foster youth, students experiencing homelessness, and low-income students; this also includes any additional family engagement activities and parent education classes.</p> <p>The total number of evening custodians will be maintained at 29. These services will be maintained in order to continue to provide a secure, clean, and productive learning environment that promotes student learning and safety.</p>	\$2,684,310	Yes
Action #	Title	Description	Total Funds	Contributing
1.12	Strengthen districtwide support systems, processes, and practices that support student learning	<p>The District continues to expand and strengthen functions that support systems, processes, and practices that promote student learning by maintaining the following positions, as funding allows, at both the District and school sites:</p> <ol style="list-style-type: none"> 1) one full-time project clerk per school site (21 total), 2) one full-time office clerk per school site (21 total), 3) Plan Alignment, Business, and Expanded Learning department staff, and 4) centralized district operations cost to support program quality as well as compliance to include the following contracts: GOBO Infographics, Crate, and Document Tracking Services (DTS) and 806 Technologies. <p>It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic achievement. Additionally, the District will continue to support services assigned to the Project</p>	\$4,977,606	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Office. This includes increasing support at the site level by fully funding the Project Clerk position and partially funding several positions in the office that support the implementation of State and Federal programs. The Project Clerks assist with state and federal programs, data entry, English learner compliance, and parent communication.</p> <p>To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, specific roles were established: three Secretary II positions and four Accounting Technicians - Budget Control positions to assist with the increased fiscal activity related to the Local Control and Accountability Plan (LCAP).</p>		
Action #	Title	Description	Total Funds	Contributing
1.13	Advancement Via Individual Determination (AVID)	Nine school sites (Tommie Kunst Junior High, Arellanes Junior High, Fesler Junior High, El Camino Junior High, Bonita Elementary, Liberty Elementary, Rice Elementary, Adam Elementary, and Jimenez Elementary) will continue to provide AVID professional development for teachers, with one planned additional site (Libbon Elementary) including possible attendance at the AVID summer institute (or AVID DigitalXP summer session), or other professional development opportunities. In addition, elementary school sites will continue to move towards site-wide implementation of AVID instructional strategies and will also focus on the AVID Culture, Systems, and Leadership Domains through ongoing coaching opportunities led by site administration. School sites will purchase supplemental and ancillary materials to support AVID strategies.	\$325,025	Yes
Action #	Title	Description	Total Funds	Contributing
1.14	Transitional Kindergarten (TK) Classrooms	In order to implement high-quality instruction, all TK teachers will require additional supplemental materials and supplies. The District will ensure that all students have	\$0	N/A

Action #	Title	Description	Total Funds	Contributing
	Supplemental Support Materials and Programs to Ensure Equity and Access Program	<p>equal access to these materials and supplies by incorporating professional learning for teachers and will revise the current pacing guides in order to align classroom lessons with these resources.</p> <p>Discontinued due to ELO-P funding fulfilling actions/services provided.</p>		
Action #	Title	Description	Total Funds	Contributing
1.15	Increase Classified Staff to Support Expanded Learning Programs	<p>In order to increase the SMBSD quality and quantity of expanded learning instructional time, and to accelerate progress in order to close learning gaps through the implementation, expansion, or enhancement of expanded day learning programs, the District will hire one classified support staff member, as funding allows, at each school site to support the:</p> <ul style="list-style-type: none"> ● planning and implementation of expanded learning programs, ● enrollment and monitoring of attendance, ● parent outreach, ● program alignment, ● progress monitoring, and ● provide a liaison with expanded learning staff to include SMBSD staff and staff hired via outside contracts. <p>This action and service will also support before and after school enrichment programs to include but are not limited to, fine arts and STEM classes, academic enrichment camps, physical education, social-emotional learning, and other activities.</p> <p>Discontinued due to ELO-P funding fulfilling actions/services provided.</p>	\$0	N/A

Action #	Title	Description	Total Funds	Contributing
1.16	Response to Intervention Teachers	The District will provide one Response to Intervention (RtI) teacher (21 total) for each school site, as funding allows. The RtI teacher is responsible for push-in and pull-out support in literacy and/or mathematics for individual or small groups of students who are struggling academically and have been identified for Tier 2 or Tier 3 support through the Coordination of Services (COST) process. The RtI teacher will provide specific instructional support designed to promote academic success for students. The RtI teacher assesses student needs in relation to curriculum objectives and applies a program consistent with identified learning needs, curriculum objectives, and instructional materials, using appropriate teaching strategies, and assessing student progress. The RtI teacher creates and manages a teaching environment conducive to high levels of student learning and communicates regularly with the classroom teacher, and when appropriate, the parents regarding student academic and social progress.	\$2,484,771	Yes
TOTAL			\$28,115,003	

Goal Analysis

An Analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 of the SMBSD LCAP reads: Provide effective district and school-wide support systems, procedures, processes, materials, and practices that support student learning. The actions and services within the goal all have a focus on improving student outcomes in alignment with the goal. During the 2021-2022 school year, the actions and services were implemented with fidelity and overall they were found to be effective for increasing or improving services for students as shown in both qualitative and quantitative data. All students had access to state-aligned instructional programs and materials, all staff were fully credentialed and appropriately assigned, and facilities were in “Good” repair. Notable successes within Goal 1 that equated to district-wide progress towards reaching our goal included, the enrichment of learning opportunities to support and enhance teaching and learning through the use of supplemental programs such as Achieve 3000, technology programs, and library media support.

Substantive differences in planned actions and actual implementation for identified actions and services include:

Goal 1.2: We had several Tier 1 vacancies during the 2022/2023 school year within the Information Technology department. To ensure equitable support was provided, we established a rotation that allowed Tier 1 techs to provide coverage at vacant sites. We continue to work with Human Resources to fill these vacancies as quickly as possible.

Goal 1.3: Throughout the prior school year, in assisting with internet access to ensure connectivity amongst as many students and families as possible, a significant number of families were provided free internet access and support - that number of families in need decreased and resulted in less funding needed.

Goal 1.5: In staffing for a full-time Library Media Clerk for each school site, staffing shortages and unfilled vacancies specific to this position restricted full implementation.

Goal 1.6: All but one school site was staffed with a PE teacher for 1st through 6th grade students and that vacancy was filled by January. Gen Ed teachers were asked to ensure PE minutes; less small group/differentiated instruction occurred at this site.

Goal 1.8: This action was not as robustly performed as expected. All assessments and some professional learning occurred, but embedded program support, parent education, and enrichment in EXLP were all very limited. The district will continue to provide and work to increase this action to support the GATE program. The support includes professional development, online assessments, parent education, and further enrichment opportunities for our students.

Goal 1.9 and 1.10: With the available funding through ELO-P funds, intended activities in summer school as well as Saturday school and the After School Education and Safety Program (ASES) were absorbed through that dedicated funding and not needed within the LCAP for this school year.

Goal 1.11: With only 24/30 staffing positions filled, custodians had to work extra hours to fulfill responsibilities for sites during an extended day than in previous school years. Recruitment efforts continue to fill the vacancies with a goal of being fully staffed in the upcoming school year.

Goal 1.14: Our Teaching and Learning team is building their capacity around the use of AVID strategies in professional learning as a model for teachers to use in their classrooms to ensure student access to grade level instruction. Over the last several months, there has been increasing interest in bringing these high leverage strategies back to the forefront to ensure student success with our adopted curriculum.

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal 1. The intended implementation and 2022-2023 budgeted expenditures are reflected below:

Goal 1.1: Some of the allocated funds initially included an allocation towards instructional materials to support the expanded learning program which was transitioned to funding through ELO-P.

Goal 1.3 Due to a staffing vacancy, some of this project has been delayed. Now that the position has been filled, we anticipate the project to continue and for these funds to be used in the coming months.

Goal 1.5: The district spent unexpended funds as a result of staffing shortages.

Goal 1.6: Vacancy of one PE Specialist for ½ year.

Goal 1.8: GATE funds were provided for EXLP through ELOP, leaving this money available in the plan. The service was implemented, but we did not spend from LCAP.

Goal 1.9: EXLP ELD and Summer School funds were provided for elementaries through ELOP, leaving this money available in the plan. The service was implemented, but we did not spend as much from LCAP as anticipated.

Goal 1.10: ASES funds were provided for EXLP through ELOP, leaving this money available in the plan. The service was implemented, but we did not spend from LCAP.

Goal 1.11: Less than the allocated funds were fulfilled due to staffing vacancies throughout the school year.

Goal 1.14: Less than the allocated funds were fulfilled due to supply chain delays and shortages for materials and purchases in supporting the expansion of our TK classrooms.

An explanation of how effective the specific actions were in making progress toward the goal.

From fall 2021-2022 to fall 2022-2023, students have shown growth in most grades and subjects. Aside from 8th grade reading, no grade or subject showed a loss in growth, though most grades experienced less growth than the norm. The aforementioned charts located in the Plan Summary charts reflect the actual observed average growth by grade level⁵.

Additionally, when we further review the fall 2022 NWEA data, SMBSD students lag behind the NWEA national norm in both reading and math. Our goal is to meet or exceed the national norm in reading and math. The table below shows the difference between the SMBSD average norm in comparison to the NWEA national norm. The distance from the norm ranges from 8.85 to 13.09 points in reading and from 7.3 to 12.8 points in math.

Goal 1.1 Current core and approved supplemental programs are available to all students. All supplemental purchase requests now follow a well established process of approval, which includes a request for the site to explain the Professional Learning plan needed for adequate implementation of the program with fidelity.

Goal 1.2: The most significant action that was taken during the 2022/2023 school year to increase student access and support to learning opportunities via Technology was the increase for Tier 1 Support at each of the school sites across the entire district. Each position was increased from 180 days to 190 days and additionally the work day was extended an additional 1.5 hours. This equated to an increase by 350 additional hours for each school site.

Goal 1.3: In support of ensuring equitable access, the District has continued to provide hotspots to families who are in need of internet access as a short term remedy. Additionally, we continue to work on our long term goal of developing our own LTE network that would provide free internet access across using surplus bandwidth that is available outside of the regular school day.

Goal 1.4: The district continues to provide access to the following tools: Peardeck, Hapara, Typing Club, EdPuzzle, ScreenCastify, Zoom, SmartSoftware. As an expansion of these efforts, we are currently piloting Kami which allows for students to more easily annotate on digital resources provided by their teacher. Based on usage reports that we will collect in June a decision will be made regarding a purchase for the 2023/2024 school year.

Goal 1.5: Students with full time school librarians are guaranteed access to an on-site library that supports literacy, the district curriculum (ELA support collection) and support in learning how to access information (CA Model Library Standards). Increasing the amount of Spanish books within

⁵ Please note that grade 1 does not show fall-to-fall growth, because grade 1 students were in kindergarten last year, and kindergarten does not take the NWEA in the fall. As a result, there is no base score from last year to compare against.

school libraries ensures that our bilingual, English learners, and our student's families see themselves in our collection and can build on their Spanish literacy.

Goal 1.6 - State reporting requires participation rates (not Healthy Fitness Zones) due to COVID closure changes. For SMBSD, participation rates were over the required 95% in both grades in all testing domains with the exception of Trunk Extensor (5th) and Aerobic Capacity (7th). By allowing students access to PE Specialists, and ensuring their access to Ed Code required minimum minutes, we are making progress to this goal. Teachers are able to utilize the PE pull out time to reduce overall class size and provide targeted instruction based on students' needs. Nearly 43% of 5th grade students and 56% of 7th graders are now in the HFZ for 4 or 5 of the 5 Zones. 75%+ students in all grades made growth on the Fall NWEA reading and math assessments. We expect to see continued improvement in the academic areas resulting from this ability to differentiate instruction.

Goal 1.7: 75%+ students in all grades made growth on the Fall NWEA reading and math assessments. We expect to see continued improvement in the academic areas resulting from this ability to differentiate instruction.

Goal 1.11 With an increase in custodians from previous school years, sites were able to maintain a healthy, safe and clean environment throughout the traditional school day plus the extended school hours for student learning and parent engagement. Staffing vacancies looking to be filled in the upcoming school year will continue to improve upon goals of the school site environment with extended hours of service for students, staff, and families.

Goal 1.12: An expansion of the support provided to school sites which will enhance collaboration and increase student academic achievement. The District will continue to support services assigned to the Project Office. This includes increasing support at the site level by fully funding the Project Clerk position and partially funding several positions in the office that support the implementation of State and Federal programs. The Project Clerks assist with state and federal programs, data entry, English learner compliance, and parent communication. To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, specific roles were established: three Secretary II positions and four Accounting Technicians - Budget Control positions to assist with the increased fiscal activity related to the Local Control and Accountability Plan (LCAP).

Goal 1.13: The Teaching and Learning Department continues to focus on embedding AVID strategies in professional learning sessions for all teachers to build teacher capacity in the use of the strategies, so they, in turn, can use these high-leverage strategies with their students. The goal is to support student access to grade level instruction, increase student ownership, and to build attributes and skills aligned with our SMBSD CCR plan. AVID strategies are focused around 5 categories to help ensure success for all students - Writing, Reading, Collaboration, Organization, and Inquiry. While embedding these strategies in all professional learning can have a positive impact on all student learning, several of our school sites are also

designated as AVID schools based on their decision to refine systems and structures to align AVID and SPSA goals from this lens of college and career readiness.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1 will remain largely as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2023-2024 plan unless mentioned below. We will continue to examine both qualitative and quantitative data to ensure the maximum impact of each action and service. Progress monitoring for all students will continue to be done frequently in order to ensure continuous improvement.

Goals 1.3: With the increased access to internet service and connectivity the past two school years, more SMBSD families have access through technology to their child’s education resulting in less funding needed in this area to maintain services.

Goal 1.5: Review future Credentialed Teacher Librarians’ potential impact in Library Services for students. Teacher librarians should work with teachers to improve Information Literacy Skill instruction for students as well as improve library programming/coverage alongside the Library Media Clerks.

Goal 1.6: Change the description of PE teachers to 2 per site without reference to grades served in order to allow site flexibility to distribute PE services.

Goal 1.7: Increase the action for band/music teachers from 9 to 11 to allow more sections of Junior High Band.

Goal 1.9: Decrease amount due to availability of ELO-P funds to source majority of all actions/services.

Goal 1.10: Decrease release money and end goal as all programming will be through ELO-P funds.

Goal 1.13 - Newly implementing AVID Schools for 2022-2023 are Adam and Jimenez. Planned for newly implementing for 2023-2024 is Libbon Elementary.

Goal 1.14: Discontinue within LCAP due to funding of actions/services with the ELO-P funds.

Goal 1.15: Discontinue within LCAP due to funding of actions/services with the ELO-P funds.

Goal 1.16: To support the implementation of actions and services for our multilingual students, the District will add 21 Intervention Teachers, allowing one per school site to help improve outcomes for our students - responsibilities include but are not limited to the following: push-in and pull-out support in literacy and/or mathematics for individual or small groups of students who are struggling academically and have been identified for Tier 2 or Tier 3 supports through the Coordination of Services (COST) process. The RtI teacher will provide specific instructional support designed to promote academic success for students. The RtI teacher assesses student needs in relation to curriculum objectives and applies a program consistent with identified learning needs, curriculum objectives, and instructional materials, using appropriate teaching strategies, and assessing student progress. The RtI teacher creates and manages a teaching environment conducive to high levels of student learning and communicates regularly with the classroom teacher, and when appropriate, the parents regarding student academic and social progress.

Goals and Actions

Goal 2

Goal #	Description
2	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.

An explanation of why the LEA has developed this goal

This goal was developed to support ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. It was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional learning to continuously build instructional capacity. It was also developed to support the utilization of multiple sources of quantitative and qualitative data to assess and monitor instruction/improvement, create systems for consistent monitoring, and provide processes to ensure data is gathered to support teachers, administrators, and district staff in implementing testing and data evaluation, and frequent data collection. Additionally, it was created to ensure that data is used appropriately to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure that all students will move a minimum of a grade level each year through effective first instruction practices.

The California State Dashboard shows that significant academic performance gaps continue to exist for multiple student groups including foster youth, students with disabilities, African American students, English learners, homeless students, and socioeconomically disadvantaged student groups. Santa Maria-Bonita School District's English learners, foster youth, and socioeconomically disadvantaged students continue to lag behind

the district in both Literacy and Mathematics on state and local measures (SBAC/NWEA LCAP benchmark metric).

Educational partner feedback and recommendations for this goal include, but are not limited to: the need to continue to provide high-quality, equitable grade-level instruction every day in every classroom, all students receive the core curriculum, continue school and districtwide assessment to help focus instruction, provide collaboration time for teachers to review data and plan next steps to support students who are struggling, and create pipeline programs for both certificated and classified staff. Furthermore, feedback from our educational partners indicates that providing high-quality professional learning to both our certificated and classified staff allows for a more personalized class environment and high-quality instruction. Our educational partners agreed that the District should continue to support aspiring, new, and existing leaders to ensure the focus areas of the District are carried out through direct support and coaching for all site administrators that will include the development of schoolwide leadership structures.

This goal will continue to help to close the gaps by providing an aligned organizational system, building instructional capacity, and incorporating educational partner feedback. It also addresses the measuring and reporting results under Priority 4: (Student Achievement) which includes District Common Assessment Participation Rates for both reading and mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) District Common Assessment Participation Rate (NWEA Math) Percentage of students completing the District Benchmark Assessments in Math	In Fall 2020 93% of students took the NWEA Math Assessment	In Fall 2021 95.96% of students took the NWEA Math Assessment	In Fall 2022 95.51% of students took the NWEA Math Assessment		98% within all grade levels will be tested

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>District Common Assessment Participation Rate (NWEA Reading)</p> <p>Percentage of students completing the District Benchmark Assessments in Reading</p>	In Fall 2020 94% of students took the NWEA Reading Assessment	In Fall 2021 97.57% of students took the NWEA Reading Assessment	In Fall 2022 96.77% of students took the NWEA Reading Assessment		98% within all grade levels will be tested
<p>Collaboration Time - Percentage of school sites completing collaboration time data collection tool and percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students.</p> <p>Source: School Site Meeting Agendas and sign in sheets.</p>	The baseline from 2020-2021: all sites had grade level meetings one time per month with 80% participation rate.	Although grade level meetings were held, the outcome was not collected in the 2021-2022 school year. In collaboration with our labor partners, one hour of Professional Learning Community time has been allocated each week beginning the 22-23 school year.	Although grade level meetings were held, the outcome was not collected in the 2022-2023 school year. In collaboration with our labor partners, one hour of Professional Learning Community time has been allocated each week beginning the 23-24 school year.		By 2024 all sites will have grade level meetings one time per month with 100% participation rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New Teacher Institute - 100% of new teachers will participate in monthly professional learning opportunities for new teachers. Source: agendas, surveys, and sign in sheets.	100% (Sixty-seven) new teachers were supported during monthly the 2020-2021 school year	100% (One hundred and three) new teachers were supported during the monthly 2021-2022 school year.	100% (79) new teachers were supported during the monthly 2022-2023 school year.		By 2024, 100% of our new teachers will participate in the New Teacher Institute professional learning sessions each month.
Aspiring Leader Academy Source: agendas, surveys, and sign in sheets.	In Spring 2021, thirteen candidates were identified for the first cohort of new leaders to participate in the monthly Aspiring Leader Academy professional learning sessions.	For the 2021-22 School Year 10 Aspiring Administrators completed the program.	Aspiring Leader Academy did not occur during the 2022-2023 school year.		By 2024, 100% of aspiring leaders will participate in the monthly Aspiring Leader Academy professional learning sessions.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning	<p>The District will continue to provide ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. There will continue to be an expansion of support through our pipeline programs, onboarding for new teachers and leaders, and ongoing coaching for all administrators with a focus on developing our leaders' capacity to implement change and support the development of teachers in providing high-quality grade level instruction for increased outcomes in student achievement. In addition to the leadership development, professional learning will be provided around the operational structures that support leaders in the day-to-day operations of the school through monthly co-administrator meetings that will continue to take place.</p> <p>At a minimum, professional learning will include the following:</p> <ul style="list-style-type: none"> • pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers • weekly collaboration for site coaches, monthly professional learning for new teachers, monthly onboarding for substitute teachers, and ongoing support for student teachers, mentor teachers, and master teachers • workshops, coaching and conference opportunities, 1:1 coaching, and collaborative time to support the implementation of professional learning communities (PLCs) that will assist in building capacity regarding personnel practices, site management, and instructional leadership • Year 1: new leader onboarding and monthly and quarterly meetings 	\$150,000	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Year 2: leader meetings focused on learning specific to SMBSD vision and goals • Lead Learner Team (LLT) meetings that focus on high-quality instruction • Clear Administrative Credential Program professional learning with a focus on coaching strategies and techniques • Principal Institutes - six meetings a year for principals to develop their personal leadership skills <ul style="list-style-type: none"> • Pipeline development through professional learning opportunities for our classified staff as well as collaborative efforts with the community college and other outside community agencies. These include learning opportunities for former students and/or community members that might enhance their interest in education and, in turn, support our goal to recruit and hire critical positions such as bilingual instructional aides and bilingual and trilingual translators/interpreters. • A component of our pipeline development is establishing a teacher residency program to grow our own. Through our Teacher Residency program, we will sustain employment and support the health and well-being of all residents during their student teaching experience. <p>The modality of professional learning opportunities will include a hybrid learning model, virtual offerings, and in-person classes. The District will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in the cost of professional learning services.</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	Equity and Access - District and School Site Aligned Assessment System, Data Analyst Technician	<p>The District will continue to expand and strengthen functions that support systems, processes, and practices to more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level. Foster youth, English learners, low-income students, and all student groups are identified through disaggregated data and supported through equity and access goals (transparency, data and assessment literacy, and support for student needs). The Assessment and Accountability team will continue to provide processes to ensure data is gathered accurately to support teachers, administrators, and district staff in implementing aligned and data evaluation across the system.</p> <p>Furthermore, the team will continue to collect and analyze data in order to set targets for students and student groups at the district and site level.</p> <p>The District will continue to provide:</p> <ol style="list-style-type: none"> 1. A comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment (NWEA) Map Growth Tool and the Illuminate Education Programs will continue to be used. 2. Data analysis technical support in the area of data management, statistical analysis and reporting, and assistance in designing data collection projects and activities. 3. An assessment support team, as funding allows, to assist designated staff to plan, organize, and conduct assessment activities for limited or non-English speaking students, including students with special needs, perform language census testing, and record the results as assigned. Administer, monitor, and score a variety of tests including criterion-referenced tests, general aptitude tests, and student proficiency levels. 4. Centralized district operations cost to support program quality, as well as compliance. <p>We will continue this staffing of a Data Analyst Technician to provide direct</p>	\$572,750	Yes

Action #	Title	Description	Total Funds	Contributing
		services to the school site administrators and professional learning teams by providing data reports, supporting data analysis, and supporting professional learning offerings that will be offered.		
Action #	Title	Description	Total Funds	Contributing
2.3	Director, School Support	The District will continue to provide one Director of School Support, as funding allows, to provide direct support and coaching for all site administrators including the development of schoolwide leadership structures, the development and support for aspiring, new, and existing leaders through new leader onboarding, and support administrative teams development and professional learning through instructional practice walks (IPWs). This action to support leaders will ensure that the focus areas of the district are carried out by directly supporting and coaching all site administrators, including the development of schoolwide leadership structures.	\$236,340	Yes
Action #	Title	Description	Total Funds	Contributing
2.4	Coordinator, Assessment & Accountability	This position has been moved to funding through the ELO-P for a more direct alignment to its role and responsibilities	\$0	N/A
Action #	Title	Description	Total Funds	Contributing
2.5	Teachers on Special Assignments (TOSA)	The District will continue to provide one teacher (full-time certificated) on special assignment, as funding allows, for Assessment and Accountability and one teacher (full-time certificated) on special assignment for Teacher Development. The TOSA for Assessment and Accountability will provide support and resources for teachers and administrators in the understanding and use of data to inform instruction. The TOSA for Teacher Development will	\$315,583	Yes

Action #	Title	Description	Total Funds	Contributing
		work with both Educational Services and Human Resources in providing specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices that will support foster youth, homelessness, and English learners and retain/recruit highly qualified teachers.		
Action #	Title	Description	Total Funds	Contributing
2.6	Program Specialists (PS) for Leadership, Teacher Development and Credential Analyst and Budget Manager for Teacher Development	The District will provide one Program Specialist for Leadership Development, as funding allows. This position will assist in planning, organizing, and directing a comprehensive professional development program for district administrators, co-administrators, and aspiring administrators. The position will also assist in developing and coordinating training for site leaders on creating effective learning environments, and communicating with district leaders in a timely manner to provide constructive feedback to improve their effectiveness which will lead to better outcomes for foster youth, low income, and English learners. The District will also provide one Program Specialist for Teacher Development, as funding allows. This position will work with both Instructional Services and Human Resources to provide specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices that would support foster youth, low income, and English learners. This position will also help to retain/recruit highly qualified teachers. In addition, for the 2022-2023 academic year, the District will provide one Credential Analyst and Budget Manager for Teacher Development. This position will closely monitor the credential status of newly hired teachers, residents, and interns. They will monitor their progress throughout the induction process and be responsible for monitoring grants and tracking budgets associated with teacher development and pipeline work.	\$523,324	Yes

Action #	Title	Description	Total Funds	Contributing
		All of these positions will continue to provide a robust system of support for all educators, including a comprehensive teacher pipeline and a district-sponsored induction program.		
TOTAL			\$1,797,997	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions

All actions and services in Goal Two were implemented according to the strategy outlined in the LCAP descriptions. The actions and services were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions, except in regards to staffing as described below:

Substantive differences in planned actions and actual implementation of these actions are described below:

Goal 2.4: Position of Coordinator of Assessment and Accountability & Data Analyst Technician had its funding source moved to the ELO-P to best match its role and responsibilities in supporting students in expanded learning. Coordinator position was flown and interviewed twice before hiring. The person hired took another district position after 3 weeks. The position remained empty the rest of the year until it was redesigned and closed.

Goal 2.6: Due to the staffing vacancy throughout the school year for the Program Specialist - Leadership Development position, less funding was fulfilled than allocated. Recruitment efforts through Human Resources have continued to staff for the 2023-2024 school year.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal Two. The District was unable to hire a Coordinator of Assessment and Accountability and a Program Specialist for Leadership; therefore, spent less on these actions. These positions were vacant throughout the school year.

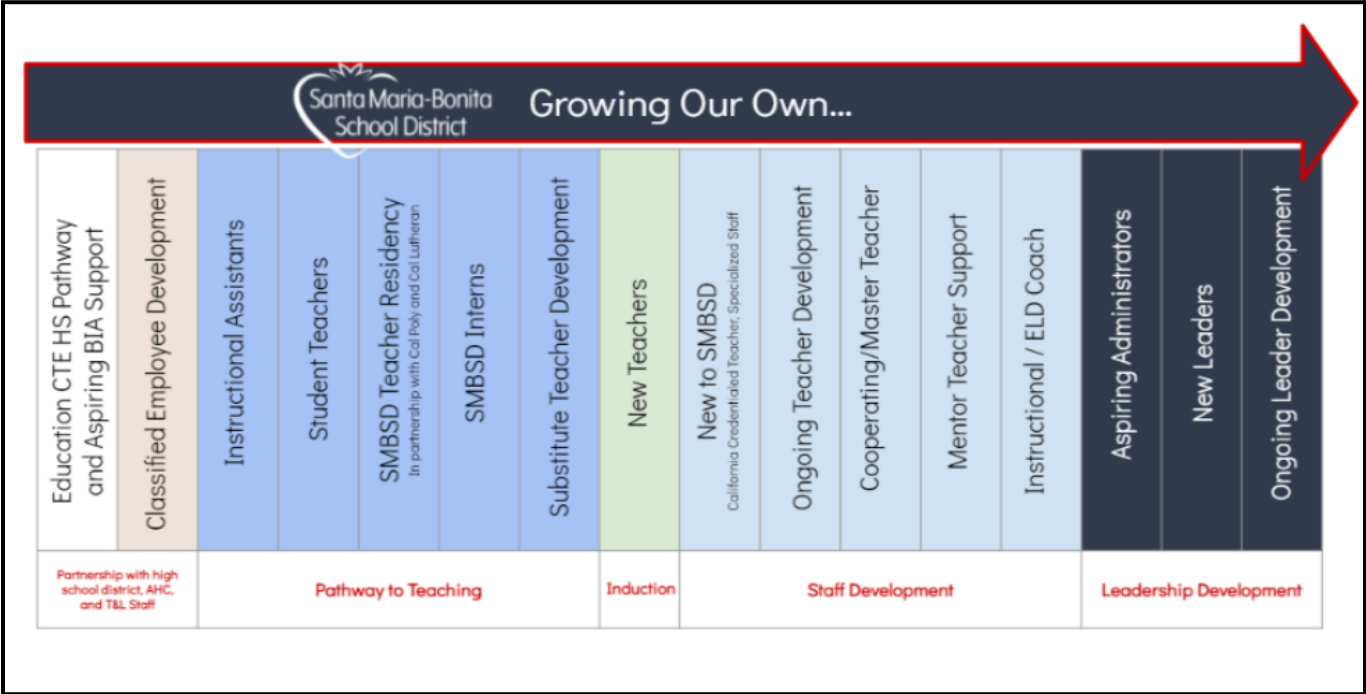
Goal 2.2: The contract in fulfilling the services for the Northwest Evaluation Association Assessment (NWEA) and School Site Assessment Tools was less than anticipated, resulting in less actual expenditure for this action/service.

Goal 2.3: The Principal on Special Assignment position was not filled after the vacancy early in the school year as taking an administrator in direct support of students was the priority over filling this position midyear. This position will remain vacant in prioritizing administration on site in supporting students and families directly.

Goal 2.4: Position of Coordinator of Assessment and Accountability & Data Analyst Technician had its funding source moved to the ELO-P to best match its role and responsibilities in supporting students in expanded learning and resulted in \$185, 656 in less funding through the LCAP as a result.

An explanation of how effective the specific actions were in making progress toward the goal.

As mentioned above, the effectiveness of specific actions and services to achieve the articulated goal included successes in the development and implementation of the SMBSD Pipeline Program which included ongoing professional learning in order to build capacity to ensure that all staff has the required skills necessary to provide high-quality grade-level instruction in every classroom. As seen in the graphic below, in addition to professional learning, the Pipeline Program included building partnerships with the high school district, and Allan Hancock staff providing pathways for classified and teacher recruitment, and the creation of a comprehensive program for new teachers. The quantitative data used to measure the effectiveness of the New Teacher Institute Program showed an increase in participation and an increase in the support provided through additional workshops and classes offered. Qualitative data was used to measure the effectiveness of the actions and services within the goal.



Goal 2.1: JL The district has provided over 150 unique professional learning opportunities during the current school for teachers, administrators and classified staff members in order to support student access to high-quality grade-level instruction. Professional learning opportunities take many shapes, based on staff needs. A few of the overarching themes are:

- PD to Go!
- BIA Professional Learning Opportunities
- Special Education IA Learning Opportunities
- Site Coach Professional Learning Opportunities
- August 8 PL Day
- November 1 PL Day

Feedback is gathered after each learning experience in order to support the design and implementation of follow up professional learning opportunities, as well as to enhance identified areas, if needed. Professional learning specific to goal 2.1 is also targeted to supporting the district's Grow Your Own Pipeline initiative. These supports include New Teacher Week, ongoing mentor training, and the monthly new teacher training.

Goal 2.2: The district has provided a comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment Map Growth Tool (NWEA) and the Illuminate Education Programs allow teams at the classroom, grade-level, and school-level to make data-informed decisions. Assessment scores are being used to inform daily instruction as well as to identify students who need out-of-school time interventions through the Expanded Learning Plan offerings. The recent new position of Data analyst has provided technical support in the area of data management, statistical analysis and reporting, and assists in designing data collection projects and activities. Site admin and District admin have noted that having a data analyst has made analysis of trends much easier, as they can now focus on what the data tells us, rather than focusing on the task of compiling the data. Our assessment support team assists designated staff to plan, organize, and conduct assessment activities for limited or non-English speaking students, including students with special needs, perform language census testing, and record the results as assigned. This task provides us with accurate, up-to-date data on these special populations of students so that support can be designed and delivered effectively. Finally, we have been able to centralize district operations costs to support program quality, as well as compliance. Overall, the effectiveness of these actions and services is high and we recommend continuing them without interruption.

Goal 2.3: The district provides one full time Director for School Support. This position provides coaching and support to aspiring leaders, new leaders and current leaders. The position is critical in recruitment and retention of administrators through a variety of avenues: The Aspiring Administrator

Academy run every other year to recruit and grow our teacher leaders with an interest in pursuing a more formalized leadership role, the coordination of all services and requirements to ensure all new administrators complete their induction program and clear their credential in the required two years and finally, supporting current site leadership through coaching and support on a regular basis.

