Santa Maria-Bonita School District

CULTIVANDO FUTUROS BRILLANTES

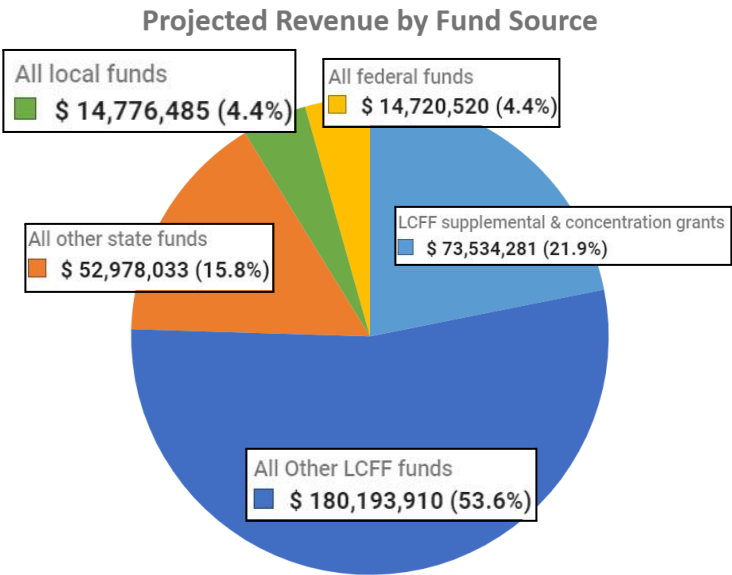# Local Control and Accountability Plan 2024-2025

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria-Bonita
CDS Code: 42691200000000
School Year: 2024-25
LEA contact information: Dr. Darren McDuffie, 805-361-8110, dmcduffie@smbsd.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 2024-25 School Year

Projected Revenue by Fund Source

Projected Revenue by Fund Source

All local funds
$ 14,776,485 (4.4%)

All federal funds
$ 14,720,520 (4.4%)

All other state funds
$ 52,978,033 (15.8%)

LCFF supplemental & concentration grants
$ 73,534,281 (21.9%)
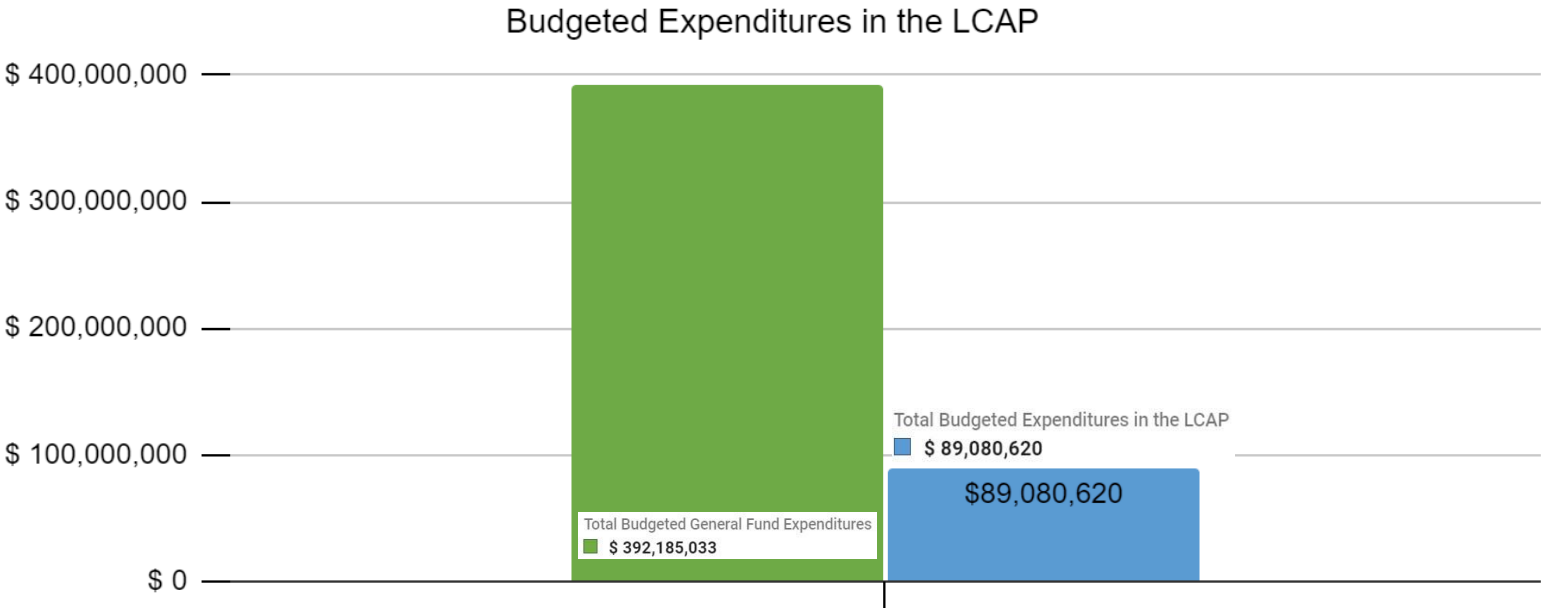
All Other LCFF funds
$ 180,193,910 (53.6%)