Goal 2.5: JL for most. LG for A & A: The district provides **one teacher (full time certificated) on special assignment for Assessment and Accountability**. This position provides support and resources for teachers and administrators in the understanding and use of data to inform instruction. This position is critical in the collection of accurate and reliable data, as they support sites in all assessment windows for local and state assessments and surveys. Having this data supports the District goal of providing timely, relevant, and effective instruction and support to all students.

The district provides one teacher (full time certificated on special assignment for Teacher Induction. This position provides support for organizing and executing professional learning and onboarding for new teachers during New Teacher Week, monthly New Teacher Year 1 and New Teacher Year 2 training supports, trains all mentors to ensure initial certification and provides ongoing support and feedback, and supports all teachers and mentors during the 2 year Induction process. Having this support allows the district to provide an in-house State accredited Induction program, as well as a robust support system to ensure the district is able to recruit and retain highly qualified staff.

Goal 2.6: The district provides one full time program specialist for Teacher Development who supports various levels of the district's Grow Your Own Pipeline. This position provides oversight of the district's State accredited Induction program and all new teacher support, provides oversight of training for the site instructional, ELD coaches, and new teacher mentors. The program specialist works alongside multiple Institutes of Higher Education (IHEs) to support the design and execution of the various credential programs as well as ongoing continuing education opportunities for the district. The program specialist also supports the recruitment of classified staff into teaching as part of the district's Grow Your Own Pipeline. The program specialist for Teacher Development works in partnership with Human Resources to ensure the district is able to recruit and retain highly qualified staff.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal Two will largely remain as previously written with the exception of discontinuing the pursuit of the position in Goal 2.3. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2023-2024 plan. With exception to the Principal on Special Assignment and Coordinator, Assessment & Accountability, the approved vacant positions that were unfilled in the 2023-2024 school year will be filled prior to the start of the new year. We will continue to examine both qualitative and quantitative data to ensure the maximum impact of each action and service. Progress monitoring of professional learning and the pipeline program will continue to provide ongoing teacher,

administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems.

Goals and Actions

Goal 3

Goal #	Description
3	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 standard-based content.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process to support our LCAP 2021-24 cycle. This goal was developed to reflect our district’s commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. Our deliberate, intentional culture of learning with high expectations and our expectation that all students in every classroom are tackling relevant, challenging content, taking ownership of their learning, and improving every day is reflected within this goal. The Santa Maria-Bonita School District (SMBSD) will examine the achievement gaps through an equity lens and implement research-based instructional and intervention practices. We will provide accelerated learning through pedagogical academic support and equitable access to rigorous grade-level classroom lessons grounded in high expectations.

The actions under this goal will continue to support accelerated learning and equitable access to high-quality instruction grounded in high expectations, build the collective capacity to improve instruction through continued funding of subject expert staff leaders, teacher support, and professional learning, and provide staff leaders who will assist with professional learning, implementation of new curriculum, and supporting teachers in every classroom.

When analyzing the California School Dashboard and local Northwest Evaluation Association (NWEA) data, the following observations were made in order to support the development of this goal and related actions and services.

The California Dashboard indicates the academic indicator for English Language Arts (ELA) and Mathematics at the Low performance level for our third through eighth-grade students.

- For ELA, the academic indicator for students in the District, indicates they are scoring at 62.5 points below standard.
- For Mathematics, the academic indicator for students in the district indicates they are scoring at 92.8 points below standard.

Through a further review of our most recent quantitative local NWEA data (shown in the *Reflections of Identified Needs* section of the plan), we feel an urgent need to continue to implement, monitor, and increase programs to support students' growth in reading and mathematics. All Santa Maria-Bonita students do not currently perform at or above grade level in English language arts or mathematics. In addition, we want all students to improve academic achievement across the standards. The Local Indicator for Implementation of Academic Standards identifies the need to support the implementation of collaboration and to build capacity around essential standards and quality first instruction. We continue to build capacity around essential standards and quality first instruction through implementing the actions and services within this goal in order to meet this local indicator.

After reviewing data showing results from the past and current school years, feedback, and recommendations from Educational Partners, SMBSD will continue to support the actions and service within this goal. This support will allow students in becoming college and career ready including:

- providing all students high-quality grade-level instruction every day in every classroom,
- supplying all students with standards a aligned core curriculum,
- building capacity with instructional coaches,
- monitoring the correlation between professional learning and student growth,
- monitoring best practices,
- delivering appropriate and relevant professional learning district-wide,
- recording professional learning opportunities,
- providing training for mathematics and technology,
- using data and applying it to instruction,
- differentiating and scaffolding supports to meet the needs of all students including culturally responsive teaching practices, inclusionary practices, and social emotional learning, and
- training teachers to increase student engagement.

By continuing the actions and services within this goal and by improving the quality of these actions and services, we expect to continue to see increased access to effective tier one instruction which will translate to improved scores on state assessments from 2022-2023, specifically for our targeted student groups, including: low-income, foster youth, and English learner student populations.

We expect to further close the achievement gap that is reflected on the California State Dashboard and on NWEA benchmark data among all students and among specific student groups that need the most support. The actions and metrics outlined within this goal will help achieve SMBSD's goal of preparing successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Grades 3rd - 8th Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA)</p> <p>California Dashboard Academic Indicator</p>	<p>English Language Arts (3-8) California School Dashboard 2019</p> <p>Performance on the California School Dashboard English Language Indicator (grades 3-8) was Yellow for all student groups. The status Low 39.1 points below standard. The change was Increased by +8.4 points. Student Groups - Performance as reported on the California State Dashboard:</p> <p>All Students - Yellow Status: Low (39.1 points below standard)</p> <p>Change: Increased +8.4 points</p> <p>English Learners -</p>	<p>Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data below).</p>	<p>English Language Arts (3-8) California School Dashboard 2022</p> <p>Performance on the California School Dashboard English Language Indicator (grades 3-8) was not available for all student groups. (Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year data. For this year only, performance levels are reported using one of five Status levels.) The status is Low 62.5 points below standard. The change was unavailable.</p> <p>Student Groups -</p>		<p>By 2024, SMBSD students will improve in English Language Arts, as demonstrated by an increase of 40 points scored, so that students are at or above standard overall. Performance on the Dashboard English Language Arts Indicator will improve to Green for all student groups.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Yellow Status: Low (53.6 points below standard) Change: Increased +3.6 points Foster Youth - Yellow Status: Low (60.3 points below standard) Change: Increased Significantly +34 points Homeless - Yellow Status: Low (49.1 points below standard) Change: Increased +7.8 points Socioeconomically Disadvantaged - Yellow Status: Low (42.8 points below standard) Change: Increased +8 points Students with Disabilities - Orange Status: Very Low (126.9</p>		<p>Performance as reported on the California State Dashboard: All Students - n/a Status: Low (62.5 points below standard) Change: n/a English Learners - n/a Status: Very Low (79 points below standard) Change: n/a Foster Youth - n/a Status: Very Low (95.2 points below standard) Change: n/a Homeless - n/a Status: Very Low (75 points below standard) Change: n/a Socioeconomically Disadvantaged - n/a Status: Low (66 points below standard) Change: n/a Students with</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points below standard) Change: Increased +8.9 points African American - Yellow Status: Low (45.1 points below standard) Change: Increased +14.8 points American Indian - None Status: Low (35.9 points below standard) Change: Maintained +1.1 points Asian - Blue Status: High (32.5 points above standard) Change: Increased Significantly +23.3 points Filipino - Green Status: High (18.4 points above standard) Change: Maintained</p>		<p>Disabilities - n/a Status: Very Low (147 points below standard) Change: n/a African American - n/a Status: Low (32.2 points below standard) Change: n/a American Indian - n/a Status: No Performance Level (66.2 points below standard) Change: n/a Asian - n/a Status: No Performance Level (33.1 points above standard) Change: n/a Filipino - n/a Status: High (12.4 points above standard) Change: n/a Hispanic - n/a Status: Low (65 points below standard)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	+2.1 points Hispanic - Yellow Status: Low (41.5 points below standard) Change: Increased +8.4 points Pacific Islander - n/a Two or More Races - Yellow Status: Low (4.6 points below standard) Change: Declined -5.9 points White - Green Status: Medium (0.1 points above standard) Change: Increased +15.4 points		Change: n/a Pacific Islander - n/a Two or More Races - n/a Status: Low (42 points below standard) Change: n/a White - n/a Status: Low (11.9 points below standard) Change: n/a		
State Priority 4: Student Achievement (Pupil Outcomes) Kindergarten Student Entrance Profile (31 RS) Above 71% = Mastery overall Grades Transitional Kindergarten and Kindergarten	Fall 2019* Note KSEP not administered in Fall 2020 38.88% of students scored "Mastery" on the KSEP rating scale	In Fall 2021, 14% of students scored "Mastery" on the KSEP rating scale (-24.88 from Fall 2019; -46 from Target percentage)	In Fall 2022, 17.7% of students scored "Mastery" on the KSEP rating scale (-21.18 from Fall 2019; -42.3 from Target percentage)		By 2024, SMBSD students will improve in school readiness, as demonstrated by an increase in the % of students scoring "Mastery" on the KSEP Rating scale, to an overall rate of 60% of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) Grades: K- 1st – Northwest Evaluation Association (NWEA) Map Growth Reading - Average (Mean) Rasch Unit (RIT) score *Baseline data is from all students.*	Winter (K) and Fall (1) 20 - 21: +1 to -2 from National Norm	Kinder (Winter 21-22) - 8.13 below national norm Grade 1 (Fall 21-22) - 9.78 below national norm	Kinder (Winter 22-23) - 7.45 below national norm Grade 1 (Fall 22-23) - 12.53 below national norm		By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) ELA Grade: K - NWEA Map Growth Reading - Average (Mean) RIT score *Baseline data is from all students.*	Winter 20-21: 147.4	Winter 21-22: 138 (-9 from Winter 20-21; -8 from Target RIT)	Winter 22-23: 139 (+1 from Winter 21-22; -7 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) Reading Grade: 1st - NWEA Map Growth Reading - Average RIT National Norm	SMBSD Fall 2020: 153.1 RIT National Norm Fall: 155.93	SMBSD Fall 2021: 146 (-7 from Fall 2020) RIT National Norm (-10)	SMBSD Fall 2022: 143.4 (-9.7 from Fall 2020) RIT National Norm (-12.53)		By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) ELA Grades: 2nd - 8th	Fall 2020: -12 to -13.1 from target RIT	Fall 2021: -8 to -16 from Target RIT	Fall 2022: -7.9 to -19.8 from Target RIT		By 2024, SMBSD students will improve their academic achievement in ELA,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
- NWEA Map Growth Reading - Average (Mean) RIT score *Baseline data is from all students.*					by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) ELA Grade: 2nd - NWEA Map Growth Reading - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 163	Fall 2021: 159 (-4 from Fall 2020; -16 from Target RIT)	Fall 2022: 156.8 (-6.2 from Fall 2020; -18.2 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) ELA Grade: 4th - NWEA Map Growth Reading - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 185.7	Fall 2021: 186 (0 from Fall 2020; -12 from Target RIT)	Fall 2022: 182.2 (-3.5 from Fall 2020; -15.8 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) ELA Grade: 5th - NWEA Map Growth Reading - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 193.8	Fall 2021: 195 (+1 since Fall 2020; -9 from Target RIT)	Fall 2022: 191.7 (-2.1 from Fall 2020; -12.3 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) ELA Grade: 6th - NWEA Map Growth Reading - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 199.8	Fall 2021: 201 (+1 since Fall 2020; -10 from Target RIT)	Fall 2022: 200 (+0.2 from Fall 2020; -11 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) ELA Grade: 7th - NWEA	Fall 2020: 204	Fall 2021: 205 (+1 since Fall 2020; -8 from Target RIT)	Fall 2022: 205.1 (+1.1 from Fall 2020; -7.9 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in ELA,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Map Growth Reading - Average (Mean) RIT score *Baseline data is from all students.*					by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) ELA Grade: 8th - NWEA Map Growth Reading - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 206.8	Fall 2021: 208 (+1 since Fall 2020; -10 from Target RIT)	Fall 2022: 204.4 (-2.4 from Fall 2020; -13.5 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) Grades 3rd - 8th; CAASPP Math CA Dashboard Academic Indicator	Mathematics (3-8) California School Dashboard 2019 Performance on the California School Dashboard Mathematics Indicator (grades 3-8) was Yellow for all student groups. The status Low 59.9 points below standard. The change was Increased by +7.8 points. Student Groups - Performance as reported on the California State Dashboard: All students - Yellow Status: Low (59.9 points below standard) Change: Increased +7.8 points English Learners - Yellow	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data below).	Mathematics (3-8) California School Dashboard 2019 Performance on the California School Dashboard Mathematics Indicator (grades 3-8) was not available for all student groups. (Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year data. For this year only, performance levels are reported using one of five Status levels.) The status Low 92.8 points below standard. The change was unavailable. Student Groups - Performance as reported on the		By 2024, SMBSD students will improve in Mathematics, as demonstrated by an increase of 60 points scored, so that students are at or above standard overall. Performance on the Dashboard Mathematics indicator will improve to Green for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Status: Low (70 points below standard) Change: Increased +3.9 points Foster Youth - Red Status: Very Low (123.1 points below standard) Change: Declined -5.6 points Homeless - Yellow Status: Low (63.1 points below standard) Change: Increased +7.8 points Socioeconomically Disadvantaged - Yellow Status: Low (62.6 points below standard) Change: Increased +7.3 points Students with Disabilities - Orange Status: Very Low (151.3 points below standard) Change: Increased</p>		<p>California State Dashboard: All students - n/a Status: Low (92.8 points below standard) Change: n/a English Learners - n/a Status: Very Low (103.9 points below standard) Change: n/a Foster Youth - n/a Status: Very Low (135.2 points below standard) Change: n/a Homeless - n/a Status: Very Low (100.3 points below standard) Change: n/a Socioeconomically Disadvantaged - n/a Status: Very Low (96.2 points below standard) Change: n/a Students with Disabilities - n/a</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	+8.4 points African American - Yellow Status: Low (60.4 points below standard) Change: Increased +5.1 points American Indian - None Status: Low (55.1 points below standard) Change: Increased +7.8 points Asian - Green Status: Medium (2.6 points below standard) Change: Increased Significantly +15.5 points Filipino - Blue Status: High (0.8 points above standard) Change: Increased Significantly +16.6 points Hispanic - Yellow		Status: Very Low (169.8 points below standard) Change: n/a African American - n/a Status: Low (88.3 points below standard) Change: n/a American Indian - n/a Status: None (127.8 points below standard) Change: n/a Asian - n/a Status: None (0.9 points below standard) Change: n/a Filipino - n/a Status: Low (29.3 points below standard) Change: n/a Hispanic - n/a Status: Low (95 points below standard) Change: n/a Pacific Islander - n/a Two or More Races -		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: Low (62 points below standard) Change: Increased +7.7 points Pacific Islander - n/a Two or More Races - None Status: Low (44.6 points below standard) Change: Decreased Significantly -21.5 points White - Yellow Status: Low (27.6 points below standard) Change: Increased +14.2 points		n/a Status: Low (64.7 points below standard) Change: n/a White - n/a Status: Low (45.4 points below standard) Change: n/a		
State Priority 4: Student Achievement (Pupil Outcomes) Grade: TK- K: Math Kindergarten Student Entrance Profile (31 RS) Above 71% = Mastery overall *Baseline data is from all students. *	Fall 2019* Note KSEP not administered in Fall 2020: 38.88% of students scored "Mastery" on the KSEP rating scale	In Fall 2021, 14% of students scored "Mastery" on the KSEP rating scale (-24.88 from Fall 2019; -46 from Target percentage)	In Fall 2022, 17.7% of students scored "Mastery" on the KSEP rating scale (-21.18 from Fall 2019; -42.3 from Target percentage)		By 2024, SMBSD students will improve in school readiness, as demonstrated by an increase in the % of students scoring "Mastery" on the KSEP Rating scale, to an overall rate of 60% of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) Math Grades: K-1st: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*	Winter (K) and Fall (1) 20-21: +1 to +2.5 from National Norm	Kinder (Winter 21-22) - 6.76 below national norm Grade 1 (Fall 21-22) - 7.31 below national norm	Kinder (Winter 22-23) - 6.30 below national norm Grade 1 (Fall 22-23) - 10.45 below national norm		By 2024, SMBSD students will maintain or improve their academic readiness for Math, by maintaining or improving the District average RIT to at or above the national Mean RIT.
State Priority 4: Student Achievement (Pupil Outcomes) Math Grade: K: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*	Winter 2021: 152.6	Winter 21-22: 143 (-9 from Winter 20-21; -7 from Target RIT)	Winter 22-23: 144 (+1 from Winter 21-22; -6 from Target RIT)		By 2024, SMBSD students will maintain or improve their academic readiness for Math, by maintaining or improving the District average RIT to at or above the national Mean RIT.
State Priority 4: Student Achievement (Pupil Outcomes) Grade: 1st: NWEA Map Growth Math - Average (Mean) RIT	Fall 2020: 160.7	Fall 2021: 153 (-8 from Fall 2020; -7 from Target RIT)	Fall 2022: 149.6 (-11.1 from Fall 2020; -10.4 from Target RIT)		By 2024, SMBSD students will maintain or improve their academic readiness for Math, by maintaining or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
score *Baseline data is from all students.*					improving the District average RIT to at or above the national Mean RIT.
State Priority 4: Student Achievement (Pupil Outcomes) Math Grades: 2nd - 8th: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: -5.2 to -18.8 from target RIT	Fall 2021: -8 to -19 from Target RIT	Fall 2022: -10.5 to -21.8 from Target RIT		By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) Math Grade: 2nd: NWEA Map Growth Math - Average (Mean) RIT score	Fall 2020: 169.8	Fall 2021: 167 (-3 from Fall 2020; -8 from Target RIT)	Fall 2022: 164.5 (-5.3 from Fall 2020; -10.5 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline data is from all students.					to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) Math Grade: 3rd: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 179.1	Fall 2021: 178 (-1 from Fall 2020; -10 from Target RIT)	Fall 2022: 175.6 (-3.5 from Fall 2020; -12.4 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes)	Fall 2020: 188.8	Fall 2021: 188 (-1 from Fall 2020; -14 from Target RIT)	Fall 2022: 186.3 (-2.5 from Fall 2020; -15.7 from Target RIT)		By 2024, SMBSD students will improve their academic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Grade: 4th: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*					achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) Math Grade: 5th: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 196.8	Fall 2021: 196 (-1 from Fall 2020; -18 from Target RIT)	Fall 2022: 195.4 (-1.4 from Fall 2020; -18.6 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					that year.
State Priority 4: Student Achievement (Pupil Outcomes) Math Grade: 6th: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 201.9	Fall 2021: 203 (+1 since Fall 2020; -15 from Target RIT)	Fall 2022: 202.2 (+0.3 from Fall 2020; -15.8 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) Math Grade: 7th: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 209	Fall 2021: 209 (0 from Fall 2020; -15 from Target RIT)	Fall 2022: 208.2 (-0.8 from Fall 2020; -15.8 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) Math Grade: 8th: NWEA Map Growth Math - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 213.2	Fall 2021: 213 (0 from Fall 2020; -19 from Target RIT)	Fall 2022: 210.2 (-3 from Fall 2020; -21.8 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.
State Priority 4: Student Achievement (Pupil Outcomes) Science Grades: 7th - 8th: NWEA Map	Fall 2020: -5.7 to -6.5 from National Norm	Fall 2021: -7 from Target RIT	Fall 2022: -8 to -10.3 from Target RIT		By 2024, SMBSD students will improve their academic achievement in Science, by improving

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth Science - Average (Mean) RIT score *Baseline data is from all students.*					the District average RIT to at or above the national Mean RIT.
State Priority 4: Student Achievement (Pupil Outcomes) Science Grade 7th: NWEA Map Growth Science - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 200.9	Fall 2021: 200 (-1 from Fall 2020; -7 from Target RIT)	Fall 2022: 199.0 (-1.9 from Fall 2020; -8 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in Science, by improving the District average RIT to at or above the national Mean RIT.
State Priority 4: Student Achievement (Pupil Outcomes) Science Grade 8th: NWEA Map Growth Science - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 203.1	Fall 2021: 203 (0 since Fall 2020; -7 from Target RIT)	Fall 2022: 199.7 (-3.4 from Fall 2020; -10.3 from Target RIT)		By 2024, SMBSD students will improve their academic achievement in Science, by improving the District average RIT to at or above the national Mean RIT.
State Priority 2: Implementation of Content and	2020-2021 All California State Academic Standards	Initial Implementation (Level 4) - Full	Initial Implementation (Level 4) - Full Implementation		Maintain – All California State Academic Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance Standards California Dashboard Local Indicator – Implementation of Academic Standards	have been implemented	Implementation Data Year: 2020/21 Data source: (Local) State Standards Rating System	Data Year: 2022/23 Data source: (Local) State Standards Rating System		are implemented
State Priority 4: Student Achievement (Pupil Outcome) NWEA MAP Growth - Student Growth *Baseline data is from all students.*		Fall 2020-2021 Reading: 80% of all assessed students showed growth in Reading Math: 82% of all assessed students showed growth in Math Science: 61% of all assessed students showed growth in Science	Fall 2021-2022 Reading: 75% of all assessed students showed growth in Reading Math: 82% of all assessed students showed growth in Math Science: 51% of all assessed students showed growth in Science		100% of all students will show growth by an increase in RIT score in each assessment window in subjects tested
State Priority 4: Student Achievement (Pupil Outcome) NWEA MAP Growth - Student Growth Projection *Baseline data is from all students.*		Fall 2020-2021 Reading: 49% of all assessed students met their growth projection in Reading Math: 44% of all assessed students met their growth projection in Math Science: 46% of all	Fall 2021-2022 Reading: 49% of all assessed students met their growth projection in Reading Math: 49% of all assessed students met their growth projection in Math Science: 42% of all		80% of K-8 students will meet or exceed their personalized growth projection/target in RIT in each assessment window in subjects tested

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		assessed students met their growth projection in Science	assessed students met their growth projection in Science		
State Priority 4: Student Achievement (Pupil Outcome) NWEA MAP Growth - Student Proficiency Projection *Baseline data is from all students.*		Fall 2020-2021 Reading: 27% of all assessed students were proficient in Reading Math: 22% of all assessed students were proficient in Math Science: 31% of all assessed students were proficient in Science	Fall 2021-2022 Reading: 22% of all assessed students were proficient in Reading Math: 19% of all assessed students were proficient in Math Science: 25% of all assessed students were proficient in Science		50% of K-8 students will meet or exceed the national grade level mean RIT score in each assessment window in subjects tested

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Learning	<p>In order to continue to build collective capacity and growth toward the achievement of district/school goals, the District will continue to provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards (CCSS), and effective high-quality first instruction, and to build capacity in reference to:</p> <ul style="list-style-type: none"> • high functioning professional learning communities (PLCs) and Culture and Climate Teams, • mathematical practices (TK-8), • student goal setting as part of student ownership (HQII) - junior high level, • student engagement through effective use of technology for all instructional models, • accelerated learning and equitable access to high-quality instruction, • best practices for implementing Social Emotional Learning (SEL) student supports, • PL specific to all elective teachers that align with their content area, and • literacy foundational skills for grades K-5. <p>Professional learning for our teachers and administrators is critical to maximizing impact on student learning. We will continue to provide a baseline of professional learning that all teachers and administrators receive. This learning will be coupled with targeted learning for specific job roles (i.e. Instructional Coaches, ELD Coaches, PE teachers, etc.) as well as additional optional learning for those seeking learning in specific areas. Additionally, there will be an intentional scope and sequence based off of site administrator feedback for differentiated professional learning opportunities,</p>	\$869,941	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>providing choice and investment in the offerings throughout the school year. This comprehensive plan allows for all SMBSD educators to ensure they are meeting the needs of all of their students.</p> <p>The District will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in the cost of professional development services.</p> <p>School sites will continue to provide educators time to meet regularly, share expertise, and work in collaboration with a focus on student evidence, content standards, improved teaching strategies, reviewing site trends in academics, behavior, and attendance, Professional Learning capacity building, and district adopted curricular programs.</p>		
Action #	Title	Description	Total Funds	Contributing
3.2	Instructional Coaches	<p>English learners, foster youth, and socio-economically disadvantaged students represent a diverse group of learners. Feedback from our educational partners has consistently returned a need for additional academic support within the classroom for students in these groups. Furthermore, these groups of students lag behind the national average in both literacy and mathematics on state and local measures.</p> <p>In order to provide additional support to English learners, foster youth, and socio-economically disadvantaged students, we will build the collective capacity to improve instruction and assist teachers in the implementation of the grade-level core curriculum. The District will continue to provide one Instructional Coach, as funding allows, (full-time certificated teacher) at each school site. Site Instructional Coaches are critical in their role as they support teachers at their site with the planning and implementation of high-quality grade-level instruction. As the Site Instructional Coach support increases (to a</p>	\$0	N/A

Action #	Title	Description	Total Funds	Contributing
		<p>level where the support will impact all teachers) and becomes systematic throughout the school site, the positive impact on student learning will continue to increase. The funds to support Instructional Coaches will come from Title I funds that are to be used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. The action has been included in the LCAP Federal Addendum.</p> <p>*Funds moved to Title as per FPM audit recommendation</p>		
Action #	Title	Description	Total Funds	Contributing
3.3	Coordinator of Teaching and Learning	In order to support English learners, foster youth, and socio-economically disadvantaged students and build the collective capacity to improve teaching and learning, the District will provide one Coordinator of Teaching and Learning position, as funding allows. This position will continue to assist the Director of Teaching and Learning with the overall organization, administration, and supervision of teaching and learning programs, and oversee and lead the district Teachers on Special Assignment who support the implementation of CCSS aligned, grade-level standards, through effective high quality first instruction teaching practices.	\$213,636	Yes
Action #	Title	Description	Total Funds	Contributing
3.4	Teacher on Special Assignment (TOSA)	In order to continue to provide additional support to English learners, foster youth, and socio-economically disadvantaged students and to build the collective capacity to improve instruction, the District will provide nine Teacher on Special Assignment positions, as funding allows. The specific areas of support include technology (2), social studies/literacy (2), GATE (1), VAPA/PE (1), and STEAM/Literacy (3). These areas have been reviewed and changes have been made to ensure that positions developed would nurture highly effective professional learning, understand the new curriculum, and	\$1,396,286	Yes

Action #	Title	Description	Total Funds	Contributing
		support teachers districtwide. Teachers on Special Assignment will continue to provide direct support to site coaches, school leaders, and directly to classroom teachers or teams, in the implementation of the effective good first instruction.		
Action #	Title	Description	Total Funds	Contributing
3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	SMBSD's English learners, foster youth, and socio-economically disadvantaged students lag behind the national average in both ELA and mathematics on state and local measures (SBAC/NWEA LCAP metrics]). Feedback from our educational partners indicates that a smaller class size, with a high-quality teacher, provides for a more personalized class environment in order to better impact the academic outcomes for English learners, foster youth, and socioeconomically disadvantaged students. SMBSD will add additional teachers, as funding allows, above school baseline staffing levels as space and funding allows. All new additional hires to SMBSD, starting with the 2022-2023 school year, will have their verified and relevant certificated public school experience considered and applied to their placement on the appropriate SMBSD Certificated Salary Schedule. In addition, in order to retain highly qualified teachers, current employees that were hired prior to the recruitment for the 2022-0223 school year, will be afforded the same opportunity to have their prior verified and relevant certificated public school/non SMBSD years of service considered and applied at the start of the 2022-2023 school year. This action will help recruit and retain experienced and qualified candidates to serve the students in our District. As a result of providing highly qualified and experienced teachers, SMBSD will ensure that all classroom positions are filled early in the hiring process with the most qualified candidates, as well as reducing class size in early grades as much as spacing allows at each site.	\$2,260,286	Yes
TOTAL			\$4,740,149	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these factors.

The actions/services intended to support Goal 3 were implemented according to the strategy outlined in the LCAP descriptions.

Differences in planned action and actual implementation of these actions was reflected in the following:

Goal 3.1: Through the use of relief fund sources, professional learning was implemented across the district and resulted in less expenditures in this specific action/service.

Goal 3.2: Teachers on Special Assignment were moved to funding through Title funds as per the audit recommendations through FPM.

Goal 3.4: The position of Teacher on Special Assignment increased from 9 staff members to 10, increasing the funding spent; the district will continue with funding allocated towards 10 TOSAs.

3.5 An increase in funding spent was due to a higher than anticipated number of teachers participating in the salary increase program involving the transferable years of experience outside of the district.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal 3. The intended implementation and 2022-2023 budgeted expenditures include the District spending less on professional learning due to leveraging available funds through state and federal relief funds.

An explanation of how effective the specific actions were in making progress toward the goal.

Some of the following action steps have been attributed to supporting growth on our local measures, which include the following:

- Combined efforts between the Teaching and Learning Core and Supplemental team staff to further develop the capacity of Instructional

Coaches and English Learner Coaches as measured by coaching logs of support, site feedback, and evidence of High-Quality Instructional Indicators (HQIIs), and aligned classroom practices gathered through classroom administrator visits.

- Development of the 2022-2023 school year's clear, comprehensive professional learning opportunities for certificated staff, in support of implementing District core adopted curriculum, as measured by consistent evidence of practice gathered during classroom visits and qualitative data acquired through staff surveys.

The Teaching and Learning Department made it a priority to provide an essential learning plan which included refined pacing guides for all core instructional areas. These guides included learning intentions (targets), possible success criteria, and support for literacy learning gap mitigation for students in early elementary school through a support system, built on an awareness of foundational skills in literacy, with a focus on grades kindergarten through second.

The enhancement of the District's Early Learning Programs is measured by meeting the requirements of the Early Learning Program Award, along with moving students toward grade-level proficiency as measured by the NWEA. Enhancements included the alignment of assessment practices, curriculum and instruction for preschool, transitional kindergarten, and kindergarten classrooms, the development of foundation skills professional learning series for coaches to lead at the site level, and the development of supplemental learning opportunities. Our expanded learning programs are now tightly connected with the standards and district adopted curriculum.

Goal 3.1: Professional learning was provided to a variety of SMBSD staff including but not limited to the following found within the PL Catalog and Scope and Sequence: PD to Go!, BIA Professional Learning Opportunities, Special Education IA Learning Opportunities, Site Coach Professional Learning Opportunities, November 1 PL Day district-wide, New Teacher Week August 1-5, Department Chairs 2022-2023 dedicated professional learning, Pipeline Development, New Teacher Academy, Induction Orientation on a monthly basis, Professional Learning Schedule for Coaches on a bi-weekly basis, Mentor Academies; as well as dedicated Special Education professional learning opportunities on topics ranging from BER Co-Teaching, State of CA Inclusion Collaborative, CPI Train the Trainer, and the Multisensory Institute.

Goal 3.3: The Coordinator of Teaching & Learning provides critical support to the Department of Teaching & Learning to include direct oversight and support to the Department TOSAs who provide direct support to all sites, in all content areas. The Coordinator also leads the District's CCR Plan, serves as the District AVID Director, both of which enhance the educational experiences for all students.

Goal 3.4: Teachers on Special Assignment have developed and provided over 150 unique professional learning opportunities for teachers, administrators and classified staff members in order to support student access to high-quality grade-level instruction. Teachers on Special Assignment (TOSAs) provided effective coaching and instructional support to teachers throughout the school district. They created pacing guides to

support instruction and have supported grade-level professional learning community teams, thus improving student learning and outcomes. The Teaching and Learning Core department have taken numerous steps in the SMBSD Professional Learning Plan to increase the opportunity for teachers to learn, synthesize ideas, and put these ideas into practice. These new learning opportunities translate into better student outcomes. Teachers self-select their options at our district-wide professional learning days. Each school has designated a time for professional learning on their school calendars and teachers have the opportunity to increase their own personalized learning by attending workshops outside of the contracted workday; we have seen an increase in teacher participation over time.

Goal 3.5: All new additional hires to SMBSD, starting with the 2022-2023 school year, had their verified and relevant certificated public school experience considered and applied to their placement on the appropriate SMBSD Certificated Salary Schedule. In addition, in order to retain highly qualified teachers, current employees that were hired prior to the recruitment for the 2022-0223 school year, were afforded the same opportunity to have their prior verified and relevant certificated public school/non SMBSD years of service considered and applied at the start of the 2022-2023 school year. This action helped recruit and retain experienced and qualified candidates to serve the students in our District. As a result of providing highly qualified and experienced teachers, SMBSD will ensure that all classroom positions are filled early in the hiring process with the most qualified candidates, as well as reducing class size in early grades as much as spacing allows at each site.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3 will remain as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2022-2023 plan unless mentioned below. Progress monitoring of professional learning will continue in order to provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards (CCSS), effective high-quality first instructional indicators, and to continuously build capacity in order to increase student achievement. There will not be any modification to the metrics or indicators for Goal 3.

The following changes will be made in the action below:

3.1 Professional Learning - the professional learning offerings have been updated for the 2023-2024 academic year in order to better serve the most current needs of our staff and students.

3.2 Instructional Coaches - Following a recommendation from the California Department of Education (CDE) Federal Program Review Team for the 2022-2023 school year, the funds to support Instructional Coaches will come from Title I funds, although the action will continue to be written into the

LCAP. Title I funds are to be used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. This action has been included in the LCAP Federal Addendum.

3.4 Teachers on Special Assignment - The Teachers on Special Assignment (TOSAs) for technology (2), social studies/literacy (1), GATE (1), VAPA/PE (1), and STEAM/Literacy (3) have been critical to the overall planning and implementation of targeted support provided to teachers and administrators throughout the school year. Having specialists in each of these areas continues to ensure that the Teaching and Learning Department can provide this support to all SMBSD educators utilizing the expertise of these content designated TOSAs.

Goals and Actions

Goal 4

Goal #	Description
4	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.

An explanation of why the LEA has developed this goal.

Input received from educational partners through the Local Control and Accountability Plan (LCAP) development process indicates a strong desire for students to increase their English language proficiency rates on the English Language Proficiency Assessments for California (ELPAC), so that a greater number of students may be reclassified. SMBSD students increased from 20.28% making progress towards English language proficiency in 2020-21 to 52.2% in the 2021-22 school year. with 13.5% of students progressing at least one ELPI level. By increasing language proficiency and reclassification rates, more students will leave SMBSD on the path to college and career readiness.

The District will continue to monitor student progress on a regular basis using local and state assessments to ensure annual progress.

An analysis of the Academic Performance in English Language Arts (ELA) and Mathematics for the English learners' subgroup on the 2022 California Dashboard for ELA indicates 110.9 points below standard. For mathematics, it was 123.4 points below standard. It is important to note that the English learner subgroup included all English learners and reclassified students in grades 3-8. The achievement gap between current English learners, Reclassified English learners, and their English Only peers continues to reflect a high need and priority within SMBSD.

English learner (EL) students show a significant achievement gap in reading and math compared to English Only and Redesignated Fluent English Proficient students, according to our Benchmark Executive Summary, Fall 2022-2023. In reading, non-English learner students have an achievement advantage, with 30.14% of non-ELs scoring in the High or High Average Quintiles, compared to 4.52% of English learners. In math, non-English learner students also have an achievement advantage, with 21.44% of non-ELs scoring in the High or High Average Quintiles, compared to 6.45% of English learners. The goal is to move all students to the top two-quintiles. In order to reach this goal, we will increase support for our English learners to include Bilingual Instructional Assistants (BIAs) in the primary grades. We will add one full-time BIA per full-time transitional kindergarten and kindergarten classrooms. The District will also provide one full-time BIA to each junior high school to support newcomer students for the 2022-2023 academic year. We will continue to provide English language development coaches at all sites and professional learning to support multilingual programs. We will continue to implement our State Seal of Biliteracy Pathways program which will help to provide an additional opportunity for our English learners to become college and career ready while gaining cultural competencies and supporting their language proficiency in another language other than English.

SMBSD is also focused on improving our reclassification rate by an annual 10% increase in the number of English learners designated as Reclassified Fluent English Proficient (RFEP). We established this goal when looking at our reclassification data and taking into consideration the following: In 2018 - 2019, the California Department of Education (CDE) allowed for an overall score of 3 or 4, on the Summative ELPAC assessment, to meet Criterion 1 (Assessment of English Language Proficiency) of the state's reclassification criteria. During this year, SMBSD had a reclassification rate of 25.9%. For the 2019-2020 school year, the CDE changed the requirement; an overall score of 4 was required to meet Criterion 1. Due to the change, SMBSD's reclassification rate decreased to 10.4%. Summative ELPAC testing was not completed for all English learners in the spring of the 2020 school year due to distance learning; the CDE waived standardized testing during this timeframe. In the fall of 2021, students that were close to reclassifying took the Optional Summative ELPAC assessment. For the 2020-2021 school year, SMBSD's redesignation rate was 4.3%. Current reclassification data is being evaluated by the CDE and is unavailable at this time.

Educational partner input included, but was not limited to, providing further support for newcomer and Mixteco students, professional learning for Integrated and Designated English Language Development (ELD), increasing the hours and staffing of Bilingual Instructional Assistants for primary grades, and continuing to provide ELD Coaches at every site. We feel that the actions below will increase our English learners' academic and social-emotional progress and feel that providing high-quality first instruction, with appropriate support when needed, to all students is vital in order to close achievement gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) % of English Learner who made progress toward English Proficiency Indicator *Baseline data is from English learner students.*	2019-20: 50.4% making progress towards English language Proficiency Performance level: Medium	2020-21: 20.28% making progress towards English language Proficiency	2021-22: 52.2% making progress toward English language Proficiency		By 2024, SMBSD EL students will improve to 60.4% of them making progress towards English language proficiency.
State Priority 4: Student Achievement (Pupil Outcomes) State Dashboard-English Learner Progress Indicator Student English Language Acquisition Results % of English Learner who made progress toward English Proficiency measured by ELPAC	2019 CA Dashboard 49.2% progressed at least one ELPI level + 1.1% Maintained Level 4	2020-21: 19.36% progressed at least one ELPI level + 0.92% Maintained Level 4	2021-22: 13.5% progressed at least one ELPI level + 0.00% Maintained Level 4		By 2024, the percentage of SMBSD ELs who progress at least one ELPI level or maintain ELPI level 4 will increase to 65%.
State Priority 4: Student Achievement (Pupil Outcomes) English Learners Annual	5.2% Student were reclassified during the 2019-2020 school year	4.3% of students were reclassified during the 2020-2021 school year State of California: 6.9%	Not available		By 2024, 40.4% of our EL students will be Reclassified as Fluent English Proficient (RFEP).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification (RFEP) Counts and Rates Reclassification Rate DataQuest					
State Priority 4: Student Achievement (Pupil Outcomes) SBAC English Learners English Language Arts (ELA) CA Dashboard Academic Indicator Average distance from standard Grades 3-8	CA Dashboard 2019 Yellow: 112 points below standard	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data below).	CA Dashboard 2022 110.9 points below standard		By 2024, SMBSD EL students will improve in English Language Arts, as demonstrated by an increase of 112 points. This will ensure that students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grade K-1 *Baseline data is from English learner students. *	Fall 2020 baseline is a range of 1.2 points to -5.7 points. Grades K and 1 are different distances from NWEA national norm scores. Winter (K) and Fall (1) 20-21 1.2 to -5.7 from National Norm	Winter (K) 21-22 -9.75 from National Norm Fall (1) 21-22 -12.01 from National Norm	Winter (K) 22-23 -7.45 from national norm Fall (1) 22-23 - 12.54 from national norm		By 2024, SMBSD EL students will maintain or improve their academic readiness for ELA, by improving at or above the NWEA Target RIT.
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map	Winter 2021 145.1	Winter 2022 136.53	Winter 2023 138.83		NWEA Goal RIT score of at least 146.3. This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth Reading - SMBSD Average EL (Mean) RIT score Grade K *Baseline data is from English learner students.*					
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grade 1 *Baseline data is from English learner students.*	Fall 2020 150.2	Fall 2021 143.92	Fall 2022 143.39		NWEA Goal RIT score of at least 155.9. This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading -	Fall 2020 baseline is a range of -15.4 points to -27 points. Grades 2-8 are at different distances	Fall 2021 is a range from -16.14 to -22.60 below the National norm scores	Fall 2022 is a range from -9.06 to -17.47 below the National norm scores		By 2024, SMBSD EL students will improve their academic achievement in ELA by improving at or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SMBSD Average EL (Mean) RIT score Grades 2-8 *Baseline data is from English learner students.*	from NWEA national norm scores.				the NWEA Target RIT. According to the NWEA Linking Study, students with the Target RIT in the fall on the NWEA MAP Growth ELA test are projected to score 'Proficient' on the SBAC in the spring of that school year.
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 2 *Baseline data is from English learner students.*	Fall 2020 159.6	Fall 2021 156.48	Fall 2022 156.76		NWEA Goal RIT score of at least 175. This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map	Fall 2020 172.8	Fall 2021 168.92	Fall 2022 169.15		NWEA Goal RIT score of at least 189 This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth Reading - SMBSD Average EL (Mean) RIT score Grades 3 *Baseline data is from English learner students.*					
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 4 *Baseline data is from English learner students.*	Fall 2020 178.8	Fall 2021 181.86	Fall 2022 182.18		NWEA Goal RIT score of at least 198 This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 5	Fall 2020 182.3	Fall 2021 187.12	Fall 2022 191.65		NWEA Goal RIT score of at least 204 This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline data is from English learner students.					
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 6 *Baseline data is from English learner students.*	Fall 2020 188.3	Fall 2021 190.71	Fall 2022 199.99		NWEA Goal RIT score of at least 211 This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 7 *Baseline data is from English learner students.*	Fall 2020 190.2	Fall 2021 193.85	Fall 2022 205.14		NWEA Goal RIT score of at least 213 This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 8 *Baseline data is from English learner students.*	Fall 2020 191	Fall 2021 195.40	Fall 2022 204.434		NWEA Goal RIT score of at least 218 This would ensure our students are at Standard Met.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Learning to Support the Multilingual Program	<p>The District will continue to provide ongoing teacher, paraeducator, and administrator professional learning to support multilingual learners. At a minimum, the professional learning will include:</p> <ul style="list-style-type: none"> • Integration of the ELD standards, • differences between integrated (iELD) and designated (dELD), • English language development (ELD) components of the adopted standards-aligned curriculum, • technology for English learners, • reclassification of students, and • strategies for bilingual instructional assistants. <p>Providing professional learning to support our multilingual learners will provide staff and educators with knowledge and research-based practices to better support our multilingual learners, which comprise 55% of our student population.</p>	\$272,513	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Bilingual Instructional Assistants for Primary Grades	<p>The District will continue to provide Bilingual Instructional Assistants (BIAs) for elementary school classrooms, as funding allows. For the 2023-2024 academic year, the District will increase the services and provide funding to staff one BIA per elementary school classroom</p> <p>BIAs support certificated teachers in providing small groups or 1:1 instructional reviews to English learners. Additionally, the BIAs support the certificated teacher by:</p> <ul style="list-style-type: none"> • monitoring and reporting student progress regarding performance, • assisting in the guidance and support to the student in English and Spanish, • translating and interpreting for students, parents, counselors, teachers, and others as assigned, and • supporting the administration of assessments. <p>Having this support benefits our primary multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support.</p>	\$18,504,496	Yes
Action #	Title	Description	Total Funds	Contributing
4.3	Bilingual Instructional Assistants for Junior High Schools	<p>The District will increase the services and use the 15% supplemental concentration grant fund to provide one full-time Bilingual Instructional Assistant (BIA) to each junior high school to support newcomer students for the 2022-2023 academic year, as funding allows. The BIAs support certificated teachers in providing small groups or 1:1 instructional reviews to newcomer students. Additionally, the BIAs support the certificated teacher by:</p> <ul style="list-style-type: none"> • monitoring and reporting student progress regarding performance, • assisting in providing guidance and support to the student in 	\$203,517	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>English and Spanish,</p> <ul style="list-style-type: none"> • translating and interpreting for students, parents, counselors, teachers, and others as assigned, and • supporting the administration of assessments. <p>Having this support benefits our junior high multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support. In order to provide further site support for newcomer students, each junior high will increase the service by one BIA, if needed.</p>		
Action #	Title	Description	Total Funds	Contributing
4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day) ~ Discontinued	The District will continue not providing each junior high school with one certificated Limited Assignment Teacher (LAT) for the 2023-2024 academic year. This particular FTE had not been following the LCAP actions and services and had a different function at each site; therefore, we could not ascertain the effectiveness of these positions in support of our English learners. Within the new junior high master schedule design, EL students now have more opportunities and choices in getting their academic needs met. These choices expand beyond traditional dELD and include AVID Excel, Spanish A-G, etc.	\$0	N/A

Action #	Title	Description	Total Funds	Contributing
4.5	Native Language Proficiency Assessments	The District will continue to provide assessments to newcomers to assess their proficiency in their native language. These assessments will help determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having native language proficiency assessments to assess our newcomers' language abilities and providing this data to classroom teachers is beneficial to the students' social and academic success.	\$22,000	Yes
Action #	Title	Description	Total Funds	Contributing
4.6	Teachers on Special Assignment (TOSA) for English Learners	<p>The District will continue to provide two Multilingual TOSAs (full time certificated teachers), as funding allows, that will provide support to district staff, students, and parents in the following areas:</p> <ul style="list-style-type: none"> • District English learner advisory committee (DELAC), • dual language immersion (DLI) program, • Multilingual (ML) Masterplan, • ELD site coaches, • pacing guides, • State Seal of Biliteracy Pathways, • training, and • native language assessments. <p>The areas of support will reinforce the principles of the California English Learner Roadmap, designated and integrated English language development (ELD), ELD standards, and the variety of English learner profiles that are served in grades PK-8. Providing these two positions directly benefits ELD Site Coaches and students through the support these positions provide.</p> <p>In an effort to maintain funding directly related to the service of our</p>	\$0	N/A

Action #	Title	Description	Total Funds	Contributing
		<p>multilingual students, these positions are now funded through Title III funds.</p> <p>* Moving to Title III funding</p>		
Action #	Title	Description	Total Funds	Contributing
4.7	Coordinator for Multilingual Services	<p>The District will provide a Coordinator for Multilingual Services, as funding allows. This position will support district staff, students, and parents that include the following focus areas for multilingual learners:</p> <ul style="list-style-type: none"> ● assessment and progress monitoring, ● compliance, ● continuity of learning for equitable access, ● educator professional development, ● English language development, ● responsiveness to EL profiles, and ● oversight of Migrant Educational Program and program Director <p>By having this position, SMBSD will be able to provide direct support to all levels of the district regarding multilingual learners and provide guidance around federal, state, and district policies.</p>	\$198,730	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Dual Language Immersion (DLI) Program	<p>The District will continue to support the Dual Language Immersion (DLI) program by building the capacity for bilingual educators and leaders to address the needs of our dual language learners. This support will include professional learning for dual immersion teachers and staff, implementation of the elementary and junior high DLI master plan, and Spanish literacy materials. These supports will allow for continued learning around best practices for DLI programs and the expansion of culturally relevant literacy materials.</p> <p>Additionally, a DLI Instructional Coach & Program Development position (TOSA) as well as a District Program Specialist (PS), as funding allows, is being funded to support the dual language efforts in improving multi-language fluency and specific program development, assisting students, staff, and families within the site community as well as future expansion across the district.</p>	\$379,073	Yes

Action #	Title	Description	Total Funds	Contributing
4.9	English Language Development Coaches	<p>The District will provide one full-time certificated English Language Development (ELD) Coach for each site (21), as funding allows. This position will support the development of the school's designated and integrated ELD program through:</p> <ul style="list-style-type: none"> • instructional modeling of best practices for first instruction in both iELD and dELD, • co-teaching and co-planning, • one-on-one coaching, and • assisting in leading professional learning opportunities at staff and/or grade level meetings. <p>By providing these positions, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.</p>	\$3,138,236	Yes
Action #	Title	Description	Total Funds	Contributing
4.10	Language Assessment Assistant	<p>The District will provide funding for Language Assessment Assistants (4), as funding allows, to administer English and primary language proficiency assessments to individual or small groups of limited or non-English speaking students and State Preschool students, as well as assist in the organization of assessment activities, in staff trainings, data collection and monitoring of language assessments and support services. Additionally, Language Assessment Assistants will support family engagement by monitoring and reporting student progress regarding language proficiency as well as translate for community members, parents, and teachers as assigned.</p>	\$228,343	Yes
TOTAL			\$22,946,908	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Most actions/services intended to support Goal #4 were implemented according to the strategy outlined in the LCAP descriptions. Feedback from our educational partners continued to indicate the need to invest in support for ongoing professional learning in order to build capacity to ensure that staff and classroom teachers have the required skills to support English learner students. Educational partners also indicated a strong desire for students to increase their English language proficiency rates on the English Language Proficiency Assessments for California (ELPAC), so that a greater number of students may be reclassified. Additional input included, but was not limited to: providing further support for newcomer and Mixtec students, professional learning for Integrated and Designated English Language Development (ELD), continuing Bilingual Instructional Assistants for primary grades, and continuing to provide ELD Coaches at every site. As a result of educational partner feedback, funding was provided to increase the number of Bilingual Instructional Assistants (BIAs) as well as the hours in transitioning to full time, staffing shortages vacancies within this position are still present - however, funding for full time BIAs will continue to next year with increased recruitment efforts to be fully staffed at all school sites. Additionally, funding will continue for the vacant Program Specialist for Multilingual Services positions to ensure direct support to all levels of the district regarding multilingual learners and provide guidance around federal, state, and district policies.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal 4.

The District also spent a substantial amount less on the following positions due to not being able to fill vacancies because of the pandemic, and we did not have enough qualified applicants for several of the positions which include:

- Bilingual Instructional Assistants (BIAs) for Primary Grades
- Bilingual Instructional Assistants (BIAs) for Junior High Schools
- Teachers on Special Assignment (TOSA) for English Learners

Goal 4.1: We have a surplus of funding this year because of other fundings sources supporting PL specific to ELs. We also were not able to send our ELD coaches to CABE this year as we have in the past. We look to maintain this budget in order to continue to invest in the learning of our ELD coaches, BIAs, and other certificated staff members.

Goal 4.2, 4.3, and 4.7: Funding was allocated for teaching staff specific to support the goals of our emerging multilingual students, including full time Bilingual Instructional Assistants and Program Specialists for Multilingual Services – the remaining unspent funding is a result of vacancies within this position for which we will continue to fund and enhance the recruitment efforts to fulfill in the 2023-2024 school year. The District has significantly increased the funding for this action in striving towards a BIA in every classroom TK-6th grade as a full time position. In addition, we will also elevate one of the Program Specialist positions to a Coordinator with expanded responsibilities, in order to widen the recruitment pool.

Goal 4.5: In utilizing Lexia as well as Rosetta Stone to provide native language assessment specifically for our newcomer students, the amount exceeded the initial allocation by \$1,779 which will be reflected as an increase in the upcoming school year funding.

Goal 4.7: Due to staffing shortages, one of the Program Specialist positions for Multilingual Services remained vacant the duration of the 2022-2023 school year. Additionally, the staff member fulfilling the other position transitioned to a different position within the school district, resulting in both positions being vacant the duration of the school year. Funding will be decreased, as the number of Program Specialist positions will be reduced to one, instead of two, with recruiting efforts to fill the vacancy prior to the beginning of the upcoming school year.

Goal 4.8: Due to educational partner feedback, the TOSA position of DLI Instructional Coach & Program Development was added, increasing funding for this action/service for less than the full school year resulted in unspent funds for this action/service that will continue into next school year with funding allocated accordingly.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local data, the District saw some growth in English language arts (ELA) performance for our English learners in increasing from 20.28% making progress towards English language proficiency in 2020-21 to 52.2% in the 2021-22 school year. We attribute this growth to several of the actions and services within goal four. An example of one of the actions and services that we feel contributed to this success is the support that our Bilingual Instructional Assistance (BIA) provided to our primary grade English learners throughout the year, providing funding to increase the number of positions and transfer from part- to full-time support at our school sites. Another helpful aspect that we feel contributed to the success of our English learner students was establishing a common practice to assess newcomers to gain a better understanding of their literacy proficiency in their native language. These assessments helped to determine a newcomer's placement for the appropriately designated support, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having the data from these native language proficiency assessments is beneficial to the student's social and academic success.

Most recently, the ELD coaches and ML TOSAs developed a JH ELD Pathways Plan and provided updated curriculum resources and training specific to JH English learner student levels of proficiency. This will continue to be an area of development and focus for the upcoming 23-24 school year.

Another action recently taken was the development of a Newcomer pilot program at one elementary site. This pilot focuses on English learners in grades 3-6 who are not yet reading at third grade proficiency level. Specialized curriculum and support are included in this pilot.

The following actions/services within Goal 4 also reflect efforts and initiatives in progressing towards our goal:

Goal 4.1: The district continues to provide ongoing teacher, paraeducator, and administrator professional learning to support multilingual learners. Providing professional learning to support our multilingual learners provides staff and educators with knowledge and research-based practices to better support our multilingual learners, which comprise 55% of our student population.

Goal 4.2 and 4.3: The district will increase the bilingual instructional assistants (BIAs) for all elementary school sites as well the junior high level specific to support newcomer students. The Bilingual Instructional Assistants support certificated teachers in providing small groups or 1:1 instruction to English learners. Additionally, the BIAs support the certificated teacher by: monitoring and reporting the English learner student progress regarding performance, assist in providing guidance and support to the student in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and support the administration of assessments. Having this support benefits our primary multilingual learners, especially newcomer students, in having additional academic and linguistic support.

Goal 4.5: The district has provided assessments to newcomers to assess their proficiency in their native language. These assessments help to determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having the data from these native language proficiency assessments is beneficial to the student's social and academic success.

Goal 4.6: The district will provided Multilingual TOSAs (two full time certificated teachers) who provided support to district staff, students, and parents in the following areas: robust professional learning for all ELD coaches and many learning series opportunities for all certificated staff, updating the Multilingual (ML) Master Plan, supporting ELD site coaches, ongoing development of curriculum pacing guides, promotion of the state seal of biliteracy pathways, regular BIA training, and training specific to native language assessments. The areas of support reinforce the principles of the California English Learner Roadmap, designated and integrated English language development (ELD), ELD standards, and the variety of English learner profiles that are served in grades TK-8. It is critical that we continue to provide a second TOSA as planned; providing these two positions directly benefits ELD Site Coaches and students by the support these positions provide.

Goal 4.8: Teacher and administrator capacity being built through CABE-supported professional learning, site goal setting, and instructional practice walks to identify learning and support needed for teachers in order to provide instruction that supports all students as they learn in either English and/or Spanish.

Goal 4.9: The district provides one full-time certificated English Language Development (ELD) Coach for each site (21). This position supports the development of the school's designated and integrated ELD program through instructional modeling of best practices for first instruction in both iELD and dELD, co-teaching and co-planning, one-on-one coaching, and assisting in leading professional learning opportunities at staff and/or grade level meetings. By providing these positions, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4 will remain as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2022-2023 plan unless mentioned below. We will continue to examine both qualitative and quantitative data to ensure the maximum impact of each action and service. Progress monitoring for all students will continue to be done more frequently in order to ensure continuous improvement.

Additionally, as a direct result of educational partner feedback for increased support within the classroom, the District will increase funding to support the position of Bilingual Instruction Assistant (BIA) as a full time position across all elementary school classrooms. This significant increase will support providing small groups or 1:1 instructional reviews to English learners. Additionally, the BIAs support the certificated teacher by: monitoring and reporting student progress regarding performance, assisting in the guidance and support to the student in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and supporting the administration of assessments. Having this support benefits our primary multilingual learners, especially newcomer students, in implementing additional targeted academic and linguistic support.

The Program Specialist for Multilingual Services position remained vacant for the duration of the school year, in an effort to increase the responsibilities in serving our high percentage of multilingual students, this position has been revised to a Coordinator position; supporting an increased range of supports to ensure the increase of academic achievement and outcomes for our emerging multilingual learners.

The addition of funding for Language Assessment Assistants (4) to administer English and primary language proficiency assessments to individual or small groups of limited or non-English speaking students and State Preschool students, as well as assist in the organization of assessment activities,

in staff trainings, data collection and monitoring of language assessments and support services. Additionally, Language Assessment Assistants will support family engagement by monitoring and reporting student progress regarding language proficiency as well as translate for community members, parents, and teachers as assigned.

Lastly, the positions of TOSA and Program Specialist DLI Instructional Coach & Program Development positions were added to support the dual language efforts in improving multi-language fluency and specific program development, assisting students, staff, and families within the site community and future expansion; funding for this position will continue in response to educational partner feedback in supporting dual language efforts within our district.

Goals and Actions

Goal 5

Goal #	Description
5	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.

An explanation of why the LEA has developed this goal.

Santa Maria-Bonita School District (SMBSD) continues to identify the need to maintain good attendance rates, reduce suspensions, and implement strategies to promote positive school cultures, physical and emotional positive/appropriate behaviors, and overall safety. This goal was developed in response to our continued efforts to create a safe and inclusive climate that promotes relationships, involvement, diversity, and values. The District recognizes that attendance and engagement in school are prerequisites for academic success. A meaningful connection to caring adults, friends, engaging subject matter, and activities in class is at the core of what our students need to learn and thrive in any environment. Social-emotional and academic supports identified within this goal address the whole child to alleviate mental health and academic barriers that many of our students face.

Analysis of student data from the California School Dashboard (2022) shows that 3.8% of students were suspended at least once during the 2021-2022 school year. To continue to reduce suspension and disproportionality of suspension, several actions and services under this goal are either continuing or being implemented in the 2022-2023 academic year. Additionally, 37.1% of SMBSD students were identified as chronically absent, due in significant part to county department of health protocols that mandated students with COVID-19 symptoms to stay home. SMBSD employed

engagement strategies at both the site and district wide level, leveraging staff to maintain connections to ensure continuity of engagement of all students.

Our educational partners identified the importance of the following areas when considering the development of learning goals that focus on the whole child:

- increase the percentage of students that report a sense of safety and school connectedness as measured by the California Healthy Kids Survey (CHKS) and Panorama survey data,
- decrease pupil suspension and expulsion rates as measured by suspension rates and expulsion rates,
- improve the district attendance rate,
- decrease chronic absenteeism,
- increase services for homeless and foster youth by increasing family advocates and providing an increase in mental health and social-emotional services,
- increase wrap-around services for individual students, with a particular focus on student groups with the highest needs,
- maintain or increase the support for mental health and counseling services, and
- provide supplemental and intensified support to students who require more academic, behavioral, and/or emotional support.

Survey results from students, staff, and parents indicate the need for students to continue to demonstrate improvement in social-emotional learning outcomes, as demonstrated by Panorama data, the CHKS, student attendance, and student discipline records. Results from a Panorama survey which was given to all educational partners in Winter 2022, showed the need to increase or create new services within this goal to build students' social-emotional competencies, create an environment where students thrive and develop adult competencies for social-emotional learning.

Additionally, as we progress into post-pandemic education, the District recognizes the need to continue to increase and improve the services listed below and address our students' and families' ongoing safety and social-emotional needs. The following services prioritize student safety, social-emotional learning, stress management, and the overarching need to continue to support the well-being and long-term academic success of students.

Key influences in these services include:

- monitoring/supporting students' mental health and addressing trauma,
- creating safe environments and conditions,
- being available, compassionate, and connecting visually or orally with students on a regular basis,
- providing routines and structure,
- creating activities that increase student engagement and feelings of connectedness,
- providing social-emotional support to students and caregivers,
- being a support system and facilitating connections,

- prioritizing health and well-being,
- promoting healthy sleeping, eating, and exercise habits,
- identifying children and families who need additional support, and

connecting families and students to resources based on assessed needs and fulfilling all mandated reporter duties.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: School Climate (Engagement) Social-Emotional Grade 5 California Healthy Kids Survey	February 2021 59% of 5th graders experienced high levels of school connectedness 72% of 5th graders felt that there were caring adults in school 74% of 5th graders reported academic motivation	Winter 2022 72% of 5th graders (In-School Only) experienced high levels of school connectedness 70% of 5th graders (Remote Only) experienced high levels of school connectedness 70% of 5th graders felt that there were caring adults in school 82% of 5th graders reported academic motivation	Winter 2023 72% of 5th graders experienced high levels of school connectedness 71% of 5th graders felt that there were caring adults in school 83% of 5th graders reported academic motivation		By June 2024, 90% of students in grade 5 will report high levels of school connectedness, will feel that there are caring adults in school and 90% will report academic motivation.
State Priority 6: School Climate (Engagement) Social-Emotional Grade 7 California Healthy Kids Survey	February 2021 61% of 7th graders experienced high levels of school connectedness 75% of 7th graders felt	Winter 2022 57% of 7th graders (In-School Only) experienced high levels of school connectedness	Winter 2022 48% of 7th graders experienced high levels of school connectedness 55% of 7th graders felt		By June 2024, 90% of students in grade 7 will report high levels of school connectedness, will feel that there are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	that there were caring adults in school 69% of 7th graders reported academic motivation	62% of 7th graders (Remote Only) experienced high levels of school connectedness 56% of 7th graders felt that there were caring adults in school 65% of 7th graders reported academic motivation	that there were caring adults in school 62% of 7th graders reported academic motivation		caring adults in school and 90% will report academic motivation.
State Priority 6: School Climate (Engagement) Social-Emotional Panorama Education Survey (All Respondents) Grades 4th-8th Panorama SED Survey Topic: Sense of Belonging , how much students feel that they are valued members of the school community	May 2021 "Percent Favorable" = 51% 20-39th percentile compared to others nationally	May 2022 "Percent Favorable" = 47% 20-39th percentile compared to others nationally Change since May 2021 DOWN 4%	May 2023 "Percent Favorable" = 55.7%		By 2024, SMBSD students will increase their sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, such that results are comparable to the 80 to 99th percentile compared to others nationally.
State Priority 6: School Climate (Engagement) Social-Emotional Panorama Education Survey (All Respondents)	May 2021 "Percent Favorable" = 66%	May 2022 "Percent Favorable" = 68% 60-79th percentile compared to others	May 2023 "Percent Favorable" = 68%		By 2024, SMBSD will increase the staff's sense of connectedness to their school site, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff - Classified Respondents Panorama SED Survey Topic: Sense of Belonging, how much faculty and staff feel that they are valued members of the school community		nationally Change since May 2021 UP 2%			measured by the Panorama Sense of Belonging evaluation, by 10% to a Percent favorable of at or above 76%.
State Priority 6: School Climate (Engagement) Social-Emotional Panorama Education Survey (All Respondents) Staff - Certificated Respondents Panorama SED Survey Topic: Sense of Belonging, how much faculty and staff feel that they are valued members of the school community	May 2021 "Percent Favorable" = 63%	May 2022 "Percent Favorable" = 62% 40-59th percentile compared to others nationally Change since May 2021 DOWN 1%	May 2023 "Percent Favorable" = 68%		By 2024, SMBSD will increase the staff's sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, by 13% to a Percent favorable of at or above 76%.
State Priority 6: School Climate (Engagement) California School Dashboard 2019 Suspension Rates for	All Students - Orange 3.2% suspended at least once Maintained -0.2%	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard	All Students - High 3.8% suspended at least once Maintained - n/a		Performance on the Dashboard - Suspension Performance Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
all and applicable Student Groups	<p>African American - Red 9.3% suspended at least once Increased 1%</p> <p>Foster Youth - Red 17.6% suspended at least once Increased 4.8%</p> <p>Students with Disabilities - Red 6.2% suspended at least once Increased 1.3%</p> <p>Hispanic - Orange 3.1% suspended at least once Maintained -0.2%</p> <p>Two or More Races – Orange 5.4% suspended at least once Increased 4.1%</p> <p>Socioeconomically Disadvantaged – Orange 3.2% suspended at least once Maintained -0.2%</p> <p>English Learners - Yellow</p>	<p>results are available (see local benchmark data of student expulsion, junior high dropout and attendance rates below).</p>	<p>African American - Very High 7.5% suspended at least once n/a</p> <p>Foster Youth - Very High 8.1% suspended at least once n/a</p> <p>Students with Disabilities - Red 6.8% suspended at least once n/a</p> <p>Hispanic - High 3.8% suspended at least once n/a</p> <p>Two or More Races – Very Low 0% suspended at least once n/a</p> <p>Socioeconomically Disadvantaged – High 3.9% suspended at least once n/a</p> <p>English Learners - Medium</p>		will improve to Green for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2.4% suspended at least once Maintained 0.2% Homeless - Yellow 2.8% suspended at least once Maintained -0.1% White - Yellow 5.6% suspended at least once Declined 1% Asian - Green 2.5% suspended at least once Declined 2.5% Filipino - Green 2.1% suspended at least once Decline 0.5% American Indian - no color 0% suspended at least once Declined 7.4% Pacific Islander - N/A		2.9% suspended at least once n/a Homeless - High 3.5% suspended at least once n/a White - Medium 2.9% suspended at least once n/a Asian - Medium 1.9% suspended at least once n/a Filipino - High 3.3% suspended at least once n/a American Indian - Medium 2.9% suspended at least once n/a Pacific Islander - n/a		
State Priority 6: School Climate (Engagement) California School Dashboard 2019 Chronic Absenteeism for all and applicable	California School Dashboard 2019 Report Chronic Absenteeism for All - Yellow	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available	California School Dashboard 2019 Report Chronic Absenteeism for All - Very High		Performance on the Dashboard - Chronic absenteeism Indicator will improve to Green for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Groups	<p>5.8% chronically absent and Maintained with a slight decrease of - 0.1%.</p> <p>English Learners - Green</p> <p>4% chronically absent and Declined 0.5%</p> <p>Foster Youth - Red</p> <p>27.6 chronically absent and Increased 12.2%</p> <p>Homeless - Yellow</p> <p>5.6% chronically absent and Maintained 0.3%</p> <p>Socioeconomically Disadvantaged - Yellow</p> <p>5.9% chronically absent and Maintained -0.2%</p> <p>Students with Disabilities - Orange</p> <p>11.4% chronically absent and Maintained -0.1%</p> <p>African American – Yellow</p> <p>10.7% chronically absent and Declined</p>	(see local benchmark data of student expulsion, junior high dropout and attendance rates below).	<p>37.1% chronically absent</p> <p>English Learners - Very High</p> <p>35.3% chronically absent</p> <p>Foster Youth - Very High</p> <p>45.5% chronically absent</p> <p>Homeless - Very High</p> <p>36.8% chronically absent</p> <p>Socioeconomically Disadvantaged - Very High</p> <p>36.3% chronically absent</p> <p>Students with Disabilities - Very High</p> <p>50.4% chronically absent</p> <p>African American – Very High</p> <p>45.1% chronically absent</p> <p>American Indian – Very High</p> <p>38.2% chronically absent</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2% American Indian – no performance color 8.7% chronically absent and Declined 17.2% Asian – Blue 1.3% chronically absent and Maintained 0% Filipino - Orange 5.1% chronically absent and Increase 1.2% Hispanic – Yellow 5.6% chronically absent and Maintained -0.2% Pacific Islander - N/A Two or More Races - Orange 13.9% chronically absent and Increased 1.2% White - Orange 14.6% chronically absent and Increased 2.8%		Asian – Very High 24.5% chronically absent Filipino - Very High 27.2% chronically absent Hispanic – Very High 36.8% chronically absent Pacific Islander - n/a Two or More Races - Very High 48.2% chronically absent White - Very High 49.4% chronically absent		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: School Climate (Engagement) Student Expulsion Rates	2020-2021 0.00606%	2021-22= 0.02% (3 students)	2022-2023 = 0.0055% (1 student)		The expected annual outcome for the expulsion rate for the District is to be 0.005% or less.
State Priority 6: School Climate (Engagement) Junior High School Dropout Rate	The dropout rate for the 2020-2021 school year was one (1) student.	The dropout rate for the 2021-22 school year was one (1) student.	The dropout rate for the 2022-23 school year was two (2) students.		The desired outcome for 2023-24 is a zero (0) student dropout rate.
State Priority 6: School Climate (Engagement) Attendance rate for all students	The student attendance rate for the 2020-2021 school year for all students was 96.33%.	The student attendance rate for the 2021-2022 school year for all students was 90.63%.	The student attendance rate for the 2022-2023 school year for all students was 94%.		The desired outcome for 2023-24 is 96.50%.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School Safety	<p>The District will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The District will provide a safe school environment for all students. This will be done by providing two School Security Guards per junior high school.</p> <p>SMBSD is working with the Classified Union (California School Employees Association) to create Campus Safety Assistants (CSAs) at each junior high school, as funding allows, which would be district employees. Until the new position is approved, SMBSD will continue to provide two security guards per junior school site, along with two security supervisors, one per two junior high schools through an outside contract.</p> <p>These specially trained school security guards will continue to serve as educators, mentors, and support figures for students while maintaining the physical security of our schools. They play a vital role in ensuring that SMBSD schools are safe and welcoming places where all students can learn.</p>	\$450,000	Yes
Action #	Title	Description	Total Funds	Contributing
5.2	Outreach Mentors (ORM)	To maintain a safe, secure, and healthy learning environment for our low-income, foster youth, homeless, and English learner students, the District will continue to implement and expand social-emotional, psychological, and academic support. The District will continue to increase services by providing two full-time Outreach Mentor (ORM) to each school site, as funding allows. ORMs conduct individual and group sessions at all schools pertaining to issues relating to school attendance,	\$2,540,160	Yes