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

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Santa Maria-Bonita is $336,203,229.00, of which $253,728,191.00 is Local Control Funding Formula (LCFF), $52,978,033.00 is other state funds, $14,776,485.00 is local funds, and $14,720,520.00 is federal funds. Of the $253,728,191.00 in LCFF Funds, $73,534,281.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

$ 400,000,000 —	
$ 300,000,000 —	
$ 200,000,000 —	
$ 100,000,000 —	Total Budgeted Expenditures in the LCAP ■ $ 89,080,620
	$89,080,620
	Total Budgeted General Fund Expenditures ■ $ 392,185,033
$ 0 —	

This chart provides a quick summary of how much Santa Maria-Bonita plans to spend for 2024-25. 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 $392,185,033.00 for the 2024-25 school year. Of that amount, $89,080,620.00 is tied to actions/services in the LCAP and $303,104,413.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
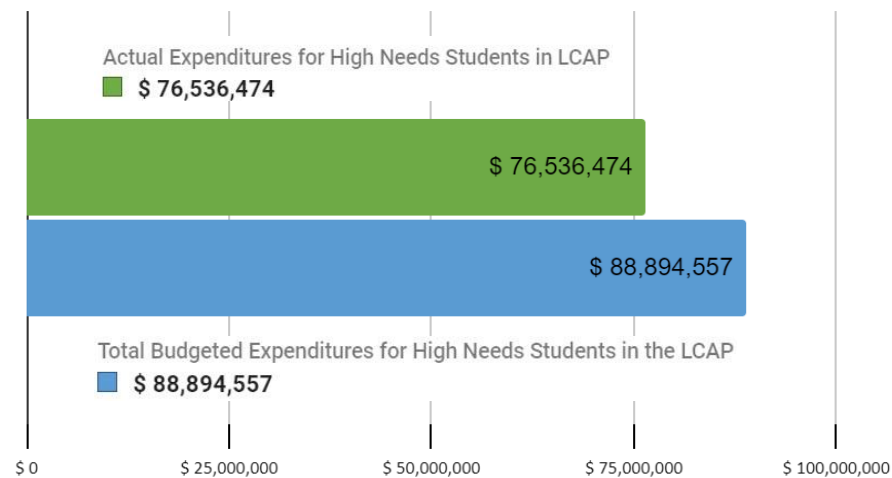
LCFF Budget Overview for Parents

The general fund budget expenditures are for ongoing operating costs to maintain existing programs and services for students. Instruction and instruction related activities account for 70% 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 2024-25 School Year

In 2024-25, Santa Maria-Bonita is projecting it will receive $73,534,281.00 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 $89,080,620.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24

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

Actual Expenditures for High Needs Students in LCAP
■ $ 76,536,474

$ 76,536,474

$ 88,894,557

Total Budgeted Expenditures for High Needs Students in the LCAP
■ $ 88,894,557

$ 0 $ 25,000,000 $ 50,000,000 $ 75,000,000 $ 100,000,000

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.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2023-24, Santa Maria-Bonita's LCAP budgeted $88,894,557.00 for planned actions to increase or improve services for high needs students. Santa Maria-Bonita actually spent $76,536,474.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $12,358,083.00 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.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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@smbsd.net 805-361-8110

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Basic Services (Conditions of Learning) **Fully Credentialed and Appropriately Assigned Teachers** CALPADS 4.1 Staffing, HR Assignments or Local Indicator	100% Fall 2020 (per Census Day)	100% Fall 2021 (per Census Day)	100% Fall 2022 (per Census Day)	100% Fall 2023 (per Census Day)	100% Fully Credentialed and Appropriately 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% Fall 2023 (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)	99.2	98.6% Fall 2020 (per Williams Report)	100% Facilities in "Good" Repair (per Facility Inspection Report FIT)	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	2021-2022 Overall Summary Results	2022-2023 Overall Summary Results	2023-2024 Overall Summary Results	State Physical Fitness Healthy Fitness Test - By June 2024, 100% of fifth grade students will score in the Healthy Fitness Zone HFZ) for all fitness areas measured by the Physical Fitness Test. State Physical Fitness Healthy Fitness Test - By June 2024, 100% of seventh grade students will score in the Healthy Fitness Zone HFZ) for all fitness areas measured by the Physical Fitness Test.
	Grade 5 Enrolled: 1,846 Met all 5 Indicators: 344 % Met all 5 Indicators: 19% Grade 7 Enrolled: 1,859 Met all 5 Indicators: 427 % Met all 5 Indicators: 23% Total Enrolled: 3,705 Met all 5 Indicators: 771 % Met all 5 Indicators: 21%	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: 29% Total Enrolled: 3,584 Met all 5 Indicators: 860 % Met all 5 Indicators: 24%	Grade 5 Enrolled: 1,877 Met all 5 Indicators: 360 % Met all 5 Indicators: 19% Grade 7 Enrolled: 1,856 Met all 5 Indicators: 501 % Met all 5 Indicators: 27% Total Enrolled: 3,733 Met all 5 Indicators: 861 % Met all 5 Indicators: 23%	Grade 5 Enrolled: 1833 Met all 5 indicators: 340 % Met all 5 Indicators: 18.55% Grade 7 Enrolled: 1838, Met all 5 indicators: 301 % Met all 5 Indicators: 16.38% Total enrolled: 3,671 Met all 5 indicators: 641 % Met all 5 Indicators: 17.46%	

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.

Actions and services within Goal One 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. The substantive differences in planned actions and actual implementation of the actions within this Goal are as follows:

Action/Service 1.3: Due to staffing vacancies, the District maintained LTE infrastructure is not in place. In the meantime, we have used these funds to continue to make hotspots available to families as needed. It is our expectation that the LTE tower project will be completed this Spring (2023) at which time the majority of hotspots will no longer be needed.

Action/Service 1.5: Library visits dates and times vary from the proposed schedule due to site needs, Librarian availability, etc but each site is guaranteed at least one visit per month from the IMC Supervisor.

Action/Service 1.8: Due to limited staffing, we have not provided parent education or student enrichment opportunities outside of the school day.

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 the intended strategies and activities within Goal 1, with the exception of the following action/services:

Action/Service 1.2: The expense of this investment in technology was primarily accommodated through relief fund sources, the District anticipates needing to fulfill through LCAP funding in upcoming years with relief funds expiring in September.

Action/Service 1.7: Through the funding of relief funds and expanded learning the expense for VAPA was short of the anticipated amount, the District anticipates needing to fulfill through LCAP funding in upcoming years with relief funds expiring in September.

Action/Service 1.8: We decreased the amount allocated to this goal from 2022-23 to 2023-24 to acknowledge our limitations in providing direct services to this narrow student group. The expense now primarily covers the cost of screening/testing and teacher PD.

Action/Service 1.13: Due to positive feedback from educational partners, additional funding for positions to support AVID initiatives were provided - including a Coordinator and Teachers on Special Assignment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action/service 1.1: A considerable purchase was made for UFLI materials for all grade levels, K-2 teachers as part of core instruction and for grades 3-6 for intervention purposes. Many earlier in the year purchases for this category were taken from one time funding, rather than LCAP as originally planned. Another larger purchase from this budget is the iReady diagnostic and myPath for 6-8 students. Qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle: All requested supplemental program materials are assessed for research-based, clear application, information technology integration, student privacy, and applicability of state funding.
Supplemental Programs Approved List

Action/Service 1.2: The actions we have in place have ensured reliable access to both equipment and support as planned. Equipment is being kept up to date using a 4 year rotation model and support at schools site ensures that the *majority* of technology issues that occur are addressed on the same day as they are reported. Additionally, our process to identify devices that are not working correctly and are in need of repair is becoming more automated to allow us to be more proactive to those needs. Similarly we now have the ability to identify each day new students that have been enrolled who may not yet have been issued a device. Both of these improvements allow the students greater opportunity to leverage their learning.