Action #	Title	Description	Total Funds	Contributing
		academics, behavior, and developing resiliency. ORMs help students with peer interactions and build their self-esteem so they have positive relationships with others. They also support integrated first instruction with social-emotional learning. Qualitative data, before and during the pandemic, has demonstrated a significant positive relationship between students feeling supported by ORMs and engaging more at school and at home.		
Action #	Title	Description	Total Funds	Contributing
5.3	Junior High Counselors	The District will continue to provide nine counselors to the junior high sites, as funding allows. In addition, the District will add counselors, as funding allows. The District will provide eleven total. These positions have been ongoing services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provisions of services to all students but specifically targeting our English learners, foster youth, and low income students. These positions continue to grow in both quantity and quality. Junior High Counselors prepare and assist students to be successful, lifelong learners, and provide career and academic counseling to enable students to make informed decisions toward achieving their future goals.	\$1,629,433	Yes
Action #	Title	Description	Total Funds	Contributing
5.4	District Program Specialists, Coordinator of Health Services, and Teacher of Special	The District will provide one full-time Coordinator of Health Services, as funding allows. This Coordinator will serve under the Director of Pupil Support Services and is responsible for assisting with the administration and evaluation of health programs. The position also provides support to site administrators, teachers, and other service providers to ensure	\$1,098,320	Yes

Action #	Title	Description	Total Funds	Contributing
	Assignment (1) to support Pupil Personnel Services and Special Education Services	<p>compliance with health and safety guidelines district wide. The District will continue providing a Program Specialist of Pupil Personnel Services, as funding allows. This PS will oversee discipline, attendance, homeless and foster youth programs, as well as all of the contracts with outside agencies that provide service to SMBSD students.</p> <p>The district will also continue to have four full-time Program Specialists of Special Education, as funding allows, (25%) and High-Needs Students (75%). These positions assist in planning, developing, and implementing support programs and provide support for professional development, co-teaching, and other supplemental services for students who are identified as having high needs. The positions also provide support to site administrators, teachers, and other service providers to ensure compliance with special education law and policy. These PS also support related service staff such as school psychologists, speech and language pathologists, mental health specialists, board-certified behavior analysts, and adapted physical education teachers. In addition, this PS plans and coordinates Extended School Year (ESY) services for students with individualized learning plans (IEPs), oversees the requisition of specialized supplies, materials, software, and equipment for students per their IEP in order to receive a Free Appropriate Public Education (FAPE).</p> <p>The District will continue to provide one Teacher on Special Assignment (TOSA), as funding allows. The TOSA for Special Education serves as a teacher leader and specialist in specially designed instruction, program compliance and facilitates professional development related to the department and district's instruction and curriculum goals. As a leader and specialist, the TOSA supports other specialists, teachers, school leaders, and support staff in identifying, developing, and implementing curriculum, assessment and instructional strategies designed to improve student learning in specific areas. As a TOSA, they may work in a variety of elementary and/or secondary educational, individual, or team teaching settings.</p>		

Action #	Title	Description	Total Funds	Contributing
5.5	Student Supervision and Safety Aides	Student Supervision and Safety Aides are responsible for ensuring that the school's health and safety rules are followed, interacting with students, encouraging appropriate play, managing student behavior, and working with teachers and administration where appropriate. Due to positive qualitative data and a need to increase coverage of the playground and lunch campus areas that need to be supervised, the District will continue to increase the number of aides, as funding allows, and as needed, in order to support school safety and to increase students' sense of connectedness to their school site. Increasing the number of staff members, as needed, also increases the ability of caring adults to build positive relationships with students as they interact with them on campus and provide needed support.	\$2,895,224	Yes
Action #	Title	Description	Total Funds	Contributing
5.6	Community Partnership for Foster Students; Liaison	Foster youth face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, the District will continue to participate in a community partnership to provide resources and support to help foster youth students. This partnership will include one full-time staff member, as funding allows, to case manage foster students. This position will meet with administrators, at each site, once a month to review the caseload of each site and what resources each student is accessing, based on need.	\$85,000	Yes

Action #	Title	Description	Total Funds	Contributing
5.7	Community Partnership for Truancy Mentors	Truant students face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, SMBSD will continue to partner with a community agency to provide four full-time program specialists, as funding allows, that work with truant students using evidence-based interventions to assist them to get to school every day and on time. Truancy Mentors also assist and advise parents in good attendance practices and habits to decrease student truancy and improve academic access.	\$371,250	Yes
Action #	Title	Description	Total Funds	Contributing
5.8	Community Partnership to Support Students who are Experiencing Homelessness: Liaisons	Students who are experiencing homelessness face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, SMBSD will continue to partner with a community agency to provide four full-time homeless liaisons, as funding allows, that are dedicated to SMBSD to assist homeless students and families with their basic needs. This partnership and the liaisons are funded out of Title funds moving forward.	\$0	N/A
Action #	Title	Description	Total Funds	Contributing
5.9	Full-time Health Assistants	The District will continue to provide one full-time health aide to each school site, as funding allows. This position will assist students with health issues and work with families to make sure their needs are addressed. Health assistants ensure that students are compliant with their immunizations, order the proper supplies to deal with any type of	\$1,881,515	Yes

Action #	Title	Description	Total Funds	Contributing
		health issues or incidents that arise, administer basic first aid, assist students in the COVID Appraisal, Response, and Evaluation (CARE) room on campus, and take direction from the school nurse in handling student health issues/concerns.		
Action #	Title	Description	Total Funds	Contributing
5.10	One Certificated Teacher for each Junior High Opportunity Class	The District will continue to provide one full-time certificated opportunity teacher at each junior high school, as funding allows. This position will provide a small classroom environment for students who need additional support. Individual academic and behavioral needs will be addressed in this class and support will be provided to best meet students' needs.	\$568,952	Yes
Action #	Title	Description	Total Funds	Contributing
5.11	Teen Court	The District will continue to provide tuition for SMBSD students that enroll in Teen Court. Students who enroll in Teen Court receive a restorative justice approach to address the behaviors they are exhibiting that are interfering with learning and are taught skills to address these behaviors. By addressing these issues, students who attend Teen Court will have fewer disciplinary issues and maximize time in the classroom, accessing their education.	\$200,000	Yes
Action #	Title	Description	Total Funds	Contributing
5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist (SBT)	Due to the pandemic and an overall increase of students who have social-emotional concerns and mental health issues which include depression, anxiety, loss/grief, and have experienced negativity, the District will continue to provide one Marriage and Family Therapist (MFT) or School-Based Therapist (SBT) to each school site (21), as funding	\$1,405,788	Yes

Action #	Title	Description	Total Funds	Contributing
		allows. The MFTs/SBTs will work with students who have the highest level of social-emotional needs and will maintain a caseload of up to 20 students. These students will be referred through the Coordination of the Services Team (COST) or the Student Study Team (SST) and have goals set when they begin counseling. At the end of 6-8 weeks, the MFTs/SBTs will review the goals and determine whether to maintain, decrease, or increase services. In addition, school sites may continue to increase the service by funding additional MFTs/SBTs, as appropriate.		
Action #	Title	Description	Total Funds	Contributing
5.13	Fitzgerald Community School	The District partners with the Santa Barbara County Office of Education (COE) and the Santa Maria Joint Union High School District to provide a community school to students in grades 7-12. The District will continue to provide one junior high classroom, for up to 20 students, for students with at-promise behaviors in grades 7th and 8th. Students will be referred through the site-level School Attendance Review Board (SARB) Administrative process after all Tier 1, 2, and 3 interventions/supports have been exhausted, at the site level. This class will provide small group and individualized instruction designed with the students' interests, as well as academic and social-emotional needs in mind. We have increased our services in this area due to increasing site referrals and a goal to prevent expulsions of students with high suspension rates; this alternative setting will help meet students' needs in a smaller environment and prepare them to return to a comprehensive junior high school or high school setting.	\$800,000	Yes
Action #	Title	Description	Total Funds	Contributing
5.14	Assistant Principals	In order to continue to support leadership adequately to serve staff and our unduplicated student population, the District will continue to provide one Assistant Principal (AP) at 15 elementary, 4 junior high, and 1	\$3,584,025	Yes

Action #	Title	Description	Total Funds	Contributing
		specialty school site, as funding allows. These positions assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. These positions also support the principal in forming a stronger leadership team that improves academic and social-emotional learning outcomes. The APs support the implementation of school plans, policies, and programs and ensure that the needs of disadvantaged student populations are met. They also support state and local testing and lead professional learning communities as they monitor and use data to drive instruction.		
Action #	Title	Description	Total Funds	Contributing
5.15	Elementary School Counselors	Due to the pandemic and an overall increase of students who are at-risk, have social-emotional concerns, and/or mental health issues, the District will provide one Elementary School Counselor for every elementary school site (17 total), as funding allows. These counselors will have a positive impact on a student's overall achievement. They will support the development and implementation of social-emotional programs by collaborating with school administrators, classroom teachers, school staff, and community educational partners. Additionally, they will support classroom lessons, academic, and social-emotional counseling, connecting families to community support, and parent engagement opportunities. This will improve our students' academic development, college and career readiness, and social-emotional development.	\$2,497,385	Yes

Action #	Title	Description	Total Funds	Contributing
5.16	Mental Health Care Access (Care Solace)	<p>CareSolace has partnered with SMBSD to help access our students, their families, and SMBSD staff to mental health care. Their goal is to "ensure that every person with mental health or substance use challenges can quickly find quality care matched to their unique needs, regardless of circumstances." They are currently in over 300 school districts.</p> <p>Since entering our partnership with Care Solace we have made 79 student referrals of which 18 appointments have been made and 27 appointments are pending. The number one reason for referrals is trauma, followed by anxiety, and then depression. The data gives the District more insight into the specific challenges our students face and has the potential to guide our selection of services and resources to address these needs, and improve outcomes.</p>	\$70,000	Yes
TOTAL			\$20,077,052	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions/services intended to support Goal Five were implemented according to the strategies outlined in the actions and services of the goal. The Santa Maria-Bonita School District (SMBSD) continued to provide well-maintained, up-to-date facilities to enhance student safety. SMBSD continued to provide students and their families with a supportive, inclusive, and welcoming school environment during the school year. The actions outlined supported the progress in meeting the goal to improve student engagement, increase student attendance, reduce student discipline, and increase students' perception of a positive school climate. The District recognized the need to continue to increase and improve services within the goal, as well as the need to continue to pivot whenever needed depending on our students' and families' social-emotional needs and well-being. The specific actions and services were successful within the goal being to prioritize student safety, social-emotional learning, managing stress, and the overarching need to continue to support the well-being and long-term academic success of students. Appropriate and responsive solution efforts to increase student connectedness, school safety, and student achievement continued to be implemented and refined district wide. They included the

coordination of additional staff to maintain clean and safe facilities, the expansion of counseling services to support social and emotional wellbeing of our students and their families, increased health assistant coverage, and the coordination of school, district, and community resources to meet the needs of the whole child. The district staff continued to be committed to the academic achievement and social and emotional wellbeing of all students through school safety and connectedness. Substantive differences in the planned actions and actual implementation of many of these actions were primarily the result of staffing shortages, impacting a number of positions at both the site and district level and resulting in less than full implementation towards meeting goals towards a safe, secure, healthy, positive and supportive learning environment through social and emotional learning and relationships.

SMBSD continues to work with the Classified Union (California School Employees Association) to create Campus Safety Assistants (CSAs) at each junior high school, which would be district employees. SMBSD did a RFP for security guards service on the school campuses at which point Bomar Security won the contract, but was unable to hire staff. Because of this, SMBSD contracted with Quest Security to fill these vacancies. Currently, each junior high school has 2 security guards per site and 0.5 supervisors per site to assist with campus security and is continuing to pursue the development of SMBSD staff for these positions in the future. Additionally, due to staffing shortages - the positions of Junior High Counselors, MFT Counselors, Elementary Counselors and Student Supervisory Assistants all reflected vacancies the duration of the school year. Recruitment efforts and coordination with the Human Resources have been initiated to fulfill the staffing of these positions in direct support of students and achieving our goals related to this area.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal Five.

The District spent less on the following actions and services as a result of staffing shortages that produced vacancies for these positions: Junior High Counselors, Student Supervisory Assistants, Health Assistants, MFT Counselors, and Elementary Counselors. Additionally, contracts for the certificated teacher for each Junior High Opportunity Class and the Santa Barbara County Council on Alcoholism and Drug Abuse (CADA) - Teen Court - came in higher than initially anticipated and the additional costs have been reflected in the allocation for the upcoming school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined in Goal Five supported the progress in meeting the goal to improve student engagement, increase student attendance, reduce student discipline, and increase students' perception of a positive school climate. Outreach Mentors and counseling services have allowed for many students to receive 1:1 sessions, group sessions, and classroom based lessons. Mentors and counselors have also been able to focus more on behavioral and attendance issues. They help all students in the areas of academic achievement, personal social development, and having feelings of caring adults on campus. They also serve on the site based Multi-Tiered System of Support (MTSS) and oftentimes, they are part of the Coordination of Services Teams (COST). The District has established a focus area on safe schools to increase the level of student connectedness and a sense of feeling safe at school directly related to this goal. When reviewing the 2022-2023 California Healthy Kids survey data for our fifth grade students, we saw that school connectedness increased by 13% from 59% to 72%. Feelings that there are caring adults in school reported at 70% and 70% also reported high expectations from adults with reporting of academic motivation increasing by 8% to 82%.

We feel that many of the actions under Goal Five provided social-emotional support to students and families, connected families and students to resources based on assessed needs, fulfilled all mandated reporter duties, provided caring adults on campus (i.e., recess supervisors and junior high school security staff), and were a support system that facilitated connections for students at school. We also contributed to students' feeling of connectedness to the support received from our Truancy Mentors, Community Liaisons, and Health Assistants. These staff members helped to reduce the chronic absenteeism rates and increase the sense of school connectedness for low-income students.

The promotion of a social-emotional learning districtwide plan designed to integrate conditions for positive interactions in the classroom and school. The plan included establishing effective and sustainable school site Culture and Climate teams, and a district wide understanding of the tiers of support to include behavior and academic support, as well as interventions provided at different levels.

The ability to provide academic and social-emotional wrap-around services to support the diverse needs of students, in an effort to mitigate learning loss.

- The ability to provide professional learning for staff to support the mental health needs of our students.
- The ability to address physical health needs of students and staff through wellness activities and health education.

- The ability to provide social and emotional learning (SEL) professional learning systematically with whole site professional learning sessions as was planned, and Program Specialists were able to provide informal individual professional learning for teachers, depending on the needs of the teachers and their students.
- We found that hiring school security guards at the junior high level made a positive impact. Students felt that there were more adults on campus that cared about them and felt safer at school.
- Individualized mentoring and counseling supported students in meeting their unique social/emotional and academic needs

Key influences throughout the year that were inclusive in monitoring these services include:

- monitoring/supporting students' mental health and addressing trauma,
- creating safe environments and conditions,
- being available, compassionate, and connecting visually or aurally with students on a regular basis,
- providing routines and structure,
- creating activities that increase student engagement and feelings of connectedness,
- providing social-emotional and mental health support to students and caregivers,
- being a support system and facilitating connections,
- prioritizing health and well-being,
- promoting healthy sleeping, eating, and exercise habits,
- identifying children and families who need additional support, and
- connecting families and students to resources based on assessed needs and fulfilling all mandated reporter duties.

Although there were many successes to the work moving in support of students, we still met challenges to fully implement all actions and services due primarily to staffing shortages and difficulty in recruiting enough applicants, within the district and within our community partners workforce, the District was unable to hire many of the additional positions that support our students well-being. Counselors saw and continued to see an increase in student referrals for anxiety, especially from our junior high school students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal Five will remain as previously written. Overall, the actions and services in the goal were effective in achieving our goal to engage students, provide additional support, and ensure a safe, healthy and positive learning environment at school. SMBSD continued to provide well-maintained, up-to-date facilities to enhance student safety. SMBSD continued to provide students and their families with a supportive, inclusive, and welcoming

school environment throughout the school year. Appropriate and responsive solution efforts to increase student connectedness, school safety, and student achievement continued to be implemented and refined districtwide. They include the coordination of additional staff to maintain clean and safe facilities, the expansion of counseling services to support social-emotional wellbeing of our students and their families, increased health assistant coverage, and the coordination of school, district, and community resources to meet the needs of the whole child. The District staff continued to be committed to the academic achievement and social and emotional well-being of all students through school safety and connectedness.

After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2023-2024 plan unless mentioned below:

- Funding for 17 school counselors to support each elementary school, allocating \$2,379,954 total towards this effort to increase social and emotional support for all SMBSD students.
- Partnering with the organization Care Solace, providing \$70,000 in funding to continue access for mental health care services.
- Expanding services through the Fitzgerald Community School to reduce risk of expulsion for identified students, allocating \$670,000.
- Approval to change the position of Health Program Specialist to District Coordinator reflecting additional roles and responsibilities in supporting students, families, and sites with health and safety needs, funding \$211,038.
- Funding for a second Outreach Mentor at all school sites, 21 in total, responding to increased referrals and student support with social and emotional learning, allocating an additional \$1,263,695.
- In an effort to increase support with additional calendar days as well as responsibilities site-wide, the Dean position has been changed to an additional Assistant Principal position at our Junior High schools and K-8 school. The added time and responsibilities within this new role will further efforts in assisting the site principal in organizing and fostering a positive, safe, and effective learning environment that is conducive to meeting the needs of all students, staff, and parents.
- Elementary Counselors for all elementary school sites to support student well-being and social emotional needs, dedicating \$2,497,385 for staffing.

Goals and Actions

Goal 6

Goal #	Description
6	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.

An explanation of why the LEA has developed this goal.

Santa Maria-Bonita School District (SMBSD) continues to view family engagement as a way to move student achievement and improve student support. This goal was developed to reflect SMBSD's commitment to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and improve culturally proficient two-way communication and engagement opportunities for families. We acknowledge the need to increase our ability to engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that result in greater student achievement and strengthen the bond between our families and schools. We believe that family and community engagement is the interactive and collaborative process in which schools, families, and the community actively support children's learning and development in a way that is mutual, respectful, and responsive to a family's language and culture and promotes children's success and achievement in and out of school.

The Local Indicator under State Priority 3, Parental Involvement and Family Engagement, is supported by goal six. In order to increase the effectiveness of the actions in this goal and to ensure that SMBSD meets its goal of providing a variety of parent education opportunities based on the needs as determined by parent input, site needs, state and federal requirements, and current educational trends, SMBSD has enhanced our Family Engagement Program which includes six areas of focus to include: parent leadership opportunities, communication, and outreach, parent education, community connections and family support, engagement and advisory, and professional learning. A three-year plan (2022-2025) outlines the work of the Family Engagement team in these areas as well as the goals and actions to move SMBSD and our schools toward these goals.

Qualitative data collected from parents and parent groups including District English Learner Advisory Committee (DELAC), School Site Councils (SSCs), English Language Advisory Councils (ELACs) (assumed by SSCs), the Parent Advisory Committee and the LCAP Ed Partners Team indicate a need to increase and enhance parent education, translation services and family engagement. Furthermore, feedback from students, teachers, parents, and community members indicated the need to further invest in support for parent engagement, education and communication to overcome increased challenges for our local community resulting from the COVID-19 global pandemic..

Parent attendance at site and district events continues to improve, however there is also feedback indicating a need to increase attendance rates and parent participation (eg: parent education classes, family engagement activities, special events, and presentations). Through both qualitative and quantitative data, the district has identified a need to increase communication in all modalities between schools/district and parents/community members. As measured by the Panorama Family Engagement evaluation tool, there continues to be a need to increase SMBSD families' sense of connectedness and engagement to their school sites and the need to make further progress in creating welcoming environments for all families in the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3: Parent Involvement (Engagement) Panorama Social-Emotional Development Survey Parent Survey: All Parents Topic: Family Engagement: The degree to which families become involved with and interact with their child's school	May 2021 "Percent Favorable" = 9% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 7% 0-19th percentile compared to others nationally Change since May 2021 DOWN 2%	May 2023 "Percent Favorable" = 13% Change since May 2021 UP 4%		By 2024, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by the Panorama Family Engagement evaluation, such that results are comparable to the 40 to 59th percentile compared to others nationally.
State Priority 3: Parent Involvement (Engagement) Panorama Social-Emotional Development Survey Parent Survey: All Parents	May 2021 "Percent Favorable" = 17%	May 2022 "Percent Favorable" = 17% NO Change since May 2021	May 2023 "Percent Favorable" = 29% Change since May 2021 UP 12%		By 2024, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by the Panorama Family

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Topic: Family Engagement:</p> <p>Question: In the past year, how often have you visited your child's school?</p>					Engagement evaluation, by 25% to a Percent favorable of at or above 42%.
<p>State Priority 3: Parent Involvement (Engagement) All Grades</p> <p>Topic: Building Relationships: progress in creating welcoming environments for all families in the community.</p>	<p>May 2020 Stage of Implementation = 4 - Full Implementation</p>	<p>May 2022 - Stage of Implementation = 4 Full Implementation All office support staff at school sites and the district have participated in customer service training through Fred Pryor. Community Liaisons have learned about the 6 types of partnerships with parents based on Joyce Epstein's framework at their meetings. All community liaisons have been offered interpreter training to provide language access.</p>	<p>May 2023 - Stage of Implementation = 4 Full Implementation All office support staff at school sites and the district have continued to participate in guided customer service training Fred Pryor. Community Liaisons have learned about the 6 types of partnerships with parents based on Joyce Epstein's framework at their meetings. All community liaisons as well as extended to all bilingual staff have been offered interpreter training to provide language access.</p>		<p>By 2024, SMBSD will make progress in creating welcoming environments for all families in the community. The rating will be 5 - Full Implementation and Sustainability.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 3: Parent Involvement (Engagement) All Grades Topic: Building Relationships: progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children</p>	<p>May 2020 Stage of Implementation = 2 - Beginning Development</p>	<p>May 2022 - Stage of Implementation = 3 Initial Implementation All bilingual school staff have been offered the opportunity to participate in interpreter training to improve communication with families and provide consistent quality language access throughout the district. 3 districtwide trainings have been held during the 2021-22 school year.</p>	<p>May 2023 - Stage of Implementation = 4 Full Implementation All bilingual school staff have been offered the opportunity to participate in interpreter training to improve communication with families and provide consistent quality language access throughout the district. An increase to 4 districtwide trainings have been held during the 2022-23 school year as well as training has been extended to staff that is supported through a contract to uphold systemwide standard.</p>		<p>By 2024, SMBSD will make progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. The rating will be 5 - Full Implementation and Sustainability.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 3: Parent Involvement (Engagement) All Grades Topic: Building Partnerships: progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.</p>	<p>May 2020 Stage of Implementation = 2 - Beginning Development</p>	<p>May 2022 - Stage of Implementation = 4 Full Implementation The district is exploring opportunities to provide professional learning to school certificated staff to improve their capacity to support families. The office of family engagement continues to provide support to schools to build partnerships with parents and support these efforts schoolwide.</p>	<p>May 2023 - Stage of Implementation = 4 Full Implementation The district continues to explore opportunities to provide professional learning as well as family engagement events to school staff to improve their capacity to support families. The office of family engagement continues to provide support to schools to build partnerships with parents and support these efforts schoolwide. Additionally, professional learning has been extended to staff and interpreters specific to family meetings such as IEP and inclusion efforts.</p>		<p>By 2024, SMBSD will make progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. The rating will be 5 - Full Implementation and Sustainability.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 3: Parent Involvement (Engagement) All Grades Topic: Seeking Input for Decision Making: progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p>	<p>May 2020 Stage of Implementation = 3 - Initial Implementation</p>	<p>May 2022- Stage of Implementation = 4 Full Implementation The office of family engagement in partnership with the office of Plan Alignment works with schools and principals to support and train parents serving on advisory councils to effectively participate in the decision-making process by providing workshops and training materials that prepares parents to fulfill their roles and responsibilities as members of these councils.</p>	<p>May 2023- Stage of Implementation = 4 Full Implementation The office of family engagement in partnership with the office of Plan Alignment continues to work with schools and principals to support and train parents serving on advisory councils to effectively participate in the decision-making process by providing workshops and training materials that prepares parents to fulfill their roles and responsibilities as members of these councils. Additionally, these efforts have increased to include the Parent Advisory</p>		<p>By 2024, SMBSD will make progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. The rating will be 5 - Full Implementation and Sustainability.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Committee, the Facilities Master Plan, and the local SELPA to support families of students enrolled in Special Education to develop a dedicated advisory council		
State Priority 3: Parent Involvement (Engagement) All Grades Topic: Seeking Input for Decision Making: progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	May 2020 Stage of Implementation = 3 - Initial Implementation	May 2022 - Stage of Implementation = 3 Initial Implementation SMBSD gathered input from families through surveys, advisory groups such as DELAC and focused interactions with parents, families and our educational partners regarding engagement activities and outreach efforts. This information is being used in addition to the other metrics to inform plans, designs, implementation process and ultimately the evaluation of family engagement	May 2023 - Stage of Implementation = 4 full Implementation SMBSD continues to gather input from families through surveys, advisory groups such as DELAC and focused interactions with parents, families and our educational partners regarding engagement activities and outreach efforts. This information is being used in addition to the other metrics to inform plans, designs, implementation process and ultimately the evaluation of		By 2024, SMBSD will make progress providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels. The rating will be 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		activities at both the school and district level.	family engagement activities at both the school and district level. Additionally, the Family Resource Centers provide an opportunity for increased outreach as well as the expansion of the Parent Education offerings to support these efforts towards engagement.		