Action/Service 1.3: While the modality of how we are providing free internet to our low income families is not what we originally planned for, the service itself has still been available and students are able to use technology to expand their learning from home.

Action/Service 1.4: This collection of software has ensured student access to the internet is CIPA compliant and that any areas of concern can be quickly addressed by Administrators with students and parents (as needed). The various productivity tools received are regularly used by students and classroom teachers to enhance instruction.

Action/Service 1.5: Librarians used 20 hours of collective work in 2023/24 of Professional Development to work on SMBSD's first ever District Library Standards. Based on the CA School Model Library Standards, the SMBSD Library Standards define student-centered library services that focus on grade level benchmarks so that each library is providing the same experience. This year, we have already progressed to incorporating the American Standards to update ourselves in integrating student literacy from the classroom to the library. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:
Quantitative**:**
- 2023/2024 Williams Compliance Report for the Resolution of Sufficiency
- This resource provides evidence for part 1 of the Goal: the staffing of the libraries with LMCs: Library Media Clerks 2023/2024

These documents provide evidence for part 2 of the goal: supervisor providing oversight, training of librarians and developing district standards.
- 2023/2024 Library Visits once a month

Qualitative:
- SMBSD Library Strategic Plan
- 2023/2024 Library PD and Operational Meeting Timeline
- Agendas for LMC Meetings

The following work is derived from the CA School Model Library Standards produced by CDE. It directs our work to student accomplishments and provides lanes for how our Clerk's library work directly correlates with ELA standards in the classroom.
- Draft SMBSD Library Standards

Action/Service 1.6: Use of PE Specialists to provide small group targeted instruction by classroom teachers is well received and allows for differentiated instruction.
Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:
Quantitative:
- **PE Teachers** - 0 vacancies - all positions filled 35/35
- All schedules reflect 200 minutes of instruction per 10 school days as well as classes divided into 2 groups to support small group classroom instruction as described
- [PE assessment data 22-23](#) - PFT
  - 96.8% participation rate
  - Healthy Fitness Zones 2022-2023

In ZONES:	% students
5 of 5	23
4 of 5	27
3 of 5	23
2 of 5	16
1 of 5	8
0 of 5	1
Not tested	2

- NWEA - Reading/Math- District mean student achievement is at the 31st percentile (no change from Fall 2021). The goal is all subjects at or above the 50th percentile.
  - Fall 2023 NWEA Reading SMBSD:
    - Growth 75%
    - Adequate Growth 49%
    - Achievement: 22%
  - Fall 2023 NWEA Math SMBSD:
    - Growth 82%
    - Adequate Growth 49%
    - Achievement 19%

Action/Service 1.7: The District is able to provide music to all 3rd grade students, as well as Band to all interested students in 5th through 8th grade. We have been able to add music based electives at Junior High sites as well. Additionally, we are using the Band positions as the model for our VAPA expansion using Prop 28 funds. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:
Quantitative:
- Band/Music Teachers - 0 vacancies - all positions filled - 9/9 plus 2/2 Prop 28 funded

- All 17 elementary school sites with 3rd grade band instruction for all students (45 minutes of instruction per week x 10 weeks)
- All 17 elementary school sites with 4th-6th grade beginning and advanced band (90 minutes of instruction per week x 32 weeks)
- 4 junior high school sites with 7th and 8th grade band instruction
- 21-22: Instruments/Supplies = $10,345 and Repairs = $18,546
- 22-23: Instruments/Supplies = $16,518 and Repairs = $20, 193
- 23-24 to date: Instruments/Supplies = $17,495 and Repairs = $28,000

Qualitative:
- 15 Jr High concerts
- 44 Elementary concerts
- 10 band field trips

Action/Service 1.8: Teachers are able to use the screening/testing information to identify students who are GATE and offer them differentiated instruction. The use of icons of depth and complexity is used classwide, at teacher discretion after PD, and allows for rich and deep learning around any subject or topic. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:
Quantitative**:**
All Students in grade 2 and the grade 4 students that have never tested previously are scheduled to take the CogAt (GATE) test February 26-March 28.
We currently have 406 students that have been qualified as GATE (2.05%)

 Qualitative**:**
PD offerings:
-PD To Go: *The Gifted Guild's Guide to Depth and Complexity* - self paced
-Book Study - self paced
-Podcast Review - self paced
-Various previously recorded webinars - self paced
-J Taylor Depth & Complexity June 8 (26 teachers) and 9 (17 teachers), 2023

Assessments
-CogAT planned for Pre-Screener: Feb 22-March 8, 2024 and Post-Screener: (invited) March 18 - 28, 2024

 Qualitative**:**
GATE Teacher Advisory Team - Members report that their site isn't using a cluster model, so they are able to differentiate as they see fit. There is great potential for the use of the icons of depth and complexity for the DWA preparation lessons.

GATE Guidance for Site Leaders - A guidance document was pushed out to site leaders via the District Update for use at their sites as they see fit.

GATE June training - overall rating of 3.93 (scale of 4) when asked "the professional learning increased my capacity to improve my practice"

Action/Service 1.9 Expanding learning opportunities are a key element of 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, and students from low-income families. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:

- 226 EXLP classes have been approved and scheduled for 23-24, including 79 at Jr Highs.
- 2,433 students were in enrolled in the 2022-23 after school program with an average of 22,076.8 minutes of attendance per student
- Students who were enrolled in the after school program had an average NWEA MAP Growth Reading Assessment increase of 10.3 RIT points from Fall to Fall, while students who were not enrolled only had an average growth of 9.3 RIT points; this difference was found to be statistically significant (unlikely to have occurred solely by chance)
- 2,069 students were enrolled in a summer 2023 program (Academic, Enrichment, Migrant, ESY, and/or Kinder Bridge) with an average of 3,170.1 minutes of attendance per student
- Students who were enrolled in at least one summer program had an average NWEA MAP Growth Reading Assessment increase of 1.1 RIT points from Spring to Fall, while students who were not enrolled in any summer programs only had an average growth of 0.4 RIT points; this difference was found to be statistically significant (unlikely to have occurred solely by chance)
- District mean student achievement on the Fall NWEA MAP Growth assessments is at the 31st percentile (up from the 30th percentile in Fall 2022)

Qualitative:

Research supporting Expanded Learning Opportunities to address unfinished learning and achievement gaps due to COVID:
[Expanded Learning Partnerships](#)

Four PACE commentaries contribute to this series, each of which addresses the needs of student populations that have been disproportionately impacted by the pandemic and offers actionable guidance for districts, schools, and expanded learning providers. The commentaries look at the role of expanded learning for students in foster care; experiencing homelessness; with learning differences; and in upper grades.

The pandemic has unequivocally pointed out the existing inequities deeply embedded in our society as well as how our education system fails to serve our most vulnerable students. The gaps in access to internet and digital devices are profound, as are the ways in which distance learning is inaccessible for many families. Policymakers and practitioners across youth-serving systems must consider the ways in which equity has been challenged in their communities—both before and during COVID-19—and how they might design more equitable policies,

Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, Internships, Community service, Apprenticeships, and Online courses.

Action 1.11: Custodians are responsible for the cleaning and maintenance of buildings. Their duties vary depending on site needs, but overall, custodians play a crucial role in maintaining a clean, safe, and functional environment and are critical to the functioning of our expanded learning programs.

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.

In review of the reflections from prior practice as well as consultation through the educational partner engagement process throughout the school year, the actions/services within this goal will be continued and embedded into the aligned actions/services within the Strategic Plan, specifically Goal #3 - *We will provide structures and facilities to support inclusive learning experiences*.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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.**

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	In Fall 2023 97.59% of students took the NWEA Math Assessment	98% within all grade levels will be tested

State Priority 4: Student Achievement (Pupil Outcomes) **District Common Assessment Participation Rate (NWEA Reading)** Percentage of students completing the District Benchmark Assessments in Reading	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	In Fall 2023 96.68% of students took the NWEA Reading Assessment	98% within all grade levels will be tested
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.	100% (97) 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.	For the 2023-24 School Year 8 Aspiring Administrators completed the program.	By 2024, 100% of aspiring leaders will participate in the monthly Aspiring Leader Academy professional learning sessions.

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 within 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 planned actions and actual implementation of the actions within this Goal.

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 the intended strategies and activities within Goal 2, with the exception of the following action/services:

Action/Service 2.1: With the increased number of participants attending professional learning and collaboration opportunities the spending for this action/service exceeded the allocation and will be increased accordingly for the upcoming school year.

Action/Service 2.2: Funding for the NWEA MAP assessment was sourced through one-time relief funds for the 23-24 school year and will return to funding through the LCAP in the 24-25 school year.