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Community Liaisons	<p>In order to continue to provide parent/caregiver outreach, education, and centralized resources for parents/caregivers, the district will provide one full-time Community Liaison at each school site, as funding allows. In addition, school sites will hire additional full-time Community Liaisons, as funding allows, according to the needs of the school site community. School site Community Liaisons connect families with schools, encourage attendance at parent education events, refer families to district/school programs, and connect them with community organizations to access available resources.</p> <p>In addition, the district will continue to provide six full-time, district-level Community Liaisons, as staffing allows, for district-level student services</p>	\$3,026,546	Yes

Action #	Title	Description	Total Funds	Contributing
		and family outreach as well as one Community Liaison for the Preschool, as funding allows, and one Executive Liaison for the Superintendent, as funding allows. The district will increase the district level support as needed. These district-level Community Liaisons will provide additional school site support for events such as parent meetings, parent education, parent and community activities for the parent resource center, support with translation support including Mixtec, and district-wide parent events.		
Action #	Title	Description	Total Funds	Contributing
6.2	Family Outreach Advocates (FOA)	<p>The role of Family Outreach Advocates (FOAs) is to bring support in a case management style and act as a liaison between schools, families, and the community. Our Advocates educate all family members how to become advocates for their children and family.</p> <p>Santa Maria Bonita School District has contracted with the Family Service Agency (FSA) to provide 10 Family Outreach Advocates and one Family Outreach Advocate Supervisor. This funding includes: six trilingual (English, Spanish and Mixtec) FOAs assigned to the District Office, one trilingual Family Outreach Advocate Supervisor (English, Spanish, Tagalog), and four bilingual (English and Spanish) FOAs each assigned to a specific school cluster. The Family Outreach Advocate Supervisor provides professional support to the FOA's ensuring the highest level of advocacy for children and their families. Additionally, due to educational partner feedback on providing more staffing and services for family engagement these staff members' work calendar days have been extended for the upcoming school year.</p> <p>The FOA serves as a liaison between the family and school to support student success in the school environment. The FOA will work collaboratively with parents, school personnel, and public and private agencies to guide families in overcoming obstacles to self-sufficiency.</p>	\$585,120	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Through advocacy, case management, parent education, and linkage to community resources, the FOA will identify risks, promote strengths, and equip parents with the skills and knowledge needed to overcome sources of stress and provide nurturing environments as well as progress towards economic stability. Services are provided in the home, school, and community setting.</p> <p>In addition to providing Family Outreach Advocates, the District will provide supplemental resources and supplies in order to ensure that children experiencing homelessness are able to participate fully in school activities and that barriers to identification, enrollment, and retention in school are identified and removed.</p>		
Action #	Title	Description	Total Funds	Contributing
6.3	Translation/Interpretation Services - Trilingual and Bilingual Translators/Interpreters	<p>The district will dedicate resources to improve translation/interpretation services. Translation/interpretation services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters, as funding allows. In addition, the district will increase this service by hiring more Translators/Interpreters, as funding allows, if we are able to maintain the positions already established. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level.</p> <p>District translators/interpreters serve the community by providing language access to families through simultaneous and consecutive interpretation at district and school site meetings, translation of all public documents including our website, and on-site interpretation for families visiting any of our site locations. We continue to refine processes to maximize our ability to provide language access and</p>	\$589,857	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ensure we are doing so in a way that is responsive to the needs of our families.</p> <p>The District will continue to provide funding for six Translators/Interpreters, including three Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters to support our increasing language needs in Spanish as well as Mixtec. In addition, the District will increase this service by hiring more translators/interpreters, as funding allows, if we are able to maintain the positions already established. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level.</p>		
Action #	Title	Description	Total Funds	Contributing
6.4	Translation/Interpretation Services	<p>Interpretation at SMBSD continues to be a priority as we seek to improve our communication with families. We have worked to complete our team of interpreters and use a variety of methods to fill the needs at the school site and district level. Processes have been refined and streamlined to improve the outcomes and access for families. Translation/interpretation services will be used to provide equitable language access for students and families.</p> <p>The district will dedicate resources to improve translation/interpretation services. Translation/interpretation services will be used to provide equitable language access for students and families. A stipend will be provided to the designated bilingual staff member(s) at each school site and within departments to provide translation and interpretation support for students and families, as funding allows. In addition, school sites will increase support during expanded learning hours by providing extra work agreements to bilingual/trilingual qualified staff members in</p>	\$36,000	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>order to support further translation/interpretation services for students and their families.</p> <p>The district will also continue to research further concerning ways to provide more translation/interpretation services and use outside services/agencies in order to increase the ability to communicate effectively to our parents and other family members during expanded learning hours.</p>		
Action #	Title	Description	Total Funds	Contributing
6.5	Family Engagement Programs, Parent and Community Involvement	<p>Non-English-speaking families and families living in poverty do not always understand the education system and resources available to support their child's learning experience. By providing engagement programs and supporting parent and community involvement families will learn how to navigate our district's resources and will be informed parents in education. By being informed partners in education, non-English-speaking families and families living in poverty will seek support and early interventions to support their child's educational needs. The district will continue to work with school sites and parent leaders to build capacity among parent groups, reach out to the families of our students, promote engagement at the site level and provide access and equity. Resources will be allocated to continue to develop the district's family engagement and outreach programs. District and school site parent support centers will provide additional access points for parents to receive assistance with enrollment and access to resources, programs, and services. There will also continue to be an expansion of outreach and communication using a diversity, equity, and inclusion lens to increase parent participation.</p> <p>SMBSD seeks to continue its partnership with effective parent education and engagement programs such as PIQE, PIBE, FACTOR, and</p>	\$740,379	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Simon Silva Arts Events.</p> <p>In response to educational partner feedback, funding for these parent education and engagement programs have been increased for the 2023-2024 school year.</p>		
Action #	Title	Description	Total Funds	Contributing
6.6	Parent Education Services	<p>SMBSD's low-income student populations are some of the lowest-performing student groups on state and local assessments. Parent education and involvement have been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement. Based on local survey data and educational partner feedback, the district will expand upon its promotion and recruitment strategies to increase parent participation in parent/family education classes and activities. These activities will include parent education offerings such as offsite/hybrid parent education, district-wide parent education events, and multi-faceted/multi-tiered whole child events. The District will continue to provide parents with child care, interpretation, materials, and resources to increase participation and attendance at events.</p> <p>Rosetta Stone has been purchased for parents to learn English as a second language at Jimenez Initial purchase and identification has begun at Adam and the program is scheduled to begin in February. Alvin is also scheduled to begin around the same time. Rosetta Stone licenses are valid for one year. Parents will be able to learn English without leaving their homes.</p> <p>Parents are offered ESL courses virtually through PIBE with three start times per year.</p> <p>To date more than 300 parents have completed the ESL courses through PIBE.</p>	\$310,000	Yes

Action #	Title	Description	Total Funds	Contributing
6.7	Increased Parent Communication Services	The District will continue to increase parent communication between schools, parents, and community members. The District will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, texts, Parent Square messages, PeachJar, interpretation equipment, home visits, web postings, and in-person or virtual informational meetings as appropriate. The District will expand communication by improving the delivery of multi-language content on the district's website through video communications and additional leveraging through social media to support the entire community.	\$150,000	Yes
Action #	Title	Description	Total Funds	Contributing
6.8	Coordinator of Family and Community Engagement	The District will continue to provide one Coordinator of Family and Community Engagement, as funding allows. The Coordinator will serve as a liaison between district leaders, school site administrators, and SMBSD families. The Coordinator of Family and Community Engagement will work with the Plan Alignment Department and the Director of Pupil Personnel Services to help support educational partner engagement and activities, districtwide enrollment processes, collection of required income and housing data, parent education, communication efforts, community collaboration, and parent advisory teams.	\$208,784	Yes
Action #	Title	Description	Total Funds	Contributing
6.9	Program Specialist, Family Student Services	Gives leadership and guidance in establishing and maintaining cooperative relationships with community groups, educational institutions, and health agencies for better understanding, communication, and development of programs. Monitors implementation of program plans and ensures their effectiveness. Coordinate the work of parent engagement at the district level to assist schools to increase parent engagement at each school to improve	\$191,729	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>student achievement. Coordinate and support parent education. Coordinate and develop regional and community partnerships to support parent engagement and vital district initiatives. Present to parent and community groups on engagement practices and other topics as needed. Provide training in conducting public meetings and parliamentary procedures. Identify specific parent engagement practices and programs to increase the level and frequency of parent engagement. Facilitate and deliver training for schools, parents, and community members on effective parent engagement and volunteer strategies. Support and maintain a parent involvement calendar. Prepare and publish applicable portions of parent newsletters. Ensure federal and state compliance with parent involvement mandates. Work with district collaborative and community agencies that support District parent involvement activities. Oversee implementation of a coordinated volunteer initiative to increase volunteers and resources to local schools including matching of volunteers to opportunities, staff, and volunteer training and screening. Support district collaboration with community groups, agencies, and service providers. Support district Wellness Policy and implementation and support communication of policy. Support Parent Resource Centers at school sites. Attend parent engagement meetings including evening events. Support Student Service Memorandums of Understanding with agencies.</p>		
Action #	Title	Description	Total Funds	Contributing
6.10	Clerk IV, Family Student Services	The District will add a Clerk IV position in the Student and Family Services Department, as funding allows, to support the additional workload that has been added with increased parent and community outreach within the department.	\$92,555	Yes

Action #	Title	Description	Total Funds	Contributing
6.11	Digital Media Specialist	In an effort to increase family engagement throughout the district, SMBSD will employ a Digital Media Specialist, as funding allows, to assist in the identification, development and execution of digital communication resources (e.g. websites and social media) to support the District's communications plans at the District and school site levels. Additionally, the Digital Media Specialist assists in developing, maintaining and growing the District's brand through innovative use of digital media resources and ensures District and school websites and other digital content is current.	\$126,866	Yes
TOTAL			\$6,057,836	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions/services intended to support Goal Six were implemented according to the strategies outlined in the actions and services of the goal. The Santa Maria-Bonita School District (SMBSD) continued to develop a culture of respect and caring to support positive relationships among all educational partners, implementing a parent engagement pathway across the district to support our families and community as partners in the education of SMBSD students. The actions outlined supported the progress in meeting the goal to improve educational partner engagement and increase positive engagement among students, families, and staff. The District recognized the need to continue to increase and improve services within the goal, particularly with increased staffing specific to family engagement. The specific actions and services were successful within the goal being to prioritize student and family engagement. Appropriate and responsive solution efforts to increase engagement for those who make up our local community continued to be implemented and refined district wide

Substantive differences in the planned actions are due to staffing shortages for the Community Liaison position as well as parent education programs receiving funding through state and federal relief funds, leaving a remaining balance in the initial allocation for this action/service. Additional support in a variety of areas within the Family and Student Services Department has been echoed by educational partners throughout the school year and resulted in a substantive difference in the planned action within the strategic plan. With the increasing number of documents

required for translation, and additional needs at sites, the Family and Student Services Department will require an additional District Community Liaison, as well as Translator position. In addition to this, in order to keep up with the increasing clerical needs, the department requires an additional Clerk IV position. Finally, with the increased number of pantry events and parent meetings in the evenings, a Program Specialist position will be able to assist in these areas.

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

Overall, in order to expand opportunities for parent education, translation of documents and other communication, an increase of expenditures will be necessary in order to hire additional staff members to support these efforts. Additionally, due to increased funding specific to family engagement programs, parent, and community involvement (Goal 6.5) as well as parent education (Goal 6.6) through relief funds, specifically the Expanded Learning Opportunities Grant, a number of programs such as PIBE, PIQE, and FACTOR were able to be funded through these sources resulting in a balance for both of these actions/services. A more detailed summary of the intended implementation and 2022-2023 budgeted expenditures include:

- 6.1 Community Liaisons - The District spent less than planned due to staffing vacancies for the Community Liaisons (CLs) position and recruitment efforts through Human Resources continue to ensure full staffing next school year.
- 6.2 Family Outreach Advocates (FOA) - The District spent less than planned due to staffing vacancies for the FOA position throughout the school year.
- 6.3 Translation/Interpretation Services - Trilingual & Bilingual - The District spent less than planned due to one translator vacancy for a short amount of time.
- 6.4 Translation/Interpretation Services - The District spent less than planned due to the inability to contract out as many services due to outside agencies' staffing challenges.
- 6.5 Family Engagement Programs, Parent and Community Involvement - The District spent less than planned due to relief funds use of funds for similar family engagement programs.
- 6.6 Parent Education Services - The District spent less than planned due to relief funds use of funds for similar family education programs that will be reflected in a reduced allocation for the upcoming school year.
- 6.7 Increased Parent Communication Services - The District spent less than planned due to using other COVID-related ESSER funds to support increased parent communication services.
- 6.8 Coordinator of Family and Community Engagement - The District spent more due to negotiated compensation increases

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, SMBSD continued to provide a variety of parent education opportunities based on the needs as determined by parent input, site needs, state and federal requirements, and current educational trends. Parents have responded positively to our offerings and have attended in record numbers given the additional support and technical assistance provided by the Office of Family Engagement and the flexibility that the new digital platforms have provided. Core program offerings have been enacted at both the junior high and elementary school sites. Continued efforts are underway to provide greater consistency across the school sites while continuing to pilot new and innovative programs in a responsive way. Interpretation at SMBSD remained a priority as we continued to seek to improve our communication with families. We have worked to complete our team of interpreters and use a variety of methods to fill the needs at the school site and district level. Processes have been refined and streamlined to improve the outcomes and access for families. We continue to expand communication efforts and access to content in multiple languages. Parent Square continues to be the primary means by which parent communications are distributed. Additional methods of communication continue to be promoted and exemplified by district engagement staff. YouTube broadcasts and Zoom meetings are other platforms that help school sites and the District distribute information to large groups of members of the school community. The District website has been updated and staff is being trained to keep the information on the site current and correct. The District interpreters have worked to ensure that all messages are available in multiple languages. Multilingual content is available on our YouTube Channel.

With programs such as PIBE, PIQE and FACTOR, there have been a range of opportunities to provide parent education to our families. With the use of ParentSquare, flyers, announcements on our website, phone calls and home visits, there has been an increase in communication with our parents and families. Additionally, staffing in the support of student and family engagement remains critical in meeting our goals. Team members such as Community Liaisons are present at each school site, assisting parents with interpretation, translation of school communications and filling out paperwork. Similarly, the Family Outreach Advocate (FOA) works to create connections between the family and school with the assistance of outside agencies and community resources to support student success in the school environment. The FOA will work collaboratively with all members of the school community to guide families in overcoming obstacles to self-sufficiency. Through advocacy, case management, parent education, and linkage to community resources, the FOA identifies risks, promotes strengths, and equip parents with the skills and knowledge needed to overcome sources of stress and provide nurturing environments as well as progress towards economic stability with services provided in the home, school, and community setting. With a diverse set of languages spoken within our school community, our interpreters are key in meeting engagement goals – providing language access to families through simultaneous and consecutive interpretation at district and school site meetings, translation of all public documents including our website, and on-site interpretation for families visiting any of our site locations. We continue to refine processes to maximize our ability to provide language access and ensure we are doing so in a way that is responsive to the needs of our families.

Outreach efforts to SMBSD families continue to grow and demonstrate the understanding of the needs of the community. The incorporation of Family Resource Centers, food and clothing distributions, outreach events, support and creation of Parent Advisory Committees, enrollment outreach events, language-specific events and collaborations with education partners, including outside agencies, partner school districts, non-profit organizations.

Parent Education is coordinated by the office of Family Engagement for all school sites. Offering programs such as PIQE which has resulted in the following family graduate numbers: 107 at Fesler Junior High, 110 at Arellanes Junior High, 120 at Tommie Kunst Junior High as well as Alvin Elementary School with 73 graduates, Adam Elementary School with 98 graduates, and Roberto & Dr. Francisco Jimenez Elementary with 58 graduates. Additionally, the FACTOR program supported all 17 elementary sites with 476 graduates by November 2022. 319 parents completed the fall session of PIBE, an online parent education class including ESL components. Outreach to our families and partners have increased in leveraging technology as an avenue to improved connection, with the following statistics for our communication efforts reflecting progress towards this goal: 16,707 families are receiving text messages from our system, 10,745 are receiving emails, 9,575 of our parents have the Parent Square App, 67% of our parents have Spanish as their language designation in Parent Square(English at 32 % and 1% other), over 106,787 Direct messages have been sent, over 41,919 Secure documents have been sent, and 725 Smart Alerts by 584 Authors districtwide.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The ongoing goal of Community and Family Engagement is to increase communication and education opportunities of our educational partners. The revisions of the goals and services reflect this, particularly through increased staffing within the Family Engagement department including the following positions: Program Specialist of Family Engagement, Clerk IV Family Engagement, Executive Liaison and Digital Media Specialist.

Additionally, in response to educational partner feedback, increased translation services - specifically in supporting our Mixtec-speaking families - include additional funding for translation both at the district and site level as well as parent communication services and staffing for a total of 3 trilingual and 3 bilingual translators.

Goals and Actions

Goal 7

Goal #	Description
7	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.

An explanation of why the LEA has developed this goal.

This goal was developed to support our efforts to facilitate Diversity, Equity, and Inclusion (DEI) toward eliminating disproportionality through cultural proficiency, culturally proficient practices, multicultural experiences, and social action. We continue to address the achievement gaps head-on and support our efforts to arrive at a new and necessary level of cultural proficiency and instructional effectiveness at all levels within the District. From the Executive Summary Winter 2022-2023,, our NWEA data showed the District median student achievement is at the 25th percentile; achievement is below the national average (up from the 19th percentile in spring 2021-2022). Science is above the District median at the 29th percentile and math is at the District median at the 25th percentile. Reading is slightly below the District median, at the 24th percentile. The goal is all subjects at or above the 50th percentile. SMBSD students lag behind the NWEA national norm in both reading and math. Our goal is to meet or exceed the national norm in reading and math. The distance from the norm ranges from 8.85 to 13.09 points in reading and from 7.3 to 12.8 points in math.

English learner (EL) students show a significant achievement gap in reading and math compared to English Only and Redesignated Fluent English Proficient students, according to our Benchmark Executive Summary, Fall 2022-2023. In reading, non-English learner students have an achievement advantage, with 30.14% of non-ELs scoring in the High or High Average Quintiles, compared to 4.52% of English learners. In math, non-English learner students also have an achievement advantage, with 21.44% of non-ELs scoring in the High or High Average Quintiles, compared to 6.45% of English learners. Special Education students (students with IEPs) perform at significantly lower achievement levels than non-special education students on the NWEA Reading Benchmark Assessment. In reading, 16.90% of general education students scored in the top 2 quintiles, compared to 3.66% of special education students. 42.03% of SMBSD general education students score in the lowest quintile, but 81.00% of special education students score in this range. In math, 13.90% of general education students scored in the top 2 quintiles, compared to 3.92% of special education students. 40.50% of SMBSD general education students score in the lowest quintile, but 79.43% of special education students score in this range. The 2022 California Dashboard data results indicate an achievement gap between foster youth and non-foster youth students. According to the Mathematics dashboard results, foster youth students are 123.1 points below standard and declined 5.6 points. The Fall 2022 NWEA Benchmark Executive Summary Report shows that in reading non-foster students do not have a significant achievement advantage, with 15.70% of non-foster students scoring in the High or High Average Quintiles, compared to 9.43% of foster students. In math, non-foster students do not have a significant achievement advantage, with 12.98% of non-foster students scoring in the High or High Average Quintiles, compared to 11.76% of foster students. We continue to review academic

achievement of our foster youth students to ensure they continue to make gains

This goal will also ensure that SMBSD increases students' social awareness including how well students consider the perspectives of others, empathize with them, and increases staffs' commitment to diversity, equity, and inclusion; thus, building a more culturally competent environment and sense of belonging. This belief is intertwined in our Inclusion Plan that created the opportunity for students with IEPs to be placed back in general education classes as their least restrictive environment. During 2021-2022, phase one occurred in grades K-3 and throughout the 2022-2023 school year, the plan expanded to additional grades.

In addition, this goal was developed to implement strategies to increase workforce diversity, review organizational contracting policies, and create DEI staff and management accountability mechanisms. Our commitment will continue our focus on recruiting and retaining diverse staff and embedding staff support systems with high-quality professional learning to continuously build instructional capacity that encompasses multilingual, culturally relevant teaching and learning. We have also established a partnership with California Polytechnic State University, San Luis Obispo (Cal Poly) to specifically recruit, train, and hire teachers who are bilingual and who are going into the special education field.

In order to address Priority 7: Access to a Broad Course of Study, the District continues our commitment to expand our College and Career Readiness Program and College Technical Education (CTE) opportunities for all students, with targeted attention to special populations including demographics that have been historically marginalized. Using data provided by our Assessment and Accountability department, we evaluated current CTE programs for our junior high school students underrepresented and have continued work to address any unintended challenges or barriers for students. Several of the changes made within this goal include the offering of trimester elective courses for all of our junior high school students. Additionally, the next steps include a further review of our junior high Honors English and Algebra 1 classes and equity and access to field trips and other school activities on all of our campuses. This goal was also developed to ensure that SMBSD helps to increase the level of students graduating from our neighboring high school district, Santa Maria Joint Union High School District, and increase the number of English learners completing A-G requirements compared to all other subgroups, along with preparing students to continue on the pathway for graduating with the State Seal of Biliteracy.

The goal also addresses Priority 6: (School Climate) - the District supports a positive school culture that fosters healthy classroom climates where students feel a sense of belonging, purpose, and stewardship. Students become empowered to embrace their learning journey and contribute to their school community in ways that cultivate their college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7: Course Access (Conditions of Learning) Seal of Biliteracy	For 2020-2021, 0 students in preschool, 0 students in elementary, and 0 students in junior high have earned a service and participation award or biliteracy award.	Preliminary data: For 2021-2022: 342 PreK students in 12 PreSchool programs earned Biliteracy PreSchool Pathway Award, 12 students in the 6th grade DLI program at Jimenez met the criteria for Biliteracy Attainment Pathway (English/Spanish), and 3 students in 6th-grade at Jimenez met criteria for Biliteracy Services and Participation Award (Spanish/English)	193 awards for PreK; 8th grade had 61 Bilingual Service Awards and 176 Biliteracy Awards. of which 26 students were Jimenez DLI who received Biliteracy Awards.		By 2024 50 students in preschool, 35 students in elementary, and 20 students in junior high will receive a service and participation award or a biliteracy award.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion Panorama Education Survey (All Respondents)	May 2021 "Percent Favorable" = 63% 20-39th percentile compared to others nationally	May 2022 "Percent Favorable" = 65% 40-59th percentile compared to others nationally	May 2023 "Percent Favorable" = 60%		By 2024, SMBSD students will increase their social awareness, as measured by the Panorama Social

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students 3-5 Topic: Social Awareness: How well students consider the perspectives of others and empathize with them		Change since May 2021 UP 2%			Awareness evaluation, such that results are comparable to the 60 to 79th percentile compared to others nationally.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion Panorama Education Survey (All Respondents) Students 6-8 Topic: Social Awareness: How well students consider the perspectives of others and empathize with them	May 2021 "Percent Favorable" = 55% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 53% 0-19th percentile compared to others nationally Change since May 2021 DOWN 2%	May 2023 "Percent Favorable" = 48%		By 2024, SMBSD students will increase their social awareness, as measured by the Panorama Social Awareness evaluation, such that results are comparable to the 60 to 79th percentile compared to others nationally.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion Panorama Education Survey (All Respondents) Teacher and Staff Perception of K-2 students Topic: Social	May 2021 "Percent Favorable" = 63% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 67%	May 2023 "Percent Favorable" = 70%		By 2024, SMBSD staff will increase their social awareness, as measured by the Panorama Social Awareness evaluation, by 10% to a Percent favorable of at or above 73%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Awareness: How well students consider the perspectives of others and empathize with them					
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion Panorama Education Survey (All Respondents) Classified Staff Topic: Cultural Awareness and Action (Adult Focus)	May 2021 “Percent Favorable” = 44% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 46% 0-19th percentile compared to others nationally Change since May 2021 UP 2%	May 2023 "Percent Favorable" = 54%		By 2024, SMBSD staff will increase their commitment to diversity, equity, and inclusion, as measured by the Panorama Cultural Awareness and Action evaluation, by 10% to a Percent favorable of at or above 54%.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion Panorama Education Survey (All Respondents) Certificated Staff Topic: Cultural Awareness and Action (Adult Focus)	May 2021 “Percent Favorable” = 45% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 54% 20-39th percentile compared to others nationally Change since May 2021 UP 9%; moved from lowest band of percentiles to next!	May 2023 "Percent Favorable" = 57%		By 2024, SMBSD staff will increase their commitment to diversity, equity, and inclusion, as measured by the Panorama Cultural Awareness and Action evaluation, by 10% to a Percent favorable of at or above 55%.
State Priority 6: School Climate (Engagement)	May 2021 “Percent Favorable” =	May 2022 "Percent Favorable" =	May 2023 "Percent Favorable" =		By 2024, SMBSD families will increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
- Diversity, Equity, and Inclusion Panorama Education Survey (All Respondents) Parents and Families Topic: Diversity and Inclusion	61% 0-19th percentile compared to others nationally	57% Change since May 2021 DOWN 4%	56%		their commitment to diversity, equity, and inclusion, as measured by the Panorama Diversity and inclusion evaluation, by 10% to a Percent favorable of at or above 71%.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Multilingual, Culturally Relevant Professional Learning	To actualize equity, access, and inclusion for all students, especially those who are most marginalized, the District will continue to provide ongoing professional learning opportunities including the use of a consultant to train staff on educational equity. This professional learning will deepen self-awareness and inclusionary practices to ensure that there is common district messaging, understanding, and an approach to addressing systemic policies and practices. For the 2023-2024 school year, the District will provide targeted training to all site Culture Climate Team members, specific to supporting all students in equitable access to high-quality learning environments. Teachers will also continue to be supported in building their understanding of how to develop student social-emotional development competencies through the delivery of grade-level instruction. In addition, we will continue to support the district's Diversity, Equity, and Inclusion team.	\$407,100	Yes

Action #	Title	Description	Total Funds	Contributing
7.2	Teacher on Special Assignment (TOSA) Culture and Climate	The District will continue to provide one Teacher (full-time certificated) on Special Assignment for Culture and Climate, as funding allows. This position will provide support and resources for the full implementation of the social-emotional learning program in support of high-quality instruction, along with direct support from the site culture and climate teams. Additionally, the TOSA of Culture Climate will work alongside site administrators, staff and Culture Climate Teams to provide support to what resources and professional development are available to assist in supporting the whole child.	\$160,000	Yes
Action #	Title	Description	Total Funds	Contributing
7.3	State Seal of Biliteracy Pathways Program	The District will continue to provide supplies to support the program, and the Department of Teaching and Learning - Supplemental Programs will oversee the Seal of Biliteracy Pathway Program for all district sites and English Language Development Coaches will promote the program at the site level. The pathway program will begin in prekindergarten with four additional opportunities throughout elementary and junior high. Two will be at the end of elementary school (6th grade) and the other two at the end of junior high (8th grade). Students who successfully complete one of the elementary or junior high pathways will be supported in high school to maintain pathway involvement, resulting in the student obtaining the California Seal of Biliteracy upon HS graduation.	\$20,000	Yes
Action #	Title	Description	Total Funds	Contributing
7.4	Junior High Department Chairs	The District will continue to provide four junior high schools with a department chair, as funding allows, for each of the core instructional areas, which include English language arts, mathematics, science, and social science/history, at both the 7th and 8th grade level, in an effort to align core subject offerings across school sites. In addition, the District will provide one Physical Education Department Chair at	\$175,705	Yes

Action #	Title	Description	Total Funds	Contributing
		each site (4), as funding allows, a Spanish Department Chair, as funding allows, to support all sites, a Drama/Art Department Chair, as funding allows, to support all sites, and three Career and Technical Education Department Chairs, as funding allows, to include family/consumer science, computer science/business marketing, and engineering and product development. Since Junior high chairs are instrumental in supporting the work of their content area teams, it is critical to have their voices as members of the site Instructional Leadership Teams. In addition, junior high chairs support the implementation of high-quality, grade-level instruction, for all students. Resources and professional learning will be provided in order to build capacity and ensure time for collaboration.		
Action #	Title	Description	Total Funds	Contributing
7.5	Junior High Assistant Principals (former Deans)	The District has promoted the Dean position to an additional Assistant Principal position (full-time certificated) at each junior high school and at our K-8th school, as funding allows. These positions will assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. These positions also support the principal in forming a stronger leadership team that improves academic and social-emotional learning outcomes. The APs support the implementation of school plans, policies, and programs and ensure that the needs of disadvantaged student populations are met. They also support state and local testing and lead professional learning communities as they monitor and use data to drive instruction.	\$913,108	Yes

Action #	Title	Description	Total Funds	Contributing
7.6	Interpretation Training to Improve Language Access	<p>Strong family-school relationships are an indicator of student success. Communication with Limited English Proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community; it provides these parents with access to all the necessary information about their child's education. The District will continue to improve translation/interpretation services by providing further opportunities for training for our staff to standardize our practice across the district and improve language access for SMBSD families.</p> <p>Translation/interpretation services will be used to provide equitable language access for students, families, and community educational partners. Bilingual and multilingual staff, including bilingual instructional aides, community liaisons, and other office staff will be provided with the opportunity to participate in interpreter training.</p>	\$125,000	Yes
Action #	Title	Description	Total Funds	Contributing
7.7	Social Emotional Learning (SEL) Data Instrument	<p>In order to increase the practice of evaluation of programs and student achievement, the District will continue to provide a data instrument to all school sites that will evaluate resources to build social emotional-learning (SEL) competencies, create supportive classroom cultures, and develop teacher and staff SEL and well-being. The data sources that are provided to sites allow them to see where their areas of strength are (in regards to culture and climate) and areas of need are across campus. As culture climate teams meet and discuss these items, they can determine how to address issues, with which resources, and what lessons (for behavior) need to be retaught to students.</p>	\$86,500	Yes

Action #	Title	Description	Total Funds	Contributing
7.8	Early Childhood Education Program	<p>Santa Maria-Bonita School District is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing child-centered environments and high-quality educational programs that value and respect culture, language, and the needs of all students, families, staff, and communities. We are committed to providing safe environments to our youngest students where they can explore, play, and learn skills that will lay the foundation for long-range social and academic success.</p> <p>In order to fully support Early Childhood instruction in the Transitional Kindergarten programs the district will employ an Early Childhood TOSA, as funding allows, as well continue to fund the P3 Program Specialist, as funding allows, whose primary focus is on supporting the development of quality early childhood experiences, robust early childhood parent and daycare provider education, and alignment efforts between grades TK-3 curriculum, instruction, and assessments.</p>	\$252,790	Yes
Action #	Title	Description	Total Funds	Contributing
7.9	Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High School Students	<p>The District will continue to support college and career readiness, to include A-G/Career Technical Education (CTE) elective courses at all junior highs. Three additional CTE elective courses will be offered which include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. These new courses will require a substantial investment to support the newly selected CTE coursework including, technical support, lab modules, supplemental materials, setup and assembly for eight labs (2 per site), College and Career Ready expendables, and additional supplemental supplies for all four junior high school sites. In addition, the District will purchase textbooks to support A-G Spanish courses for 8th graders.</p>	\$233,000	Yes

Action #	Title	Description	Total Funds	Contributing
7.10	Social Emotional Learning (SEL) Support	In order to provide staff with additional support about how to better meet the needs of students, the District and school sites will continue to provide CCSS aligned supplemental instructional materials to support social-emotional learning (SEL). Supplemental support materials will be used to support teachers in providing instruction and expanded learning opportunities. These items will supplement Panorama lessons and surveys that are provided to each school site. Based on data received from these surveys, as well as the AERIES discipline dashboard, school sites will use these instructional materials to support the SEL needs of their students.	\$482,427	Yes
Action #	Title	Description	Total Funds	Contributing
7.11	College and Career Readiness Experiences	<p>The District will continue to provide College and Career Readiness (CCR) experiences to enhance college and career opportunities for low income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups. Resources will be allocated to support college and career-ready, grade-level standard-aligned opportunities and field trips to close achievement gaps. College field trips provide students the opportunity to explore and experience the college atmosphere, which may lead to career development opportunities at secondary levels. CCR learning experiences will be included in the larger CCR district plan to ensure equity across all sites.</p> <p>School sites may increase the support by using site funds to pay for transportation, admissions, and other costs for curriculum-aligned enrichment trips that will provide economically disadvantaged students an equal opportunity to experience learning outside of the classroom that their families might not afford otherwise.</p>	\$1,339,384	Yes

Action #	Title	Description	Total Funds	Contributing
7.12	District Support Specialist	<p>The District will provide six District Support Specialists, as funding allows.</p> <p>These specialists will be under the guidance of the Special Education Office Administrative Team. They will provide professional learning on evidence-based practices in the area of specially designed instruction, behavior, interventions, data collection, progress monitoring, and inclusive practices in order to build the capacity of staff to support students in the least restrictive environment. District support specialists will work as a multi-disciplinary team to support the whole child by conducting observations, collecting data, developing individual student intervention plans utilizing evidence-based practices, attending IEP meetings when necessary, and providing follow-up with staff and families for students with our most extensive needs.</p>	\$242,552	Yes
Action #	Title	Description	Total Funds	Contributing
7.13	Universal Transitional Kindergarten - Equity and Access Program	<p>In order to increase access to a full day of learning for our unduplicated, low income, and foster youth students, SMBSD will support Transitional Kindergarten and Kindergarten classes by increasing the learning to a full day program at elementary school sites, as space allows. The District will support this expansion by purchasing supplemental instructional materials, manipulatives, and other necessary resources to enhance learning in every classroom. By providing these resources teachers will be able to better provide our youngest learners an opportunity to learn and grow in an environment tailored to meet their academic and social needs.</p> <p>The funding for this action has been absorbed by relief funding to ensure full day expansion efforts continue as planned for our TK and Kinder students.</p>	\$0	N/A

Action #	Title	Description	Total Funds	Contributing
7.14	Area Administrators	In order to support our Continuum Sites, school sites with programming for students with Extensive Service Needs, SMBSD will provide additional administrative support, as funding allows, due to the additional student needs, additional staff supervision and additional IEPs in which site administrators are required to act as the Local Education Agency (LEA) Representative. The District will provide additional site administration, as funding allows, so all students and staff at Continuum Sites receive equitable administrative support given the additional demands. By providing this additional support it will allow students with extensive service needs to remain at one elementary school site for their school careers as opposed to being moved to and from multiple elementary schools, allowing them to experience a sense of belonging as part of their school community.	\$722,046	Yes
TOTAL			\$5,159,612	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions/services intended to support Goal Seven were implemented according to the strategies outlined in the actions and services of the goal. The Santa Maria-Bonita School District's (SMBSD) commitment regarding equity strategies and actions aligned within the actions and services within this goal. Throughout the year, our continued focus was evident as we built organizational capacity, increased community engagement, researched and evaluated programs that promoted equity, and provided programs that integrated diversity, equity, and inclusion (DEI). SMBSD provided professional development in the areas of social-emotional learning, equity, and implicit bias in order to create learning environments based on educational best practices and support a cultural sensitivity and culturally responsive pedagogy for all students.