Action/Service 2.6: The staff member previously serving as the Program Specialist, Teacher Development is serving as the Interim Coordinator, Teaching & Learning resulting in the funding being largely unused as the Program Specialist position remained vacant. Recruitment and promotion of the Coordinator position will result in funding resuming for both positions in the 24-25 school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action/Service 2.1: When new teachers were asked to evaluate the professional learning the average score was 3.8 (out of 4) that the learning was valuable and would increase their capacity as teacher resulting in increased interest in maintaining this action/service towards building the capacity of teachers to serve all students, especially those identified to increase/improve services for during the three year LCAP cycle. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:
- 96 district leaders received 2 days of professional learning to kick off the year focused on relationship and community building in alignment with our new district mission and beliefs.
- The Aspiring Administrators program - An average score of 4.9 on effectiveness of meeting to support learning and knowledge of the work of an SMBSD administrator.
- New Leaders Year 1: An average score of 4.85 on effectiveness in supporting their role

- New Teacher Week supported 140 new teachers both new to the profession and new to the district. TOSAs offered 104 professional learning sessions focused on District curriculum, Social and Emotional Learning, District Vision and Goals, Classroom culture, as well as community building. The average rating of sessions attended was 9.9.
- Principals and assistant principals are receiving ongoing coaching and support via monthly meetings on topics such as panorama, attendance/SARB, staffing concerns, etc.
- The SMBSD Teacher pipeline provides monthly professional learning for new teachers, substitute teachers, mentors, and Instructional Coaches. The professional learning takes many forms and is always tied back to the District Vision and Goals, including the scope and sequence of professional support:

  Pipeline Development and support
- Classified Pipeline Support
- Residency Information Session
- Residency Mentor Support
- Substitute Teacher Support
- New Teacher Week
- New Teacher Induction Support
- Induction Mentor Support
- New to SMBSD Teacher Support
- Instructional Coach Support
- Instructional Coach Professional Learning
- Coach/Administrator Collaboration

Action/Service 2.2: The district has expanded and strengthened 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. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

1. Testing Data
   a. NWEA Fall 23-24
      1. 31,939 total tests administered
         a. 13,993 Reading
         b. 423 Reading (Spanish)
         c. 14,044 Math
         d. 3,479 Science
      2. 13,993 Reading tested, of those
         a. 51 Foster
         b. 7,751 English Learners
         c. 11,680 Low-Income
   b. Initial ELPAC 22-23 -1,841 students tested, of those
      - 1823 were designated EL
      - 18 students were IFEP

Qualitative:

1. Comprehensive assessment system is in place.
2. Data Analyst position is filled. Data Requests are processed in a timely manner. Data support is available upon request for projects.
3. Site Test Coordinators are supported as needed for all testing.
4. All reporting for needs analysis and compliance are completed in a timely and accurate manner.

Action/Service 2.3: The Director, School Support Services led a number of efforts in direct support to site leadership, providing professional learning and collaborative opportunities to increase school wide leadership structures as well as continuation of the new leader onboarding program to build capacity in serving all students through instructional leadership. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
New Leaders Year 1: 12
New Leaders Year 2: 6
Clear Administrative Credential Program: 23 candidates enrolled
Aspiring Administrators: 8
Principal Coaching: 21

Qualitative:
● New Leader Onboarding and support provided to all new leaders at the start of the year as well as 5 times for year 1 leaders and 4 times for year 2 leaders.
● Aspiring Administrator Academy program provides academy participants professional development, shadowing, and mentoring support to prepare for a successful transition into a formal leadership role.
● Local Program Coordinator for ACSA Clear Administrative Credential Program ensures that 25 candidates have coaches and are progressing through their 2 year program to clear their administrative credential.
● Job embedded coaching to principals

Action/Service 2.5: Qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:
The TOSA for Teacher Development provides ongoing support and professional learning for our 42 Instructional & ELD Coaches at every site as well as New Coach Support and Administrator/Coach Collaboration.
● Instructional Coach Support
● Instructional Coach Professional Learning
● Coach/Administrator Collaboration

The TOSA for Teacher Development also supports the teachers that are new to SMBSD with clear credentials as well as Mentors for Induction (in collaboration with the Induction TOSA).
● New to SMBSD Teacher Support
● Mentor Academy
  ○ Session 1
  ○ Session 2