Substantive differences in planned actions for this goal include challenges in the ability to consistently provide college and career readiness experiences to students across the grade levels due to transportation challenges, we were unable to provide students all of the planned field trip

experiences. Additionally, Also, professional learning was impacted due to the lack of substitutes available so that teachers could attend professional learning opportunities during their contracted work hours.

7.1 Multilingual, culturally relevant professional learning: Over the last two years the district has made it a priority to embed multicultural, as well as culturally responsive practices and language in order to build the capacity of others to understand equity, into every professional learning opportunity provided. There has also been a focus on building capacity around restorative practices and providing an elevated level of social emotional learning opportunities in the classroom. In addition, during the two district provided PL days a variety of sessions were offered that focused on having a multicultural and culturally relevant stance. One example of ongoing learning is the professional learning specific to the practice of translanguaging. Another example of building capacity around culturally responsive practices includes the ongoing efforts made to ensure all students are provided opportunities to engage in rigorous learning that is inclusive of hands on, collaborative learning experiences which promote critical thinking, problem solving, as well as the development of the SED skills needed by all students to college and career ready.

7.3 State Seal of Biliteracy Pathways Program: The Pathway Program continues to be an area of focus as we strive to build more community and staff awareness of the Program. The lack of staffing to fully support this initiative has been a barrier to the work in the current school year. During both the 21-22 and 22-23 school year the district's focus has been on our youngest learners (preschool) in order to ensure we are capturing parent understanding and buy-in, as well as the students in the DLI Program at Jimenez Elementary. As we move forward the focus will expand first to Transitional Kindergarten, the new baseline year and then to other grades levels, starting with our 8th grade students in our Spanish courses at the junior high, in order to ensure the students continue on the Pathway into high school where the Seal can be acquired upon graduation.

7.8 Preschool programs: The Preschool Program will be discontinued at the end of the 22-23 school year as part of the district UTK expansion efforts. Preschool students will now be supported in the TK classroom instead of the State Preschool Program.

Additionally, due to the hiring of an additional Dean at Jimenez K-8 School during the school year an increase of funding was necessitated for Goal 7.5.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal Seven. The intended implementation and 2022-2023 budgeted expenditures include the District spending a substantial amount less on multilingual, culturally relevant professional learning as well as social emotional professional learning due to the inability of teachers to attend workshops and training due to the lack of substitute teachers. The District also spent less on the following actions:

Preschool program start-up program materials were funded through the CSPP Expansion Grant leaving unallocated funds during the course of the school year.

State Seal of Biliteracy Pathways Program funds were unfulfilled and will continue to be expanded upon in the 23-24 school year.

School site field trips for college and career readiness had significantly limited access to transportation challenges largely involving staffing, however the district will continue to partner with various local vendors of charter buses to secure as many opportunities as possible with the goal of establishing equity across sites.

Additionally, the implementation of interpreter training took place without the need to exhaust all of the funding allocated to this Action and the remaining balances were as a result of not being able to order all supplies due to material shortages.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local data, as shown by the survey completed by students and adults (including staff and families), the District saw some growth that was reflected in the Panorama winter 2022-2023 survey results. Overall, the percent of favorable responses remained steady and an increase in favorable responses for engagement through diversity, equity, and inclusion by 11% amongst staff and 2% amongst families.

Actions in Goal 7 that contributed to growth in increased students' social awareness, including how well students consider the perspectives of others and empathize with them and increase staff's commitment to diversity, equity, and inclusion, thus building a more culturally competent environment and sense of belonging included:

School staff used data collected from the California Healthy Kids Survey, results from Panorama surveys, as well as information from the AERIES discipline dashboard, to determine areas of strength on the campus, as well as areas of need. Site Culture and Climate teams examined this data which helped them make informed decisions on how to address these areas of need on campus and in the classroom.

The Teacher on Special Assignment for Culture and Climate provided support and resources for full implementation of the social-emotional learning program in support of high-quality instruction, along with the direct support of the site culture and climate teams.

In order to address Priority 7: Access to a Broad Course of Study, the District has been and will continue to be committed to expand our College and Career Readiness Program and College Technical Education (CTE) opportunities for all students, with special attention to demographics that have been historically marginalized. Using data provided by our Assessment and Accountability department, we evaluated current CTE programs for our

underrepresented junior high school students and have continued work to address any unintended challenges or barriers for students. One of the changes made within this goal includes the offering of trimester wheel courses for all of our junior high school students. In addition, various yearlong electives were revamped or added to the course offerings at the junior highs. Additionally, the next steps include the development of a junior high Honors English course that has an objective, equitable process for identifying eligible students and a robust learning experience comparable to a Honors level course. Algebra 1 continues to be an area of investigation and discussion. Changes to the Mathematics Framework or forthcoming and an overhaul of the High School district's math program will have implications on the district's next steps with developing a higher level math class, like Algebra 1. An ongoing focus on equity and access to field trips and other school activities on all of our campuses will continue to be an area of focus.

SMBSD also implemented the following in progress towards this goal: outreach to diverse populations which included multilingual workshops to support college attendance and digital literacy, language access for meetings, and coordination of Mixtec community organizations, as well as the purchase of books that reflect the diversity of our student populations and that support culturally-responsive instruction, an inclusion plan that returned students with individualized education plans (IEPs) back to the general education classroom, training for teachers and support staff was provided on inclusive instructional practices, interpretation training to improve language access, and the use of a social-emotional learning data instrument used consistently districtwide

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 7 will remain as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2023-2024 plan unless mentioned below. Progress monitoring of professional learning will continue in order to provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards (CCSS), effective high-quality first instruction, and to continuously build capacity in order to increase student achievement.

The following changes will be made in the action below:

7.5 - In an effort to increase support for students and staff at the Junior High School level, the Dean position was promoted as a second Assistant Principal position; fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents.

7.8 - As the District transitions to TK for all four year olds, our PK program will be absorbed into TK. SMBSD will not continue its current PK offerings. Alternatively, in continuing to promote early childhood education, the District will fund an Early Childhood TOSA as well as P-3 Program Specialist.

7.9 - Supplemental supplies and programs to increase access to elective courses has funding reduced significantly as the initial funding was allocated towards the start-up costs to elective programs that will only need to maintain supplies and programs for the upcoming school year.

7.13 - The funding for this action has been absorbed by relief funding to ensure full day expansion efforts continue as planned for our TK and Kinder students.

Goal 7.14 - In providing two Area Administrator positions, the District will continue its progress towards inclusion across all elementary school sites, ensuring all students with disabilities are served in the LRE to maximum extent appropriate while receiving educational benefit. Specifically, foundational literacy, meaningful physical education with their general ed peers, SEL, supporting the bridge from receptive and expressive language to literacy. The implementation of these practices will

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-2024]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$68,743,840	\$8,861,344

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover – Percentage	LCFF Carryover – Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.81%	11.96%	\$18,908,875	52.77%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

As a result of Santa Maria-Bonita School District's (SMBSD) 91% unduplicated count for foster youth, English learners, and low-income students, we are receiving supplemental and concentration grant funds for the 2023-2024 school year. The total LCFF allocation of supplemental and concentration grant funds for the 2023-2024 school year is \$68,743,840. There is also an additional \$18,908,875 of supplemental and concentration grant carryover funds from 2022-2023. These funds will be utilized districtwide to increase or improve services for all students with attention being given to the neediest students who are identified as foster youth, English learners, and/or low income students. SMBSD will provide increased or improved services for foster youth, English learners, and low income students through the Local Control and Accountability Plan (LCAP). The increased services are at least equal to the 52.77% (minimum proportionality percentage [MPP]) of the total Local Control Funding Formula (LCFF) budget. This proportionality percentage is met by analyzing the difference between the LCFF base program and the additional or improved services articulated in the LCAP that are designed to meet the needs of the District's unduplicated count. These supplemental and concentration grant resources that are used (per State regulation) to increase services (grow services in quantity) or improve services (grow services in quality) for unduplicated pupils district wide are aligned in the District LCAP as well as the sites' Single Plans for Student Achievement (SPSA).

SMBSD has proportionally increased and/or improved services for its unduplicated pupils on a districtwide and schoolwide level. The funded amount and the support services provided have been included below in the "Action and/or Services being Funded and Provided on a School-Wide or LEA-Wide Basis" section. All actions described in the LCAP, and identified as contributing to increased or improved services, will benefit foster youth, English learners, and low-income students by adding staff and services focused on these specific groups. Data utilized in the annual update is primarily based on performance measures that reflect 2021-2023 measures, the effectiveness of those actions and services designed for implementation in 2023-2024 continue to be analyzed against the most current data to progress monitor the impact of the identified actions and services throughout the 2023-2024 school year and adjustments to actions and services made in response to information gathered and applied accordingly. Consequently, a schedule and process for ongoing progress monitoring have been established and maintained through which data will continue to be collected and applied to each element for each action and service identified within the LCAP. Adjustments and enhancements to actions and services will be applied through the process of progress monitoring, which will also serve as the basis for the current Annual Update as well as the next three-year plan. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and low income students, the District will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s). In

addition, we will continue to monitor the progress of our programs so we can ensure our students, especially our underserved populations, are being monitored so that programming can be enhanced and/or improved.

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and to streamline implementation so that targeted support can be provided to the specifically identified student group(s) described in each action while allowing other students to also benefit as/if needed.

Professional Learning (Goal 2 - 2.1, Goal 3 - 3.1, and Goal 7 - 7.1)

To maximize leadership, structure, and processes of the organization, execute our vision of instruction as effectively and efficiently as possible, support the implementation of the Common Core State Standards (CCSS) and effective high-quality first instruction, and actualize equity, access, and inclusion for all students, especially those who are most marginalized, the District will continue to provide ongoing professional learning opportunities for all staff. This professional learning will deepen self-awareness and inclusionary practices to ensure that there is common district messaging, understanding, and an approach to addressing systemic policies and practices. The Instructional Services Department, includes the Teaching and Learning Core Team, Teaching and Learning Supplemental Team, and Special Education Department. They work in collaboration with our site leaders and educational partner teams, to ensure that when crafting professional learning opportunities and support for core and supplemental subjects that the needs of English learners, foster youth, and low-income students are considered first. A strong emphasis is placed on professional learning opportunities and support being culturally relevant and including a focus on explicit instruction in academic language. Instructional practices and strategies that support access to and success in core subjects are the first priority. Research has found that ongoing professional learning for teachers has a direct impact on their instruction and student learning. Research directly supports that integrated professional learning helps improve opportunities for English learners and low-income students. Multiple student assessment measures including both local and state measures are reviewed to ensure that English learners, foster youth, and low-income students are achieving increased success in core and supplemental subject areas. Teachers are surveyed to ascertain where they need additional professional learning and support to meet the needs of these groups of students. All three professional learning actions in our plan (2.1, 3.1, and 7.1) are carried over from the 2021-2022 plan. We understand that it takes multiple years for us to build staff expertise through our coordinated professional learning plan, due to the large number of staff members that we have. In addition, each year we have new teachers entering our classrooms and who require support as they grow their expertise at our sites.. We monitor our professional learning opportunities with

immediate feedback after each training or through a district level survey and our LCAP survey which helps guide our priorities for our professional development plan.

Goal 1

Goal one is a maintenance goal and the actions in Goal One are designed to work together to improve the academic progress of all students. The actions in the goal provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning. This goal was developed to support our District's commitment to leveraging investments (people, time, money, etc.) to maximize results, build system coherence around the most important work, and build capacity and practices that support student learning and, in turn, increase students' academic performance.

The investments within the goal came about with direct input from educational partners and contribute to all Santa Maria-Bonita School District's goals. An analysis of data has shown that the District has, overall, continued to meet or nearly meet its goals in Priority 1 target areas. These include providing all students access to board-adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English learners. All of the actions in Goal One are being provided on an LEA-wide basis and we anticipate that all students benefit from them. After reviewing academic quantitative data from the 2022-2023 academic school year, we continue to still see an achievement gap in both reading and mathematics for the majority of our students including our low-income students, English learners, and foster youth students. We have implemented these actions to meet the needs of our students.

Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials - Action 1.1

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Local qualitative data from staff members surveyed in the 2021-2022 school year show a continued need to purchase supplemental materials that teachers are able to use during class time and that students are able to use on their own or with support during expanded learning hours. The effectiveness of this action is based on Williams Report Findings in September; 100% of students have access to the core instructional materials in English language arts (ELA), mathematics, science, and social studies (SS). Every school site had extra books and materials so that all students, including English learners, have current textbooks compliant with state standards to use in the classroom and to take home to complete assignments. Supplemental materials purchased throughout the year, in order to support the core curriculum, have proven to support classroom teachers in tandem with other investments, which improved student outcomes in state assessments for

English language arts and math. There continues to be a need to purchase further Spanish supplemental materials for our Dual Language Immersion (DLI) school.

Technology - Actions 1.2, 1.3, 1.4

Although we have provided various upgrades and continue to increase student access to technology, after assessing the needs, conditions, and circumstances of our students who are low-income, English learners or foster youth, we continue to show that the digital divide continues to impact technology resources and internet access during expanded learning hours. In order to continue to ensure equity of access to learning opportunities by understanding and targeting the specific needs of our low-income, English learners or foster youth, and to ensure that all students are able to remain connected to learning opportunities and have access to technology materials, we have continued to include these actions and services in our plan and have increased them by quantity and quality.. Although a similar technology action was in our initial 2021-2022 plan, the three actions in our current three-year plan have been enhanced to meet the needs of our low-income, English learners, or foster youth. We continue to address these needs by providing students support and access to learning opportunities (through our refresh and repair programs and ongoing maintenance and operations), free internet access, and support to include expanded learning hours and technology tools and software. In addition, we have been able to increase support by providing full-time computer technicians, evening support staff, and school site-approved supplemental programs.

Library Media Services to Support Student Literacy - Action 1.5

This action continues to be carried over from the 2022-2023 LCAP due to its effectiveness. It has grown in both quality and quantity. Because of our high number of unduplicated students (91%), these students were considered first prior to carrying over this action and updating it according to their needs. In the “School Library Impact Studies” (Gretes, 2013), evidence from multiple library impact studies concluded that many unduplicated students have limited access to reading material and technology. Research has shown that increased access to reading material and technology provides a path toward greater academic achievement. Children who live in poverty typically perform poorly on reading tests because they have very little access to books at home and in their communities. McQuillan (1998) showed that the only behavior measure that correlates significantly with reading scores is the number of books in the home. SMBSD school libraries have bridged the learning gap between privileged and at-risk unduplicated students by providing equal access and resources for learning. Support for libraries, in tandem with other investments, has resulted in improved student outcomes in state assessments for English language arts.

Physical Education (PE) Teachers for First through Sixth Grade Students - Action 1.6

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students’ needs were considered prior to carrying over and updating this action. 2022-2023 quantitative data shows improved first through sixth grade student outcomes in local Northwest Evaluation Association (NWEA) assessments for reading and mathematics. Qualitative data indicates that

small group instruction was able to occur throughout classrooms during PE time. In these instances, half of the students in each class attended PE while the other half remained in the classroom, depending on the time of the year and in what phase of learning they were engaged. .During the PE block, when half of the class was at PE, the other half of the students were grouped according to learning needs. This small group instruction provided targeted support for our foster youth, English learners, and low-income students.

Fine Arts Program - Visual and Performing Arts - Action 1.7

This action is carried over from the 2022-2023 LCAP due to its effectiveness when implemented. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action.. During the 2022-2023 school year, band teachers provided instruction to our elementary and junior high students. Student performances occurred throughout the school year, engaging students, families, and local community members.. SMBSD is currently updating the Visual and Performing Arts plan which will call for support for our unduplicated student groups and address the needs of all of our students with a goal of strengthening 21st century collaboration, communication, innovation, critical thinking, and academic skills.

Student access to Gifted and Talented Education (GATE) - Action 1.8

This action is carried over from the 2022-2023 LCAP due to its effectiveness when implemented. Because of our high number of unduplicated students (91%), these students' needs were considered prior to creating this action. In reviewing qualitative data from previous years, we know that our District's foster youth, English learners, and low-income student populations have been historically disproportionately underrepresented groups in the GATE program. An investment in expanding this program has led to greater representation of disadvantaged students in GATE. Support for GATE, in tandem with other investments, has improved student outcomes in state assessments for English language arts and math. Qualitative data showed that teachers appreciated the program and continued to express interest in attending GATE professional learning opportunities. In the 2023-2024 school year, we will continue to screen students to ensure equal access and we will resume parent education workshops and expand enrichment opportunities for our students.

Expanded Learning Opportunities - Action 1.9

This action is carried over from the 2022-2023 LCAP due to its effectiveness when implemented, as seen through attendance data, enrollment data, staff data, and student work from programs that were offered. A reduction of funding through LCAP is evident as actions/services related to this goal have been absorbed specifically by relief funding sources. For the 2022-2023 school year, we plan to continue increasing our expanded learning summer school programs and will continue to increase our expanded learning programs that are offered before and after school. Programs that will be markedly increased include expanded day classes, summer school, Saturday school, and academies. Both the Expanded Learning Opportunities

(ELO) grant plan, the Expanded Learning Opportunities Plan (ELO-P_ and the Local Control and Accountability Plan (LCAP) will continue to support these programs. For after-school programs at the elementary level, there is a process that includes selecting students that are furthest below grade level first, followed by input from teachers and administrators. Students identified as homeless or foster youth are given priority enrollment into the afterschool programs per California Assembly Bill (AB) 1567. Expansion of tutoring services will ensure priority for all disadvantaged student groups. Support for tutoring, in tandem with other investments, has supported improving student outcomes in state assessments for English language arts and math.

Expanded Learning Support - Increase Evening Custodians - Action 1.11

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Additional Evening Custodians continued to ensure that classrooms, cafeterias, and other school facilities were clean and functioning in the 2022-2023 year. These positions monitored and ensured that facilities, including school restrooms, were sanitary and accessible for students during the extended day classes, evening student activities, and family engagement activities throughout the year. The evening custodians continued to ensure health and safety within the classrooms and throughout the school facilities. Due to the expected increase in expanded learning, parent education, and engagement programs for our unduplicated student groups, we continue to have a need to increase evening/night custodians to ensure an equitable distribution of support at all school sites. We have seen that this service is effectively supporting Expanded Learning Opportunities districtwide as seen through staff survey data, student participation, and participation in family engagement activities. Furthermore, in order to continue to increase summer school and our expanded learning programs, we need to continue to provide this much needed support.

Strengthen districtwide support systems, processes, and practices that support student learning - Action 1.12

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over this action. This action has been put into place so that we can continue to maintain and enhance school support. This school site support directly affects the work of the school site teachers, administrative teams, and our students and their families. When supported centrally, administrators are able to provide more coaching and direct support to teachers and leadership teams are able to spend more time reviewing student data and planning according to students' needs. During the 2022-2023 academic school year, the Plan Alignment Department continued to provide support to all sites to manage the use of Supplemental and Concentration funds that were allocated to school sites. Specific site needs continued to be identified through individual school site's needs assessment. This year, we have greatly increased the alignment of services and support for schools in the areas of data analysis and information management in order to enhance academic outcomes. Increased fiscal services management will maximize the impact of facilitated functions, including procurement, distribution, and

evaluation of instructional materials and programs to support the District's schools. We continued to provide the necessary services and support, and a continuation of the reorganization of support services within the central office that will further generate the functions, roles, and positions needed to provide the identified levels of service.

Advancement Via Individual Determination (AVID) - Action 1.13

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. AVID professional learning and implementation at our sites have reflected in student achievement results including: students showed an increase in their note taking ability, ability to critically read and cite evidence from the text, use of organizational tools, improved confidence with writing tools, and ability to collaborate. The elementary school sites that offered AVID focused on developing academic habits that will help students be successful in school. These habits include organization, study skills, communication, and the ability to speak up for yourself. In addition, students are encouraged to think about their college and career plans. In our junior high programs, students received additional academic, social, and emotional support to help them succeed in school. English learners have the opportunity to apply for the AVID Excel class that helps to accelerate their academic language acquisition.

Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program - Action 1.14

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to creating this action. In order to ensure that all of our Transitional Kindergarten (TK) classrooms have extra books, materials, and supplies so that all students, including English learners, have current supplemental books, materials, and supplies compliant with state standards to use in the classroom and to take home to complete assignments, we have added this action and service. Supplemental materials purchased throughout the year, in order to support the core curriculum, have proven to support classroom teachers in tandem with other investments, which improved student outcomes in state assessments for English language arts and math. Our TK classrooms will be updated to ensure that as we move into our full day program for all four year olds, students and teachers will have the supplemental materials and supplies that are needed in order to increase student engagement and success.

Teachers - Action 1.16

This action is new to the 2023-2024 LCAP update due the need to increase the effectiveness of improving academic outcomes for the high number of unduplicated students (91%); these students' needs were considered prior to including this action. The RtI teacher is responsible for push-in and pull-out support in literacy and/or mathematics for individual or small groups of students who are struggling academically and have been identified for Tier 2 or Tier 3 support through the Coordination of Services (COST) process. The RtI teacher will provide specific instructional support designed

to promote academic success for students. The RtI teacher assesses student needs in relation to curriculum objectives and applies a program consistent with identified learning needs, curriculum objectives, and instructional materials, using appropriate teaching strategies, and assessing student progress.

Goal 2

Actions 1 - 6 are designed to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems, which support Goal Two - In order to maximize leadership, structure, and 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. We believe these actions might enhance one's interest in education and, in turn, support our goal to recruit and hire more staff in various positions such as bilingual instructional aides and bilingual and trilingual translators/interpreters. Each of these professional learning opportunities will build the capacity of each participant to better work with our unduplicated student groups. Included in the District's plan for professional learning are specific supports for teachers to not only build their capacity but to help them become leaders. Instructional supports for teachers have, in tandem with other investments, supported improved student outcomes in benchmark NWEA assessments for English language arts and math.

Equity and Access - District and School Site Aligned Assessment System - Action 2.2

This action is carried over from the 2022-2023 LCAP due to its effectiveness in building capacity around the lens of equity and access to data. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. This has been done by looking at data specifically for our unduplicated student groups. With our aligned assessment system, we have implemented a district benchmark system (NWEA), administered the assessment three times during the 2022-2023 academic year in grades 1-8, and two times in kindergarten. We have also administered district benchmark assessments, administered family surveys, staff surveys, equity and inclusion surveys, SEL competency student surveys, developed a team of test site coordinators (1 per site) to oversee all assessment administration (state, district, SED), and developed a district assessment data team to begin to create a system for collection of data to address the whole child.

Director, School Support Services - Action 2.3

This position is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. The position provided support to 21 site teams (43 principals/APs/deans) building the instructional leadership skills to support staff in providing high quality grade level instruction to students. This support included over 80 hours of leadership professional learning, bi-weekly coaching provided to 21 site teams, and site administrative feedback from Instructional Practice Walk (IPW) sessions. The training and coaching provided are geared toward providing constructive feedback to improve leaders' effectiveness which will lead to better outcomes for foster youth, English learners, and low income students.

Data Analyst Technician - Action 2.2

This position is carried over from the 2022-2023 LCAP due to its effectiveness and due to the high number of unduplicated students (91%); these students' needs were considered prior to extending and updating this action. This position supports school sites and the District by providing data to assist in formulating the next steps around student-centered decisions. Within this work, the position also provides professional learning to site and district leaders on how to use data to better support our unduplicated student groups. This position also created and distributed data for the system including district, cluster, school, grade, and class level reports with analysis of achievement and growth trends. These reports included an executive summary for each assessment in each window; cluster, school, and student population disaggregation of all assessments; and multiple individual data requests for sites and departments.

Teachers on Special Assignment (TOSA) - Action 2.5

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. The TOSA for Assessment and Accountability supported the districtwide implementation of new district benchmark and SED assessment tools, ELPAC testing, created and distributed data for the system, provided professional learning and support for teachers with student goal setting, and provided office hours that were regularly accessed by teachers for support with assessment and data use. The TOSA for Teacher Development worked with aspiring, new, and existing teachers to assist with teaching practices that support foster youth, English learners, and low-income students. During the 2022-2023 school year, this TOSA led the new teacher and substitute training that was offered. In addition, she supported the professional learning sessions that were provided to the site instructional coaches.

Program Specialists (PS) for Teacher Development and Credential Analyst and Budget Manager for Teacher Development - Action 2.6

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Both of these positions will continue to assist in planning, organizing, and directing a comprehensive professional development program for educators and administrators. The professional development will focus on improving the effectiveness of education for foster youth, English learners, and low-income students and improving teaching/leadership practices for educators and administrators for these student groups. In addition, for the 2022-2023 academic year, the District will provide one Credential Analyst and Budget Manager for Teacher Development. This position will closely monitor the credential status of newly hired teachers, residents, and interns. They will monitor their progress throughout the induction process and be responsible for monitoring grants and tracking budgets associated with teacher development and pipeline work. All of these positions will continue to provide a robust system of support for all educators, including a comprehensive teacher pipeline and a district-sponsored induction program.

Goal 3

Actions 1 - 4 are designed to work together to improve the academic progress of students which support Goal 3 - 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 standard based content. This goal was developed to reflect our District's commitment to student achievement by ensuring that all students, including foster youth, English learners, and low-income students, will move a minimum of a grade level each year through effective first instruction practices. Our deliberate, intentional culture of learning with high expectations and confidence that all students in every classroom are tackling relevant, challenging content, taking ownership of their learning, and improving every day is reflected within this goal.

Instructional Coaches - Action 3.2

Although we will have Instructional Coaches in the 2023-2024 academic school year, this action was taken out of the LCAP and added to the LCAP Federal Addendum.

Coordinator of Teaching and Learning - Action 3.3

This position is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Qualitative data from the 2022-2023 Teaching and Learning Strategic Plan shows this position was a key role in implementing the priorities for the department this past year. These priorities included creating a

cohesive, highly effective Teaching and Learning team, core adoptions that support effective first instruction, providing guidance for essential learning, creating a college and career ready plan, supporting new educators, and implementing the District's early learning plan. In order to support foster youth, English learners, and low-income students and build the collective capacity to improve instruction, the District will continue to support one Coordinator of Teaching and Learning. This position also assists the Director of Teaching and Learning with the overall organization, administration, and supervision of teaching and learning programs and oversees and leads the district Teachers on Special Assignment (TOSAs) who support the implementation of CCSS-aligned, grade level standards, through effective high-quality first instructional teaching practices.

Teacher on Special Assignment (TOSA) - Action 3.4

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. During the 2022-2023 academic year, TOSAs produced many systemwide documents to support classroom instruction. Pacing guides were updated for all core content areas using the guidance provided by Achieve the Core, based on priority standards. Professional learning was provided to all teachers and site administrators in how to use the pacing guides to guide instruction. TOSAs also provided targeted support to all of our school site coaches - both ELD and Instructional Coaches - through a string of support models. TOSAs also developed and or updated pacing guides for the expanded learning summer school programs. Pacing guides include call outs for additional support for English learners and engagement strategies to reach our neediest students.

Recruit and Retain Experienced and Qualified Certificated Teachers - Action 3.5

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to creating this action. SMBSD's English learners, foster youth, and socio-economically disadvantaged students lag behind the national average in both ELA and mathematics on state and local measures (SBAC/NWEA LCAP metrics). Feedback from our educational partners indicate that smaller class size, with a high-quality teacher, provides for a more personalized class environment in order to better impact the academic outcomes for English learners, foster youth, and socioeconomically disadvantaged students. SMBSD has included this action in order to add additional teachers above school baseline staffing levels as space and staffing allow. All new additional hires to SMBSD, starting with the 2022-2023 school year, will have their verified and relevant certificated public school experience considered and applied to their placement on the appropriate SMBSD Certificated Salary Schedule. In addition, in order to retain highly qualified teachers, current employees that were hired prior to the recruitment for the 2022-0223 school year, will be afforded the same opportunity to have their prior experience verified and relevant certificated public school/non SMBSD years of service considered and applied at the start of the 2022-2023 school year. This action will help recruit and retain experienced and qualified candidates to serve the students in our District. As a result of providing highly qualified and experienced teachers, SMBSD will ensure that all classroom positions are filled early in the hiring process with the most qualified candidates, as well as reducing class size in early grades as much as spacing allows at each site.

Goal 4

Dual Language Immersion Program - Action 4.8

This action will be continued in the 2023-2024 academic year due to its effectiveness. The District will continue to support the Dual Language Immersion (DLI) program by building the capacity for bilingual educators and leaders to address the needs of our dual language learners. This support will include professional learning for dual immersion teachers and staff, implementation of the elementary and junior high DLI master plan, and Spanish literacy materials. These supports will allow for continued learning around best practices for DLI programs and the expansion of culturally relevant literacy materials. Additionally, a TOSA DLI Instructional Coach & Program Development position was funded to support the dual language efforts in improving multi-language fluency and specific program development, assisting students, staff, and families within the site community.

Goal 5

Goal 5 Actions 1 - 16 are designed to work together to improve the learning environment of students and support 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.

School Safety and Security - Action 5.1

This service was changed previously due to the inability to hire resources officers at all sites, based on our educational partners' feedback including members of the School Board. For the 2023-2024 academic school year, in order to better serve all students and to ensure that we target the specific needs of our low income, English learner, and foster youth students, the District will increase the support to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The District will provide a safe school environment for all students. This will be done by providing two School Security Guards per junior high school. SMBSD is continuing its work with the Classified Union (California School Employees Association) to create Campus Safety Assistants (CSAs) at each junior high school, who would be district employees. Until the new position is implemented, SMBSD will continue to contract with an outside agency to provide two security guards per junior school site, along with two security supervisors, one per two junior high schools. These two school security guards will work at their assigned junior high school building relationships with students to ensure a safe and positive school environment. These specially trained school security guards will continue to serve as educators, mentors, and support figures for students while maintaining the physical security of our schools. They play a vital role in ensuring that SMBSD schools are safe and welcoming places where all students can learn.

Outreach Mentors (ORM) - Action 5.2

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. The California Healthy Kids Survey results indicated that 72% of fifth graders experienced high levels of school connectedness and 71% felt that there were caring adults in school. The need for ORM's has significantly increased in the aftermath of the pandemic. Low income students were disproportionately impacted and have exhibited irregular participation rates, negative behaviors, and lack of school connectedness which affects academic performance and school engagement. Research has shown that mentoring programs can be an effective strategy in improving school and peer connectedness, self-esteem and confidence, communication skills, and academic achievement in at-risk student populations, (Compass, 2019). Although Outreach Mentoring is available for all students, the selection process ensures that the targeted populations (foster youth, English learners, and low-income) have an increased opportunity to participate and to be matched with the appropriate mentor that can meet the student's needs and provide the best outcomes. Even in a distance learning environment, caseloads began to increase throughout the year and students successfully exited the program.

Junior High Counselors - Action 5.3

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. These positions support school site provisions of services to all students including foster youth, English learners, and low-income students. Junior high counselors prepare and assist students to be successful, lifelong learners and provide career and academic counseling to enable students to make informed decisions toward achieving their future goals. Due to feedback from our educational partners, the District will continue with the increased total of eleven counselors. These positions have provided ongoing services that, prior to the implementation of LCFF, were supported by categorical resources, and continue in support of school site provisions of services to all students, but specifically targeting our English learners, foster youth, and low income students. These positions continue to grow in both quantity and quality. Junior High Counselors prepare and assist students to be successful, lifelong learners, and provide career and academic counseling to enable students to make informed decisions toward achieving their future goals.

5.4 District Program Specialists, Teacher of Special Assignment to support Pupil Personnel Services and Special Education Services, Coordinator of Health Services

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Quantitative data indicates that the Program Specialists (PS) in Special Education and Health for Pupil Support Services created/offered over 50 professional development opportunities including virtual, in person, districtwide, department wide, school site specific, expertise specific (Mild/Mod) (Mod/Severe) (RSP), (Related Services), learning series, and

podcasts. This professional development occurred during and after school, Saturdays and over the summer for the 2022-2023 school year. The PS of Special Education participated in over 300 IEP meetings as either district support/training of new hires or district administrators. Program Specialists in Special Education assist in planning, developing, and implementing support programs and provide support for professional development, co-teaching, and other supplemental services for students who are identified as high needs, including foster youth, English learners, and low-income students. The positions also provide support to site administrators, teachers, and other service providers to ensure compliance with special education law and policy. The Coordinator of Health Services for Pupil Support Services also assists with the administration and evaluation of health programs to ensure that our unduplicated population has access to services at their school.

Student Supervision and Safety Aides - Action 5.5

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. We received positive qualitative data regarding these positions and how these adults built positive relationships with students. Educational partners continue to state that greater coverage across the campuses and the ability for supervisors to support students and their families during the breakfast, lunch, break time, and recess continues to be necessary in order to ensure student safety. Student Supervision and Safety Aides are responsible for ensuring that the schools' health and safety rules are followed, interacting with students, encouraging appropriate play, managing student behavior, and working with teachers and administration when appropriate. In addition, Student Supervision and Safety Aides received professional learning in the 2022-2023 school year that built their capacity to better support students with additional social and emotional needs due to the effects of the pandemic. This in turn increased the effectiveness of this action and provided targeted support for students who are at promise. We will continue to provide professional learning in the 2023-2024 school year in order to continue to increase the quality of this action.

Community Partnership for Truancy Mentors - Action 5.7

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Truancy mentors work with truant students using evidence-based interventions to assist them in arriving at school every day on time. Truancy mentors also assist and advise parents in good attendance practices and habits to decrease truancy of students and improve academic access. For the 2023-2024 academic year, these mentors will continue to specifically target students who continue to miss school due to reasons related to the pandemic. Truancy Mentors will support these students by ensuring that they are provided wrap-around services in order to best meet the needs of students who are at promise due to missing school or being late to school. Research has shown that truant students face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school.

Full Time Health Assistants - Action 5.9

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Due to the ongoing impact of the COVID-19 Pandemic, our Health Assistants' services have increased in both quantity and quality. We have added a substitute assistant and continue to monitor the needs of our students and families districtwide. These assistants contacted families that are not in compliance with Tetanus, Diphtheria, and Pertussis (TDAP) immunizations and requested they contact their doctor for guidance on obtaining those immunizations. They completed end of year reports, documented vision and hearing screenings, and preschool screenings. Access to health care disproportionately impacts foster youth, English Learners, and low income students. Community health care facilities across the Santa Maria-Bonita District are not readily available in the poorest neighborhoods. For this reason, health care services provided on school sites have been expanded to ensure that there is access within all neighborhoods. Health assistants continue to monitor COVID-19 protocols aligned with the Santa Barbara County Public Health Department, assist students with minor first aid concerns, and distribute health care plans to staff.

One Certified Teacher for Each Junior High Opportunity Class - Action 5.10

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. For the 2022-2023 school year, each junior high school had an Opportunity Class Teacher to assist students that had difficulty adjusting to the regular classroom setting. Students received instruction from this teacher in a small group setting (under 10 students). These positions will continue to provide a small group setting for students who are at promise and need additional support. Individual academic and behavioral needs can be addressed in this class and support can be provided to best meet students' needs.

Teen Court - Action 5.11

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Due to the high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Teen Court Juvenile Diversion Program is utilized by the Santa Maria-Bonita School District to help with behavior and disciplinary issues for their students. Teen Court uses restorative justice practices along with an educational component including evidence-based practices to have students reflect on their past decisions and make an educated choice on their future ones and are given an opportunity to redeem those decisions with their school and families. During the 2022-2023 school year, Teen Court saw 367 referrals with 207 successful completions. There were also 115 refusals of service by students and families who did not want to participate, students who were non-compliant in finishing their program, or students who were inappropriate for services or contact unable to be established. The partnership between this program and SMBSD has continued to be strong and has brought valuable, no-cost resources to the students and families.

Students that enroll in Teen Court receive a restorative justice approach to address the behaviors they are exhibiting that can interfere with learning and are taught skills to address these behaviors. By addressing these issues, students that attend Teen Court will have fewer future disciplinary issues and maximize their time in the classroom.

Marriage and Family Therapist (MFT) and/or School Based Therapist - Action 5.12

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Feedback from our educational partners at the LCAP meetings and through online surveys indicate the need to continue this service due to the lingering social and emotional needs of many of our students caused by the pandemic. Students living in disadvantaged circumstances, which include foster youth, English learners, and low-income students, need behavior, social emotional, and academic support. The additional resources have allowed the District to provide immediate social emotional support to students and enable staff to build systems of academic and behavioral support. The impact of this counseling can be seen in the results of the Panorama Survey. During the Winter 2022-2023 administration of the survey, 70% of students in third through fifth grade reported favorable in their sense of belonging within the school community. connectedness. The staff component of the survey indicated that more social emotional skill development and family support services would positively impact student learning. During the 2022-2023 school year, caseloads have continued to increase and MFTs provided social emotional support to students with the most intensive needs, set goals and reevaluated their progress every eight weeks.

Fitzgerald Community School - Action 5.13

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Our low socioeconomic population is a low performing student group on state and local assessments. During the 2022-2023 school year, each junior high school had four spaces to assign students to Fitzgerald Community School. These slots were for students that had extreme behavioral needs and sites had exhausted all resources with the student and family. There were 7-7th grade and 8- 8th grade students that filled these slots. Students at Fitzgerald received intensive academic and social-emotional support in small class settings. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate, social-emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low socioeconomic student populations, students with disabilities, foster, and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. Our community school provides small group instruction that will help each student design an individualized learning

plan that will meet their academic needs, as well as provide them with social emotional support.

Assistant Principals - Action 5.14

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Assistant principals are part of the site administration team and support all students, but have a focus on our unduplicated student groups; these groups tend to have lower parent engagement, a lower sense of belonging, and less engagement in school. The assistant principals proactively communicate with parents/guardians and work to provide programming and leadership opportunities that enable students to grow. From our 2022-2023 data, parents, staff, and community members surveyed across the District responded favorably that they feel a sense of belonging to their child's school, the school is welcoming and they know how to become involved in their child's school. Our educational partners also expressed the need for the District to continue to increase support that is often provided by Assistant Principals that directly targets the needs of our low income, English learner and foster youth students. Examples of some of these services include leading student study team meetings, participating in the school site, school culture climate teams, and supporting wrap-around services for students who are at promise.

Elementary School Counselors - Action 5.15

In order to increase the support provided to all students and to specifically target the needs of our low income, English learner, and foster youth students, the District added this action to goal five during the 2022-2023 school year and will continue into 2023-2024. This service will improve our students' academic development, college and career readiness, and social-emotional development. The District will provide one full time Elementary School Counselor for every elementary school site (17 total). These counselors will have a positive impact on a student's overall achievement. They will support the development and implementation of social-emotional programs by collaborating with school administrators, classroom teachers, school staff, and community educational partners. Additionally, they will support classroom lessons, academic, and social-emotional counseling, connecting families to community support, and parent engagement opportunities. This action is being provided through the additional concentration grant funding that must be used to increase the number of credentialed and/or classified staff at high need schools to provide direct services to students. All of our schools are high need schools. To determine these positions, the district sought input from its parents, students, staff, and community-based organizations through meetings such as LCAP Collaboration Team Meetings, DELAC Meetings, Instructional Services Team Meetings, Board Study Session Meetings, and LCAP and other surveys.

Care Solace - Action 5.16

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students were considered first prior to carrying over this action and updating it according to their needs. CareSolace has partnered with SMBSD to

help access our students, their families, and SMBSD staff to mental health care. Their goal is to "ensure that every person with mental health or substance use challenges can quickly find quality care matched to their unique needs, regardless of circumstances." This action reflects the District's priority on supporting the needs of our low income, English learner, and foster youth students in particular with these wraparound services.

Goal 6

Actions 1 - 11 are designed to work together to engage parents, family, and community partners and support 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.

Community Liaisons - Action 6.1

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students were considered first prior to carrying over this action and updating it according to their needs. Parent perceptions/informal feedback from DELAC meetings let us know that parents continue to have positive perceptions and were able to communicate with school staff because of the services provided by our site based community liaisons. District community liaisons supported interpretation at district level meetings to provide access to parents in the community. District community liaisons also supported kindergarten enrollment, districtwide parent events, preschool registration, identification and support for homeless students, and parent collaboration team meetings and committees. In the 2023-2024 academic year, we will increase these services in order to increase the support that our liaisons provide to our students and, in particular, to our low income, English learner, and foster youth students. Each school site will have two liaisons who will support students and their families.

Family Outreach Advocates (FOA) - Action 6.2

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Collected data showed that for the 2022-2023 school year, there was an increase in services that were provided by our FOAs in response to student and family needs. Our families' needs have not only increased, but shifted towards a desire for parent education support for themselves and their children in the arena of social-emotional wellness. There was also an increase in requests for service for our Mitexco families. During the 2021-2022 school year, after receiving feedback from our educational partners and learning further about specific needs of our Mitexco families, we increased the service by adding two additional trilingual FOAs. For the 2022-2023 academic year, in order to continue to build home-school relationships, provide advocacy, and assist with parent outreach and support services for students at risk, the District has again increased the Family Outreach Advocates (FOAs). Family Outreach Advocates will continue to connect with families on a consistent basis. They will continue to service families by going to homes to visit or having families come to the district office where they are able to provide support in a safe manner. In addition, FOAs held distributions of PPE, clothing, food, and school supplies multiple

times throughout the year when families have found themselves most in need.

Actions 6.5, 6.6, 6.7, and 6.8 - Family Engagement Programs, Parent and Community Involvement, Parent Education Services, Increased Parent Communication Services, and Coordinator of Family and Community Engagement

These actions are all carried over from the 2022-2023 LCAP due to their effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating these actions. The results from the 2022-2023 LCAP surveys indicate that the majority of respondents believe that providing increased access to parent engagement activities and education services are vital for the majority of our low income, English learner, and foster youth students. SMBSD's low-income student populations are some of the lowest performing student groups on state and local assessments. Parent education and involvement have been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement. This past year, parents attended meetings virtually or in person at all school sites, and parent input and feedback indicated a high degree of satisfaction with programs. In addition, there is a call for an increase in parent communication, and the coordination of services districtwide. The need to continue to engage parents in programs and provide feedback on the progress the district is making with these actions will result in improving opportunities for all students to increase their progress in meeting our goal of all students meeting grade level standards and beyond.

Actions 6.9, 6.10, and 6.11 - Program Specialist of Family Engagement, Clerk IV Family Engagement, Digital Media Specialist

These actions are new to the 2023-2024 LCAP and as a direct result of educational partner feedback to increase family engagement efforts and support. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating these actions, providing leadership and guidance in establishing and maintaining cooperative relationships with community groups, educational institutions, and health agencies for better understanding, communication, and development of programs in serving our low income, English learner, and foster youth students. These positions within the Family Engagement Department will monitor implementation of program plans and ensure their effectiveness, coordinate the work of parent engagement at the district level to assist schools to increase parent engagement at each school to improve student achievement as well as coordinate and support parent education. Coordinate and develop regional and community partnerships to support parent engagement and vital district initiatives. Additionally, in an effort to increase family engagement throughout the district, SMBSD will employ a Digital Media Specialist to assist in the identification, development and execution of digital communication resources (e.g. websites and social media) to support the District's communications plans at the District and school site levels, increasing family engagement and improve opportunities for all students to increase their progress in meeting our goal of all students meeting grade level standards and beyond.

Goal 7

Actions 1 - 11 and 13 are designed to work together to address the racial achievement gap, close the opportunity gap that exists among student sub-groups, and build cultural proficiency at all levels, while supporting 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. In response to ongoing analysis of overall academic, behavioral and social-emotional needs of our students as a whole, and in order to respond to the population of students we serve, it was clearly evident we must provide more professional learning to staff in the arena of cultural relevance, programs to support increased opportunities for our students including college and career readiness opportunities, programs to increase access to elective courses in junior high, and programs that increase opportunities that provide the additional resources needed for many of our students who are low income, English learner, and foster youth students.

Teacher on Special Assignment (TOSA) Culture and Climate - Action 7.2

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered first prior to carrying over and updating this action. As measured by the Panorama Cultural Awareness and Action evaluation survey only 61% of students in grades 3-5 and only 49% of students in 6-8 felt that they are socially aware concerning the perspective of others and their ability to empathize with others. This position will continue to focus on supporting site culture and climate teams to help implement social emotional learning (SEL) to all students but with a focus on our unduplicated student groups (foster youth, English learners, and low-income students); this focus will provide more intensive SEL supports along with academic and behavioral supports for the unduplicated student groups.

State Seal of Biliteracy Pathways Program - Action 7.3

This action is carried over from the 2022-2023 LCAP and will be further aligned with the newly released Biliteracy Pathway Reconignitions from the California Department of Education (CDE). This action was created to promote multilingualism, celebrating one's home language, and preparing students for the State Seal of Biliteracy program at the high school level. Site ELD Coaches and Multilingual Staff at the District level support the program. In addition, due to the high number of unduplicated students (91%), these students may benefit from this program.

Junior High Department Chairs - Action 7.4

This action is carried over from the 2022-2023 LCAP due to its effectiveness. Due to the high number of unduplicated students (91%), these students' needs were considered prior to creating this action. These positions have been ongoing qualitative services that were previously supported by unrestricted funds. They have been moved into the LCAP and will continue in support of school site provisions of services to all students, including English learners, foster youth and low-income students. These positions have grown in quantity and quality in order to improve the academics for our

junior high students and support our new elective courses and other academic areas of the curriculum. Goals will continue to be set by the team in order to support work around strong instruction and student engagement. Agenda items will include reviewing the high-quality instruction indicators, pacing guides, training modules, and simultaneous teaching tips and strategies. Evaluation of student academic achievement at SMBSD has indicated the need for additional support to improve the capacity of teachers to improve instruction. These department chair leaders provide this needed support at the junior high level. The main role of this position is to support the implementation of high-quality instruction. We are hoping to close the achievement gap that continues to exist for many of our students by continuing to build capacity district wide. This action was created especially for our marginalized students that are impacted by systemic racism which includes foster youth, English learners, and low-income students. It will provide professional learning that deepens self-awareness and anti-racist capacity to ensure that there is common district messaging, understanding, and dismantling of systemic policies and practices that continue to result in different and unequal student outcomes.

Junior High Deans - Action 7.5

This action is carried over from the 2022-2023 LCAP plan due to the effectiveness of this position. Because of our high number of unduplicated students, these students' needs were considered first prior to carrying over and updating this action. The District will continue to provide one dean (full-time, certificated) at each junior high school and at our K-8th school. These positions assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. They help to build a sense of belonging and an engaging and caring atmosphere. They promote a healthy junior high community by providing programming and leadership opportunities that enable students to flourish and proactively and effectively communicate with parents. In addition, this position will continue to support the whole child, ensuring that their academic and social-emotional needs are met and that they receive referrals to the necessary resources if they struggle.

Social Emotional Learning (SEL) Data Instrument - Action 7.7

To support Goal Seven in providing equity and access through our instruction and building supportive classroom cultures, we will continue to support this action. Free responses from our 2022-2023 LCAP Staff Survey supports the continuation of a social-emotional data instrument to support the social-emotional needs of students. In order to increase the practice of evaluation of programs and student achievement, the District will continue to provide a data instrument to all school sites that will evaluate resources to build social emotional-learning (SEL) competencies, create supportive classroom cultures, and develop teacher and staff SEL and well-being. The data sources that are provided to sites allow them to see where their areas of strength are (in regards to culture and climate) and areas of need are across campus. As culture climate teams meet and discuss these items, they can determine how to address issues, with which resources, and what lessons (for behavior) need to be retaught to students.

Preschool Programs - Action 7.8

This action has been adjusted in the 2023-204 school year as the Preschool Program will be discontinued at the end of the 22-23 school year as part of the district UTK expansion efforts. Preschool students will now be supported in the TK classroom instead of the State Preschool Program. In order to continue fully supporting Early Childhood instruction in the Transitional Kindergarten programs the district will employ an Early Childhood TOSA, as well continue to fund the P3 Program Specialist whose primary focus is on supporting the development of quality early childhood experiences, robust early childhood parent and daycare provider education, and alignment efforts between grades TK-3 curriculum, instruction, and assessments.

Supplemental Supplies and Programs to Increase Access to Elective Course

Offerings for Junior High Students - Action 7.9

Due to the high number of unduplicated students (91%), these students' needs were considered prior to reviewing this action. For the 2023-2024 academic year, the District will continue to support college and career readiness and to include A-G/Career Technical Education (CTE) elective courses at all junior highs. Three CTE elective courses will continue to be offered which include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. These courses continue to require a substantial investment to support the newly selected CTE coursework including, technical support, lab modules, supplemental materials, setup and assembly for eight labs (2 per site), College and Career Ready expendables, and additional supplemental supplies for all four junior high school sites. In addition, the District will purchase textbooks to support A-G Spanish courses for 8th graders. For our unduplicated students, this will provide more opportunities for electives. In the past, English learners would have had their Designated English Language Development (dELD) course as their only elective. More disadvantaged students are entering high school with an informed instructional path, aligned to college and/or career.

Social Emotional Learning Support - Action 7.10

Due to the number of unduplicated students (91%), these students' needs were considered prior to reviewing this action. This action will be carried over from the 2022-2023 LCAP due to feedback from our educational partners and Panorama data. Trends from the 2022-2023 Panorama survey indicated that students need more social-emotional learning at all grades levels. Research indicates that children from lower socioeconomic households and communities can be contributing factors to a negative impact on academic progress and outcomes that impact literacy and attendance rates. Food and financial insecurities, lack of educational and technological resources, and less parental engagement in a student's education contribute to poor academic attainment limiting the student to both academic and social emotional success. In addition, research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and how a student's environment and early experiences can affect their educational outcomes. Children who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic absenteeism, and grade repetition. For the 2023-2024

academic year our SEL supports will continue to align with the Common Core State Standards (CCSS) and support educators in providing instruction to students that can meet all of their SEL needs. In addition, we will align these support to our Multiple Tier of System of Support (MTSS) Plan.

College and Career Readiness Experiences - Action 7.11

In order for all of our students to graduate prepared for success in college and career, we provide opportunities that support all students but especially help to bridge the gap for our English learners, low income and foster youth students. Because of our high number of unduplicated students (91%), these students' needs were considered first prior to carrying over and updating this action. Due to the lack of transportation available, we were unable to provide the amount of college and career readiness experiences for our students that we had in the past. Despite staffing challenges, we were able to provide some college and career readiness field trips and/or school activities such as job fairs, visits from college representatives, and some school site specific activities. This action will be carried over from the 2022-2023 LCAP in order to ensure that we are able to provide these services in the 2023-2024 school year. The 2022-2023 LCAP surveys and other feedback from our educational partners all indicate a need to continue to increase this service in order to support students' exposure to colleges/universities and career focus destinations. Without the support of these experiences, our foster youth, English learners, and low-income students would not have access to these opportunities.

District Support Specialist - Action 7.12

In response to our inclusion plan, trends from respondents on the 2022-2023 LCAP surveys, and to better target the needs of our low income, English learner, and foster youth students, the District will provide six District Support Specialists. These specialists will be under the guidance of the Special Education Office Administrative Team. They will provide professional learning on evidence-based practices in the area of specially designed instruction, behavior, interventions, data collection, progress monitoring, and inclusive practices in order to build the capacity of staff to support students in the least restrictive environment. District support specialists will work as a multi-disciplinary team to support the whole child by conducting observations, collecting data, developing individual student intervention plans utilizing evidence-based practices, attending IEP meetings when necessary, and providing follow-up with staff and families for students with our most extensive needs.

Universal Transitional Kindergarten - Equity and Access Program - Action 7.13

In order to meet the state requirement (Senate Bill 130) requiring school districts and charter schools to implement universally available transitional kindergarten for all four year old children by 2025-2026, SMBSD will use supplemental resources to support Transitional Kindergarten and Kindergarten classes by increasing the learning to a full day program at elementary school sites, as space allows. This action will provide every four year old a high quality learning experience. The District will support this expansion by purchasing supplemental instructional materials, manipulatives, and other necessary resources to enhance learning in every classroom. With these resources teachers will be able to better provide our youngest learners an opportunity to learn and grow in an environment tailored to meet their academic and social needs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Santa Maria-Bonita School District has demonstrated it has exceeded the 2022-23 41.48% proportionality percentage along with the carryover 8.93% proportionality percentage by providing increased / improved services to our English learner, foster youth and/or low-income students equivalent to a 50.92% proportionality percentage. We are exceeding the minimum proportionality percentage by providing the actions / services principally directed towards the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the actions description exceeds requirements for the “principally directed and effective threshold” as well as contributing towards meeting the minimum proportionality percentage (MPP) requirement. These actions / services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions / services below are contributing to increasing or improving services for English learners, foster youth and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our district wide and school wide services in prompt one and as described below for each of the student groups on a limited basis.

All actions described in the LCAP and identified as contributing to increased or improved services will benefit foster youth, English learners and low-income students by adding staff and services focused on these specific groups. Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:

Goal 4

Actions 1 - 11 are designed to work together to improve the language proficiency of English learner students and support 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.

Professional Learning to Support the Multilingual Program - Action 4.1

After assessing the needs, conditions, and circumstances of our English learners, this action will continue to benefit our multilingual students who may also be considered low-income, foster youth, or homeless youth. The Teaching and Learning Department will continue to provide ongoing

teacher, paraeducator, and administrator professional learning to support multilingual learners. At a minimum, the professional learning will include: integration of the ELD standards, differences between integrated (iELD) and designated (dELD), English language development (ELD) components of the adopted standards-aligned curriculum, technology for English learners, reclassification of students, and strategies for bilingual instructional assistants. Providing professional learning to support our multilingual learners will provide staff and educators with knowledge and research-based practices to better support our multilingual learners, which comprise 55% of our student population.

Bilingual Instructional Assistants (BIAs) for Primary Grades - Action 4.2

This action will be increased due to its effectiveness in supporting our multilingual students. Our fall 2021-2022 to fall 2022-2023 data showed that students in SMBSD showed growth in all grades and subjects. The data also showed that ELs are still showing a significant achievement gap in reading and math compared to English Only and Reclassified Fluent English Proficient students. To support the growth trajectory for the 2023-2024 school year, the District will provide funding for one full time BIA for each elementary school classroom. BIAs support certificated teachers in providing small groups or 1:1 instructional reviews to English learners. Additionally, the BIAs support the certificated teacher by: monitoring and reporting student progress regarding performance, assisting in the guidance and support to the student in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and supporting the administration of assessments. This support benefits our primary multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support. This action is being provided in part through the additional concentration grant funding that must be used to increase the number of credentialed and/or classified staff at high need schools to provide direct services to students. All of our schools are high need schools. To determine these positions, the District sought input from its parents, students, staff, and community-based organizations through meetings such as LCAP Collaboration Team Meetings, DELAC Meetings, Instructional Services Team Meetings, Board Study Session Meetings, and LCAP and other surveys.

Bilingual Instructional Assistants (BIAs) for Jr. High Schools - Action 4.3

This action will be increased to support our multilingual students. Key trends in the 2021-2022 LCAP surveys showed that bilingual aides continue to be needed outside of the primary grades at a full time basis. The District will continue the services and use the 15% supplemental concentration grant fund to provide one full-time Bilingual Instructional Assistant (BIA) to each junior high school to support newcomer students for the 2023-2024 academic year. The BIAs support certificated teachers in providing small groups or 1:1 instructional reviews to newcomer students. Additionally, the BIAs support the certificated teacher by: monitoring and reporting student progress regarding performance, assisting in providing guidance and support to the students in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and supporting the administration of assessments. Having this support benefits our junior high multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support. In order to provide further site support for newcomer students, each junior high will increase the service by one BIA, if needed. This action is being provided through the additional concentration grant funding that must be used to

increase the number of credentialed and/or classified staff at high need schools to provide direct services to students. All of our schools are high need schools. To determine these positions, the District sought input from its parents, students, staff, and community-based organizations through meetings such as LCAP Collaboration Team Meetings, DELAC Meetings, Instructional Services Team Meetings, Board Study Session Meetings, and LCAP and other surveys.

Limited Assignment Teachers (LATs) - Action 4.4 - this action was discontinued. It will not be offered in the 2023-2024 school year.

Native Language Proficiency Assessments - Action 4.5

After assessing the needs, conditions, and circumstances of our English learners, this action will be continued to benefit our multilingual students who may also be considered low-income, foster youth, or homeless youth. The District will continue to provide assessments to newcomers to assess their proficiency in their native language. These assessments will help determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having native language proficiency assessments to assess our newcomers' language abilities and providing this data to classroom teachers is beneficial to the students' social and academic success.

Teacher on Special Assignment (TOSA) for English Learners - Action 4.6

This action will be continued to support our multilingual students. For the 2023-2024 school year, the District will continue to provide two Multilingual TOSAs (full time certificated teachers) that will provide support to district staff, students, and parents in the following areas: District English learner advisory committee (DELAC), dual language immersion (DLI) program, Multilingual (ML) Masterplan, ELD site coaches, pacing guides, State Seal of Biliteracy Pathways, training, and native language assessments. The areas of support will reinforce the principles of the California English Learner Roadmap, designated and integrated English language development (ELD), ELD standards, and the variety of English learner profiles that are served in grades PK-8. Providing these two positions directly benefits ELD Site Coaches and students through the support these positions provide.

Program Specialists for Multilingual Services - Action 4.7

This action will be continued to support our multilingual students. Based on survey trends from the 2021-2022 LCAP Surveys, additional support for our multilingual learners was needed and requested. For the 2023-2024 school year, the District will continue to provide two Program Specialists for Multilingual Services. These positions will support district staff, students, and parents that include the following focus areas: assessment and progress monitoring, compliance, continuity of learning for equitable access, educator professional development, English language development, and responsiveness to EL profiles. By having these positions, SMBSD will be able to provide direct support to all levels of the District regarding multilingual learners and provide guidance around federal, state, and district policies.

English Language Development Coaches - Action 4.9

This action will be continued due to its effectiveness in supporting our multilingual students. For the 2023-2024 school year, the District will continue to provide one full-time certificated English Language Development (ELD) Coach for each site (21). This position will support the development of the school's designated and integrated ELD program through: instructional modeling of best practices for first instruction in both iELD and dELD, co-teaching and co-planning, one-on-one coaching, and assisting in leading professional learning opportunities at staff and/or grade level meetings. By providing these positions, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.

Response to Intervention Teachers - Action 4.10

This is a new action for the 2023-2024 school year and a direct result of feedback from educational partners at the LCAP collaboration meetings regarding additional support for multilingual learners who may also be considered low-income, foster youth, or homeless youth. For the 2023-2024 school year, the District will provide one full-time RtI Teacher for each site (21). The RtI teacher is responsible for push-in and pull-out support in literacy and/or mathematics for individual or small groups of students who are struggling academically and have been identified for Tier 2 or Tier 3 support through the Coordination of Services (COST) process. The RtI teacher will provide specific instructional support designed to promote academic success for students. The RtI teacher assesses student needs in relation to curriculum objectives and applies a program consistent with identified learning needs, curriculum objectives, and instructional materials, using appropriate teaching strategies, and assessing student progress. The RtI teacher creates and manages a teaching environment conducive to high levels of student learning and communicates regularly with the classroom teacher, and when appropriate, the parents regarding student academic and social progress.

Language Assessment Assistant - Action 4.11

This is a new action for the 2023-2024 school year and a direct result of feedback from educational partners regarding additional support for multilingual learners who may also be considered low-income, foster youth, or homeless youth. The District will provide funding for Language Assessment Assistants (4) to administer English and primary language proficiency assessments to individual or small groups of limited or non-English speaking students and State Preschool students, as well as assist in the organization of assessment activities, in staff trainings, data collection and monitoring of language assessments and support services. Additionally, Language Assessment Assistants will support family engagement by monitoring and reporting student progress regarding language proficiency as well as translate for community members, parents, and teachers as assigned.

Goal 5

Community Partnership for Foster Students - Action 5.6

This action will be continued to support our foster youth students. For the 2023-2024 school year, the District will continue to participate in a community partnership to provide resources and support to help foster youth students. This partnership will include one full-time staff member to case manage foster youth students and help to increase students' engagement and academic achievement. This position will meet monthly with site administrators on their campus, to review the caseload of the site and what resources each student is accessing, based on need.

Goal 6

Actions 1 - 11 are designed to work together to engage parents, family, and community partners and support Goal 6 - 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.

Translation / Interpretation Services - Trilingual and Bilingual Translators/Interpreters - Action 6.3

This action will be continued due to its effectiveness in supporting our multilingual students and families. The LCAP educational partner surveys reflected that respondents requested continuance and increasing translation/interpretation services at schools to increase the outreach to our families, especially our Mixteco families. District translators/interpreters serve the community by providing language access to families through simultaneous and consecutive interpretation at district and school site meetings, translation of all public documents including our website, and on-site interpretation for families visiting any of our site locations. We continue to refine processes to maximize our ability to provide language access and ensure we are doing so in a way that is responsive to the needs of our families. The District has increased the staffing of Trilingual Translators/Interpreters and Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level.

Translation / Interpretation Services - Action 6.4

This action will be continued due to its effectiveness in supporting our multilingual students and families. The LCAP educational partner surveys reflected that respondents requested continuance and increasing translation/interpretation services at schools to increase the outreach to our families, especially our Mixteco families. Interpretation at SMBSD continues to be a priority as we seek to improve our communication with families. We have worked to complete our team of interpreters and use a variety of methods to fill the needs at the school site and district level. Processes have been refined and streamlined to improve the outcomes and access for families. Translation/interpretation services will be used to provide equitable language access for students and families. The District will continue to dedicate resources to improving translation/interpretation services. A stipend will be provided to the designated bilingual staff member(s) at each school site and within departments to provide translation and interpretation

support for students and families. In addition, school sites will increase support during expanded learning hours by providing extra work agreements to bilingual/trilingual qualified staff members in order to support further translation/interpretation services for students and their families. The District will also continue to research further ways to provide more translation/interpretation services and use outside services/agencies in order to increase the ability to communicate effectively to our parents and other family members during expanded learning hours.

Goal 7

Interpretation Training to Improve Language Access - Action 7.6

This action will be continued due to its effectiveness in supporting our multilingual students and families. The LCAP educational partner surveys reflected that respondents requested continuance and increasing translation/interpretation services at schools to increase the outreach to our families, especially our Mixteco families. Strong family-school relationships are an indicator of student success. Communication with Limited English Proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community; it provides these parents with access to all the necessary information about their child's education. For the 2023-2024 academic school year, the District will continue to improve translation/interpretation services by providing further opportunities for training for our staff to standardize our practice across the district and improve language access for SMBSD families. Translation/interpretation services will be used to provide equitable language access for students, families, and community educational partners. Bilingual and multilingual staff, including bilingual instructional aides, community liaisons, and other office staff will be provided with the opportunity to participate in interpreter training.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used specifically to increase the number of staff providing direct services to students at all SMBSD schools that have a high concentration of foster youth, English language learners, and low-income students through full time Bilingual Instructional Assistants (BIAs) in Goal 4, action 2. These positions will support certificated teachers in providing small groups or 1:1 instructional reviews to English learners. Additionally, the BIAs support the certificated teacher by:

- monitoring and reporting student progress regarding performance,
- assisting in the guidance and support to the student in English and Spanish,
- translating and interpreting for students, parents, counselors, teachers, and others as assigned, and
- supporting the administration of assessments.

Having this support benefits our primary multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary: N/A Junior High: N/A	Elementary 1:18.2 Junior High 1:22.3
Staff-to-student ratio of certificated staff providing direct services to students	Elementary: N/A Junior High: N/A	Elementary 1:19.1 Junior High 1:13.9

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 88,894,557	\$ -	\$ -	\$ -	88,894,557	\$ 69,799,044	\$ 19,095,513

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials	English Learners, Foster Youth and Low Income	\$ 1,574,903	\$ -	\$ -	\$ -	\$ 1,574,903
1	1.2	Technology - Student Access and Support to Learning Opportunities	English Learners, Foster Youth and Low Income	\$ 6,972,066	\$ -	\$ -	\$ -	\$ 6,972,066
1	1.3	Equity and Access - Free Internet Access and Support to Include Expanded Learning and Distance Learning	English Learners, Foster Youth and Low Income	\$ 148,639	\$ -	\$ -	\$ -	\$ 148,639
1	1.4	Technology Tools and Software	English Learners, Foster Youth and Low Income	\$ 439,314	\$ -	\$ -	\$ -	\$ 439,314
1	1.5	Library Media Services to Support Student Literacy	English Learners, Foster Youth and Low Income	\$ 1,811,781	\$ -	\$ -	\$ -	\$ 1,811,781
1	1.6	Physical Education (PE) Teachers for Elementary sites	English Learners, Foster Youth and Low Income	\$ 4,513,724	\$ -	\$ -	\$ -	\$ 4,513,724
1	1.7	Fine Arts Program - Visual and Performing Arts (VAPA)	English Learners, Foster Youth and Low Income	\$ 1,812,530	\$ -	\$ -	\$ -	\$ 1,812,530
1	1.8	Student access to Gifted and Talented Education (GATE)	English Learners, Foster Youth and Low Income	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
1	1.9	Expanded Learning Opportunity Programs	English Learners, Foster Youth and Low Income	\$ 310,334	\$ -	\$ -	\$ -	\$ 310,334
1	1.10	Expanded Learning - After School Education and Safety Program (ASES)	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
1	1.11	Expanded Learning Support - Increase Evening Custodians	English Learners, Foster Youth and Low Income	\$ 2,684,310	\$ -	\$ -	\$ -	\$ 2,684,310
1	1.12	Strengthen districtwide support systems, processes, and practices that support student learning	English Learners, Foster Youth and Low Income	\$ 4,977,606	\$ -	\$ -	\$ -	\$ 4,977,606
1	1.13	Advancement Via Individual Determination (AVID)	English Learners, Foster Youth and Low Income	\$ 325,025	\$ -	\$ -	\$ -	\$ 325,025

1	1.14	Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
1	1.15	Increase Classified Staff to Support Expanded Learning Programs	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
1	1.16	Response to Intervention Teachers	English Learners, Foster Youth and Low Income	\$ 2,484,771	\$ -	\$ -	\$ -	\$ 2,484,771
2	2.1	Professional Learning	English Learners, Foster Youth and Low Income	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000
2	2.2	Equity and Access - District and School Site Aligned Assessment System, Data Analyst Technician	English Learners, Foster Youth and Low Income	\$ 572,750	\$ -	\$ -	\$ -	\$ 572,750
2	2.3	Director, School Support	English Learners, Foster Youth and Low Income	\$ 236,340	\$ -	\$ -	\$ -	\$ 236,340
2	2.4	Coordinator, Assessment & Accountability	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
2	2.5	Teachers on Special Assignments (TOSA)	English Learners, Foster Youth and Low Income	\$ 315,583	\$ -	\$ -	\$ -	\$ 315,583
2	2.6	Program Specialists (PS) for Leadership, Teacher Development and Credential Analyst and Budget Manager for Teacher Development	English Learners, Foster Youth and Low Income	\$ 523,324	\$ -	\$ -	\$ -	\$ 523,324
3	3.1	Professional Learning	English Learners, Foster Youth and Low Income	\$ 869,941	\$ -	\$ -	\$ -	\$ 869,941
3	3.2	Instructional Coaches	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
3	3.3	Coordinator of Teaching and Learning	English Learners, Foster Youth and Low Income	\$ 213,636	\$ -	\$ -	\$ -	\$ 213,636
3	3.4	Teacher on Special Assignment (TOSA)	English Learners, Foster Youth and Low Income	\$ 1,396,286	\$ -	\$ -	\$ -	\$ 1,396,286
3	3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	English Learners, Foster Youth and Low Income	\$ 2,260,286	\$ -	\$ -	\$ -	\$ 2,260,286
4	4.1	Professional Learning to Support the Multilingual Program	English Learners, Foster Youth and Low Income	\$ 272,513	\$ -	\$ -	\$ -	\$ 272,513
4	4.2	Bilingual Instructional Assistants for Primary Grades	English Learners, Foster Youth and Low Income	\$ 18,504,496	\$ -	\$ -	\$ -	\$ 18,504,496

4	4.3	Bilingual Instructional Assistants for Junior High Schools	English Learners, Foster Youth and Low Income	\$ 203,517	\$ -	\$ -	\$ -	\$ 203,517
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day) - Discontinued	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
4	4.5	Native Language Proficiency Assessments	English Learners, Foster Youth and Low Income	\$ 22,000	\$ -	\$ -	\$ -	\$ 22,000
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
4	4.7	Coordinator for Multilingual Services	English Learners, Foster Youth and Low Income	\$ 198,730	\$ -	\$ -	\$ -	\$ 198,730
4	4.8	Dual Language Immersion (DLI) Program	English Learners, Foster Youth and Low Income	\$ 379,073	\$ -	\$ -	\$ -	\$ 379,073
4	4.9	English Language Development Coaches	English Learners, Foster Youth and Low Income	\$ 3,138,236	\$ -	\$ -	\$ -	\$ 3,138,236
4	4.10	Language Assessment Assistant	English Learners, Foster Youth and Low Income	\$ 228,343	\$ -	\$ -	\$ -	\$ 228,343
5	5.1	School Safety	English Learners, Foster Youth and Low Income	\$ 450,000	\$ -	\$ -	\$ -	\$ 450,000
5	5.2	Outreach Mentors (ORM)	English Learners, Foster Youth and Low Income	\$ 2,540,160	\$ -	\$ -	\$ -	\$ 2,540,160
5	5.3	Junior High Counselors	English Learners, Foster Youth and Low Income	\$ 1,629,433	\$ -	\$ -	\$ -	\$ 1,629,433
5	5.4	District Program Specialists, Coordinator of Health Services, and Teacher of Special Assignment (1) to support Pupil Personnel Services and Special Education Services	English Learners, Foster Youth and Low Income	\$ 1,098,320	\$ -	\$ -	\$ -	\$ 1,098,320
5	5.5	Student Supervision and Safety Aides	English Learners, Foster Youth and Low Income	\$ 2,895,224	\$ -	\$ -	\$ -	\$ 2,895,224
5	5.6	Community Partnership for Foster Students; Liaison	English Learners, Foster Youth and Low Income	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000
5	5.7	Community Partnership for Truancy Mentors	English Learners, Foster Youth and Low Income	\$ 371,250	\$ -	\$ -	\$ -	\$ 371,250
5	5.8	Community Partnership to Support Students who are Experiencing Homelessness: Liaisons	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -

5	5.9	Full-time Health Assistants	English Learners, Foster Youth and Low Income	\$ 1,881,515	\$ -	\$ -	\$ -	\$ 1,881,515
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	English Learners, Foster Youth and Low Income	\$ 568,952	\$ -	\$ -	\$ -	\$ 568,952
5	5.11	Teen Court	English Learners, Foster Youth and Low Income	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist (SBT)	English Learners, Foster Youth and Low Income	\$ 1,405,788	\$ -	\$ -	\$ -	\$ 1,405,788
5	5.13	Fitzgerald Community School	English Learners, Foster Youth and Low Income	\$ 800,000	\$ -	\$ -	\$ -	\$ 800,000
5	5.14	Assistant Principals	English Learners, Foster Youth and Low Income	\$ 3,584,025	\$ -	\$ -	\$ -	\$ 3,584,025
5	5.15	Elementary School Counselors	English Learners, Foster Youth and Low Income	\$ 2,497,385	\$ -	\$ -	\$ -	\$ 2,497,385
5	5.16	Mental Health Care Access (Care Solace)	English Learners, Foster Youth and Low Income	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000
6	6.1	Community Liaisons	English Learners, Foster Youth and Low Income	\$ 3,026,546	\$ -	\$ -	\$ -	\$ 3,026,546
6	6.2	Family Outreach Advocates (FOA)	English Learners, Foster Youth and Low Income	\$ 585,120	\$ -	\$ -	\$ -	\$ 585,120
6	6.3	Translation/Interpretation Services - Trilingual and Bilingual Translators/Interpreters	English Learners, Foster Youth and Low Income	\$ 589,857	\$ -	\$ -	\$ -	\$ 589,857
6	6.4	Translation/Interpretation Services	English Learners, Foster Youth and Low Income	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
6	6.5	Family Engagement Programs, Parent and Community Involvement	English Learners, Foster Youth and Low Income	\$ 740,379	\$ -	\$ -	\$ -	\$ 740,379
6	6.6	Parent Education Services	English Learners, Foster Youth and Low Income	\$ 310,000	\$ -	\$ -	\$ -	\$ 310,000
6	6.7	Increased Parent Communication Services	English Learners, Foster Youth and Low Income	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000
6	6.8	Coordinator of Family and Community Engagement	English Learners, Foster Youth and Low Income	\$ 208,784	\$ -	\$ -	\$ -	\$ 208,784
6	6.9	Program Specialist, Family Student Services	English Learners, Foster Youth and Low Income	\$ 191,729	\$ -	\$ -	\$ -	\$ 191,729

6	6.10	Clerk IV, Family Student Services	English Learners, Foster Youth and Low Income	\$ 92,555	\$ -	\$ -	\$ -	\$ 92,555
6	6.11	Digital Media Specialist	English Learners, Foster Youth and Low Income	\$ 126,866	\$ -	\$ -	\$ -	\$ 126,866
7	7.1	Multilingual, Culturally Relevant Professional Learning	English Learners, Foster Youth and Low Income	\$ 407,100	\$ -	\$ -	\$ -	\$ 407,100
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	English Learners, Foster Youth and Low Income	\$ 160,000	\$ -	\$ -	\$ -	\$ 160,000
7	7.3	State Seal of Biliteracy Pathways Program	English Learners, Foster Youth and Low Income	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
7	7.4	Junior High Department Chairs	English Learners, Foster Youth and Low Income	\$ 175,705	\$ -	\$ -	\$ -	\$ 175,705
7	7.5	Junior High Assistant Principals (former Deans)	English Learners, Foster Youth and Low Income	\$ 913,108	\$ -	\$ -	\$ -	\$ 913,108
7	7.6	Interpretation Training to Improve Language Access	English Learners, Foster Youth and Low Income	\$ 125,000	\$ -	\$ -	\$ -	\$ 125,000
7	7.7	Social Emotional Learning (SEL) Data Instrument	English Learners, Foster Youth and Low Income	\$ 86,500	\$ -	\$ -	\$ -	\$ 86,500
7	7.8	Early Childhood Education Program	English Learners, Foster Youth and Low Income	\$ 252,790	\$ -	\$ -	\$ -	\$ 252,790
7	7.9	Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High School Students	English Learners, Foster Youth and Low Income	\$ 233,000	\$ -	\$ -	\$ -	\$ 233,000
7	7.10	Social Emotional Learning (SEL) Support	English Learners, Foster Youth and Low Income	\$ 482,427	\$ -	\$ -	\$ -	\$ 482,427
7	7.11	College and Career Readiness Experiences	English Learners, Foster Youth and Low Income	\$ 1,339,384	\$ -	\$ -	\$ -	\$ 1,339,384
7	7.12	District Support Specialist	English Learners, Foster Youth and Low Income	\$ 242,552	\$ -	\$ -	\$ -	\$ 242,552
7	7.13	Universal Transitional Kindergarten - Equity and Access Program	English Learners, Foster Youth and Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
7	7.14	Area Administrators	English Learners, Foster Youth and Low Income	\$ 722,046	\$ -	\$ -	\$ -	\$ 722,046

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 168,450,584	\$ 68,743,840	40.81%	11.96%	52.77%	\$ 88,894,557	0.00%	52.77%	Total:	\$ 88,894,557
								LEA-wide Total:	\$ 88,569,532
								Limited Total:	\$ -
								Schoolwide Total:	\$ 325,025

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 1,574,903	0.00%
1	1.2	Technology - Student Access and Support to Learning Opportunities	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 6,972,066	0.00%
1	1.3	Equity and Access - Free Internet Access and Support to Include Expanded Learning and Distance Learning	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 148,639	0.00%
1	1.4	Technology Tools and Software	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 439,314	0.00%
1	1.5	Library Media Services to Support Student Literacy	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 1,811,781	0.00%
1	1.6	Physical Education (PE) Teachers for Elementary sites	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 4,513,724	0.00%
1	1.7	Fine Arts Program - Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 1,812,530	0.00%
1	1.8	Student access to Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 60,000	0.00%
1	1.9	Expanded Learning Opportunity Programs	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 310,334	0.00%
1	1.10	Expanded Learning - After School Education and Safety Program (ASES)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ -	0.00%
1	1.11	Expanded Learning Support - Increase Evening Custodians	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 2,684,310	0.00%
1	1.12	Strengthen districtwide support systems, processes, and practices that support student learning	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ 4,977,606	0.00%
1	1.13	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners, Foster Youth and Low Income	Specific Schools: Tommie Kunst Junior High, Arellanes Junior High, Fesler Junior High, Bonita Elementary, Liberty Elementary, Rice Elementary, and Alvin Elementary	\$ 325,025	0.00%
1	1.14	Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ -	0.00%
1	1.15	Increase Classified Staff to Support Expanded Learning Programs	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$ -	0.00%

1	1.16	Response to Intervention Teachers	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	2,484,771	0.00%
2	2.1	Professional Learning	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	150,000	0.00%
2	2.2	Equity and Access - District and School Site Aligned Assessment System, Data Analyst Technician	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	572,750	0.00%
2	2.3	Director, School Support	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	236,340	0.00%
2	2.4	Coordinator, Assessment & Accountability	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	-	0.00%
2	2.5	Teachers on Special Assignments (TOSA)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	315,583	0.00%
2	2.6	Program Specialists (PS) for Leadership, Teacher Development and Credential Analyst and Budget Manager for Teacher Development	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	523,324	0.00%
3	3.1	Professional Learning	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	869,941	0.00%
3	3.2	Instructional Coaches	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	-	0.00%
3	3.3	Coordinator of Teaching and Learning	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	213,636	0.00%
3	3.4	Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	1,396,286	0.00%
3	3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	2,260,286	0.00%
4	4.1	Professional Learning to Support the Multilingual Program	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	272,513	0.00%
4	4.2	Bilingual Instructional Assistants for Primary Grades	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	18,504,496	0.00%
4	4.3	Bilingual Instructional Assistants for Junior High Schools	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	203,517	0.00%
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day) - Discontinued	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	-	0.00%
4	4.5	Native Language Proficiency Assessments	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	22,000	0.00%
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	-	0.00%
4	4.7	Coordinator for Multilingual Services	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	198,730	0.00%
4	4.8	Dual Language Immersion (DLI) Program	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	379,073	0.00%
4	4.9	English Language Development Coaches	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	3,138,236	0.00%
4	4.10	Language Assessment Assistant	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	228,343	0.00%
5	5.1	School Safety	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	450,000	0.00%
5	5.2	Outreach Mentors (ORM)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	2,540,160	0.00%
5	5.3	Junior High Counselors	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	1,629,433	0.00%
5	5.4	District Program Specialists, Coordinator of Health Services, and Teacher of Special Assignment (1) to support Pupil Personnel Services and Special Education Services	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	1,098,320	0.00%
5	5.5	Student Supervision and Safety Aides	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	2,895,224	0.00%
5	5.6	Community Partnership for Foster Students; Liaison	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	85,000	0.00%

5	5.7	Community Partnership for Truancy Mentors	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	371,250	0.00%
5	5.8	Community Partnership to Support Students who are Experiencing Homelessness: Liaisons	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	-	0.00%
5	5.9	Full-time Health Assistants	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	1,881,515	0.00%
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	568,952	0.00%
5	5.11	Teen Court	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	200,000	0.00%
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist (SBT)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	1,405,788	0.00%
5	5.13	Fitzgerald Community School	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	800,000	0.00%
5	5.14	Assistant Principals	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	3,584,025	0.00%
5	5.15	Elementary School Counselors	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	2,497,385	0.00%
5	5.16	Mental Health Care Access (Care Solace)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	70,000	0.00%
6	6.1	Community Liaisons	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	3,026,546	0.00%
6	6.2	Family Outreach Advocates (FOA)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	585,120	0.00%
6	6.3	Translation/Interpretation Services - Trilingual and Bilingual Translators/Interpreters	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	589,857	0.00%
6	6.4	Translation/Interpretation Services	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	36,000	0.00%
6	6.5	Family Engagement Programs, Parent and Community Involvement	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	740,379	0.00%
6	6.6	Parent Education Services	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	310,000	0.00%
6	6.7	Increased Parent Communication Services	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	150,000	0.00%
6	6.8	Coordinator of Family and Community Engagement	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	208,784	0.00%
6	6.9	Program Specialist, Family Student Services	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	191,729	0.00%
6	6.10	Clerk IV, Family Student Services	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	92,555	0.00%
6	6.11	Digital Media Specialist	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	126,866	0.00%
7	7.1	Multilingual, Culturally Relevant Professional Learning	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	407,100	0.00%
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	160,000	0.00%
7	7.3	State Seal of Biliteracy Pathway Program	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	20,000	0.00%
7	7.4	Junior High Department Chairs	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	175,705	0.00%
7	7.5	Junior High Assistant Principals (former Deans)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	913,108	0.00%
7	7.6	Interpretation Training to Improve Language Access	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	125,000	0.00%
7	7.7	Social Emotional Learning (SEL) Data Instrument	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	86,500	0.00%
7	7.8	Early Childhood Education Program	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	252,790	0.00%
7	7.9	Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High School Students	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	233,000	0.00%

7	7.10	Social Emotional Learning (SEL) Support	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	482,427	0.00%
7	7.11	College and Career Readiness Experiences	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	1,339,384	0.00%
7	7.12	District Support Specialist	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	242,552	0.00%
7	7.13	Universal Transitional Kindergarten - Equity and Access Program	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	-	0.00%
7	7.14	Area Administrators	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	\$	722,046	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 73,691,858.00	\$ 60,827,876.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials	Yes	\$ 1,012,733	\$ 1,526,857
1	1.2	Technology - Student Access and Support to Learning Opportunities	Yes	\$ 5,090,842	\$ 4,917,815
1	1.3	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	Yes	\$ 299,253	\$ 91,599
1	1.4	Technology Tools and Software	Yes	\$ 130,350	\$ 174,196
1	1.5	Library Media Services to Support Student Literacy	Yes	\$ 1,593,633	\$ 1,677,703
1	1.6	Physical Education (PE) Teachers for First through Sixth Grade Students	Yes	\$ 4,088,695	\$ 4,108,900
1	1.7	Fine Arts Program - Visual and Performing Arts	Yes	\$ 1,359,218	\$ 1,346,227
1	1.8	Student access to Gifted and Talented Education (GATE)	Yes	\$ 180,000	\$ 55,457
1	1.9	Expanded Learning Opportunity Programs	Yes	\$ 909,990	\$ 221,195
1	1.10	Expanded Learning - After School Education and Safety Program (ASES)	Yes	\$ 210,000	\$ -
1	1.11	Expanded Learning Support - Increase Evening Custodians	Yes	\$ 2,588,344	\$ 2,253,598
1	1.12	Strengthen districtwide support systems, processes and practices that support student learning	Yes	\$ 4,900,364	\$ 4,492,818

1	1.13	Advanced Via Individual Determination (AVID)	Yes	\$	149,001	\$	250,995
1	1.14	Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program	Yes	\$	357,000	\$	300,557
1	1.15	Increase Classified Staff to Support Expanded Learning Programs	Yes	\$	1,685,905	\$	-
2	2.1	Professional Learning	Yes	\$	200,000	\$	166,223
2	2.2	Equity and Access - District and School Site Aligned Assessment System	Yes	\$	636,045	\$	549,597
2	2.3	Director, School Support Services and Principal on Special Assignment	Yes	\$	418,336	\$	263,913
2	2.4	Coordinator of Assessment and Accountability & Data Analyst Technician	Yes	\$	185,656	\$	17,706
2	2.5	Teachers on Special Assignment (TOSA) - Assessment and Accountability	Yes	\$	263,647	\$	293,794
2	2.6	Program Specialists (PS) for Leadership and Teacher Development	Yes	\$	475,413	\$	309,655
3	3.1	Professional Learning	Yes	\$	1,126,761	\$	1,047,952
3	3.2	Instructional Coaches	Yes	\$	-	\$	156
3	3.3	Coordinator of Teaching and Learning	Yes	\$	192,488	\$	191,453
3	3.4	Teacher on Special Assignment (TOSA)	Yes	\$	1,198,833	\$	1,358,424
3	3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	\$	1,104,883	\$	1,701,167
4	4.1	Professional Learning to support the Multilingual Program	Yes	\$	211,879	\$	27,428
4	4.2	Bilingual Instructional Assistants for Primary Grades	Yes	\$	10,071,174	\$	6,016,195
4	4.3	Bilingual Instructional Assistants for Jr. High Schools	Yes	\$	278,498	\$	129,228
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	Yes	\$	-	\$	-
4	4.5	Native Language Proficiency Assessments	Yes	\$	20,000	\$	21,779
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	Yes	\$	221,430	\$	301,872
4	4.7	Program Specialist (PS) for Multilingual Services	Yes	\$	329,000	\$	-
4	4.8	Dual Language Immersion Program	Yes	\$	18,000	\$	100,932

4	4.9	English Language Development Coaches	Yes	\$	2,902,195	\$	2,792,477
5	5.1	School Safety and Security	Yes	\$	349,912	\$	559,461
5	5.2	Outreach Mentors (ORM)	Yes	\$	2,843,600	\$	1,980,720
5	5.3	Junior High Counselors	Yes	\$	1,768,721	\$	1,421,789
5	5.4	District Program Specialist (6) and Teacher of Special Assignment (1) to support Pupil Personnel Services and Special Education Services	Yes	\$	965,977	\$	968,360
5	5.5	Student Supervision and Safety Aides	Yes	\$	2,037,426	\$	1,931,000
5	5.6	Community Partnerships for Foster Students	Yes	\$	70,000	\$	-
5	5.7	Community Partnerships for Truancy Mentors	Yes	\$	348,064	\$	456,250
5	5.8	Community Partnership to Support Students who are Experiencing Homelessness	Yes	\$	118,186	\$	-
5	5.9	Full time Health Assistants	Yes	\$	1,256,311	\$	1,159,023
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	Yes	\$	482,593	\$	519,495
5	5.11	Teen Court	Yes	\$	193,000	\$	197,000
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist	Yes	\$	1,470,288	\$	1,158,037
5	5.13	Fitzgerald Community School	Yes	\$	450,000	\$	418,256
5	5.14	Assistant Principals	Yes	\$	3,443,945	\$	3,343,404
5	5.15	Elementary School Counselors	Yes	\$	2,379,954	\$	816,570
6	6.1	Community Liaisons	Yes	\$	2,764,857	\$	2,340,201
6	6.2	Family Outreach Advocates (FOA)	Yes	\$	735,120	\$	450,721
6	6.3	Translation / Interpretation Services - Trilingual and Bilingual Translators / Interpreters	Yes	\$	503,510	\$	459,430
6	6.4	Translation/Interpretation Services	Yes	\$	36,000	\$	29,553
6	6.5	Family Engagement Programs, Parent and Community Involvement	Yes	\$	568,224	\$	547,889
6	6.6	Parent Education Services	Yes	\$	578,833	\$	256,729
6	6.7	Increased Parent Communication Services	Yes	\$	131,000	\$	109,285
6	6.8	Coordinator of Family and Community Engagement	Yes	\$	193,211	\$	193,700
7	7.1	Multilingual, Culturally Relevant Professional Learning	Yes	\$	628,735	\$	446,866
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	Yes	\$	120,664	\$	127,490
7	7.3	State Seal of Biliteracy Pathways Program	Yes	\$	21,000	\$	-
7	7.4	Junior High Department Chairs	Yes	\$	160,319	\$	150,029
7	7.5	Junior High Deans	Yes	\$	682,218	\$	796,515

7	7.6	Interpretation training to improve language access	Yes	\$	100,000	\$	90,000
7	7.7	Social Emotional Learning (SEL) Data Instrument	Yes	\$	85,160	\$	86,810
7	7.8	Preschool Programs	Yes	\$	939,059	\$	773,334
7	7.9	Supplemental supplies and programs to increase access to elective course offerings for Jr. High students	Yes	\$	787,560	\$	718,037
7	7.10	Social Emotional Learning (SEL) Support	Yes	\$	419,079	\$	488,200
7	7.11	College and Career Readiness Experiences	Yes	\$	999,447	\$	659,486
7	7.12	District Support Specialist	Yes	\$	200,319	\$	225,060
7	7.13	Universal Transitional Kindergarten - Equity and Access Program	Yes	\$	450,000	\$	241,308

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 65,619,015	\$ 73,691,858	\$ 60,827,876	\$ 12,863,982	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials	Yes	\$ 1,012,733	\$ 1,526,857	0.00%	0.00%
1	1.2	Technology - Student Access and Support to Learning Opportunities	Yes	\$ 5,090,842	\$ 4,917,815	0.00%	0.00%
1	1.3	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	Yes	\$ 299,253	\$ 91,599	0.00%	0.00%
1	1.4	Technology Tools and Software	Yes	\$ 130,350	\$ 174,196	0.00%	0.00%
1	1.5	Library Media Services to Support Student Literacy	Yes	\$ 1,593,633	\$ 1,677,703	0.00%	0.00%
1	1.6	Physical Education (PE) Teachers for First through Sixth Grade Students	Yes	\$ 4,088,695	\$ 4,108,900	0.00%	0.00%
1	1.7	Fine Arts Program - Visual and Performing Arts	Yes	\$ 1,359,218	\$ 1,346,227	0.00%	0.00%
1	1.8	Student access to Gifted and Talented Education (GATE)	Yes	\$ 180,000	\$ 55,457	0.00%	0.00%
1	1.9	Expanded Learning Opportunity Programs	Yes	\$ 909,990	\$ 221,195	0.00%	0.00%
1	1.10	Expanded Learning - After School Education and Safety Program (ASES)	Yes	\$ 210,000	\$ -	0.00%	0.00%
1	1.11	Expanded Learning Support - Increase Evening Custodians	Yes	\$ 2,588,344	\$ 2,253,598	0.00%	0.00%
1	1.12	Strengthen districtwide support systems, processes and practices that support student learning	Yes	\$ 4,900,364	\$ 4,492,818	0.00%	0.00%
1	1.13	Advanced Via Individual Determination (AVID)	Yes	\$ 149,001	\$ 250,995	0.00%	0.00%
1	1.14	Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program	Yes	\$ 357,000	\$ 300,557	0.00%	0.00%
1	1.15	Increase Classified Staff to Support Expanded Learning Programs	Yes	\$ 1,685,905	\$ -	0.00%	0.00%
2	2.1	Professional Learning	Yes	\$ 200,000	\$ 166,223.00	0.00%	0.00%
2	2.2	Equity and Access - District and School Site Aligned Assessment System	Yes	\$ 636,045	\$ 549,597.00	0.00%	0.00%

2	2.3	Director, School Support Services and Principal on Special Assignment	Yes	\$	418,336	\$	263,913	0.00%	0.00%
2	2.4	Coordinator of Assessment and Accountability & Data Analyst Technician	Yes	\$	185,656	\$	17,706	0.00%	0.00%
2	2.5	Teachers on Special Assignment (TOSA) - Assessment and Accountability	Yes	\$	263,647	\$	293,794	0.00%	0.00%
2	2.6	Program Specialists (PS) for Leadership and Teacher Development	Yes	\$	475,413	\$	309,655	0.00%	0.00%
3	3.1	Professional Learning	Yes	\$	1,126,761	\$	1,047,952	0.00%	0.00%
3	3.2	Instructional Coaches	Yes	\$	-	\$	156	0.00%	0.00%
3	3.3	Coordinator of Teaching and Learning	Yes	\$	192,488	\$	191,453	0.00%	0.00%
3	3.4	Teacher on Special Assignment (TOSA)	Yes	\$	1,198,833	\$	1,358,424	0.00%	0.00%
3	3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	\$	1,104,883	\$	1,701,167	0.00%	0.00%
4	4.1	Professional Learning to support the Multilingual Program	Yes	\$	211,879	\$	27,428	0.00%	0.00%
4	4.2	Bilingual Instructional Assistants for Primary Grades	Yes	\$	10,071,174	\$	6,016,195	0.00%	0.00%
4	4.3	Bilingual Instructional Assistants for Jr. High Schools	Yes	\$	278,498	\$	129,228	0.00%	0.00%
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	Yes	\$	-	\$	-	0.00%	0.00%
4	4.5	Native Language Proficiency Assessments	Yes	\$	20,000	\$	21,779	0.00%	0.00%
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	Yes	\$	221,430	\$	301,872	0.00%	0.00%
4	4.7	Program Specialist (PS) for Multilingual Services	Yes	\$	329,000	\$	-	0.00%	0.00%
4	4.8	Dual Language Immersion Program	Yes	\$	18,000	\$	100,932	0.00%	0.00%
4	4.9	English Language Development Coaches	Yes	\$	2,902,195	\$	2,792,477	0.00%	0.00%
5	5.1	School Safety and Security	Yes	\$	349,912	\$	559,461	0.00%	0.00%
5	5.2	Outreach Mentors (ORM)	Yes	\$	2,843,600	\$	1,980,720	0.00%	0.00%
5	5.3	Junior High Counselors	Yes	\$	1,768,721	\$	1,421,789	0.00%	0.00%
5	5.4	District Program Specialist (6) and Teacher of Special Assignment (1) to support Pupil Personnel Services and Special Education Services	Yes	\$	965,977	\$	968,360	0.00%	0.00%
5	5.5	Student Supervision and Safety Aides	Yes	\$	2,037,426	\$	1,931,000	0.00%	0.00%
5	5.6	Community Partnerships for Foster Students	Yes	\$	70,000	\$	-	0.00%	0.00%
5	5.7	Community Partnerships for Truancy Mentors	Yes	\$	348,064	\$	456,250	0.00%	0.00%
5	5.8	Community Partnership to Support Students who are Experiencing Homelessness	Yes	\$	118,186	\$	-	0.00%	0.00%
5	5.9	Full time Health Assistants	Yes	\$	1,256,311	\$	1,159,023	0.00%	0.00%
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	Yes	\$	482,593	\$	519,495	0.00%	0.00%
5	5.11	Teen Court	Yes	\$	193,000	\$	197,000	0.00%	0.00%
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist	Yes	\$	1,470,288	\$	1,158,037	0.00%	0.00%
5	5.13	Fitzgerald Community School	Yes	\$	450,000	\$	418,256	0.00%	0.00%
5	5.14	Assistant Principals	Yes	\$	3,443,945	\$	3,343,404	0.00%	0.00%
5	5.15	Elementary School Counselors	Yes	\$	2,379,954	\$	816,570	0.00%	0.00%
6	6.1	Community Liaisons	Yes	\$	2,764,857	\$	2,340,201	0.00%	0.00%
6	6.2	Family Outreach Advocates (FOA)	Yes	\$	735,120	\$	450,721	0.00%	0.00%

6	6.3	Translation / Interpretation Services - Trilingual and Bilingual Translators / Interpreters	Yes	\$	503,510	\$	459,430	0.00%	0.00%
6	6.4	Translation/Interpretation Services	Yes	\$	36,000	\$	29,553	0.00%	0.00%
6	6.5	Family Engagement Programs, Parent and Community Involvement	Yes	\$	568,224	\$	547,889	0.00%	0.00%
6	6.6	Parent Education Services	Yes	\$	578,833	\$	256,729	0.00%	0.00%
6	6.7	Increased Parent Communication Services	Yes	\$	131,000	\$	109,285	0.00%	0.00%
6	6.8	Coordinator of Family and Community Engagement	Yes	\$	193,211	\$	193,700	0.00%	0.00%
7	7.1	Multilingual, Culturally Relevant Professional Learning	Yes	\$	628,735	\$	446,866	0.00%	0.00%
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	Yes	\$	120,664	\$	127,490	0.00%	0.00%
7	7.3	State Seal of Biliteracy Pathways Program	Yes	\$	21,000	\$	-	0.00%	0.00%
7	7.4	Junior High Department Chairs	Yes	\$	160,319	\$	150,029	0.00%	0.00%
7	7.5	Junior High Deans	Yes	\$	682,218	\$	796,515	0.00%	0.00%
7	7.6	Interpretation training to improve language access	Yes	\$	100,000	\$	90,000	0.00%	0.00%
7	7.7	Social Emotional Learning (SEL) Data Instrument	Yes	\$	85,160	\$	86,810	0.00%	0.00%
7	7.8	Preschool Programs	Yes	\$	939,059	\$	773,334	0.00%	0.00%
7	7.9	Supplemental supplies and programs to increase access to elective course offerings for Jr. High students	Yes	\$	787,560	\$	718,037	0.00%	0.00%
7	7.10	Social Emotional Learning (SEL) Support	Yes	\$	419,079	\$	488,200	0.00%	0.00%
7	7.11	College and Career Readiness Experiences	Yes	\$	999,447	\$	659,486	0.00%	0.00%
7	7.12	District Support Specialist	Yes	\$	200,319	\$	225,060	0.00%	0.00%
7	7.13	Universal Transitional Kindergarten - Equity and Access Program	Yes	\$	450,000	\$	241,308	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 158,093,350	\$ 65,619,015	8.93%	50.44%	\$ 60,827,876	0.00%	38.48%	\$ 18,908,875.16	11.96%

Instructions

[Plan Summary](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most

proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e](1)). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statutes and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly

communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a

cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades

TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

- Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
- Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.
- Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).
- LCFF Carryover – Percentage:** Specify the LCFF Carryover – Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- LCFF Carryover – Dollar:** Specify the LCFF Carryover – Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).
- Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

- Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:
- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:
Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to

students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover – Percentage:** Specify the LCFF Carryover – Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover – Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some

measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students, the estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover – Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover – Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