Action/Service 2.6: Qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

New Leaders Year 1: 12
New Leaders Year 2: 6
Aspiring Administrators: 8
Assistant Principal Coaching: 25
Student Leader and Advisory Team: 25

New Teachers Year 1: 49
New Teachers Year 2: 48
Interns: 27
Mentors: 96
Resident Cohort 1: 7
Resident Cohort 2: 24
SpEd Cohort: 1

1. Assist with New Leader Onboarding and support provided to all new leaders at the start of the year as well as 5 times for year 1 leaders and 4 times for year 2 leaders.
2. Assist with Aspiring Administrator Academy program that provides academy participants professional development, shadowing, and mentoring support to prepare for a successful transition into a formal leadership role.
3. Job embedded coaching to assistant principals
4. Co-Admin meetings occur 6 times a year and provide support specifically designed for the assistant principal role.
5. Student Leader and Advisory Team Forums occur 8 times a year with 2 additional field trips

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.

In review of the reflections from prior practice as well as consultation through the educational partner engagement process throughout the school year, the actions/services within this goal will be continued and embedded into the aligned actions/services within the Strategic Plan, specifically Goal #3 - *We will provide structures and facilities to support inclusive learning experiences*. Additionally, the following actions/services will have changes made to the planned actions within the new Goal as reflected in the 2024-2025 LCAP:

Action/Service 2.1: In response to the success of onboarding new staff to SMBSD, New Teacher Week will now be required for all new SMBSD teachers moving forward into the 24-25 school year.

Action/Service 2.2: Funding for the NWEA MAP will return to the LCAP as prior relief funds will expire beginning the 24-25 school year.

Action/Service 2.4: The Coordinator of Assessment and Accountability position has been absorbed through the ELO-P relief funds beginning the 23-24 school year and will continue being funded through ELO-P.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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.

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) **Grades 3rd - 8th Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA)** California Dashboard Academic Indicator	**English Language Arts (3-8) California School Dashboard 2019** 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	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data below).	English Language Arts (3-8) California School Dashboard 2022 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	English Language Arts (3-8) California School Dashboard 2023 Performance on the California School Dashboard English Language Indicator (grades 3-8) was Orange for all student groups. The status was 69.4 points below standard. The change	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

	points. Student Groups - Performance as reported on the California State Dashboard:
	All Students - Yellow
	Status: Low (39.1 points below standard)
	Change: Increased +8.4 points
	English Learners - 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
			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.
			Student Groups - 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
				was Declined by -6.8 points. Student Groups - Performance as reported on the California State Dashboard:
				All Students - Orange
				  Status: 69.4 points below standard
				  Change: Declined -6.8 points
				English Learners - Red
				  Status: 89 points below standard
				  Change: Declined -9.9 points
				Foster Youth - Red
				  Status: 94.3 points below standard
				  Change: Maintained +1 points
				Homeless - Red
				  Status: 80.9 points below standard
				  Change: Declined -5.9 points
				Socioeconomically Disadvantaged - Red
				  Status: 74.2 points below standard
				  Change: Declined -8.1
					to Green for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

	points below standard)
	Change: Increased +8 points
	Students with Disabilities - Orange
	Status: Very Low (126.9 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
			points below standard)
			Change: n/a
			Socioeconomically Disadvantaged - n/a
			Status: Low (66 points below standard)
			Change: n/a
			Students with 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
				points
				Students with Disabilities - Red
				  Status: 146.3 points below standard
				  Change: Maintained +1 points
				African American - n/a
				  Status: 11.4 points below standard
				  Change: Increased +20.7 points
				American Indian - n/a
				  Status: 62.3 points below standard
				  Change: Increased +4 points
				Asian - n/a
				  Status: 7.4 points below standard
				  Change: Declined +40.5 points
				Filipino - Yellow
				  Status: 0.3 points below standard
				  Change: Declined -12.7 points
				Hispanic - Red
				  Status: 71.6 points below standard
				  Change: Declined	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

	standard)
	Change: Maintained +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
			standard)
			Change: n/a
			Hispanic - n/a
			Status: Low (65 points below standard)
			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
				-6.5 points
				Pacific Islander - n/a
				Two or More Races - Red
				  Status: 102.6 points below standard
				  Change: Declined -60.6 points
				White - Orange
				  Status: 22.2 points below standard
				  Change: Declined -10.2 points	

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)	In Fall 2023, 16% of students scored "Mastery" on the KSEP rating scale (-22.88 from Fall 2019; -55 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					students.
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	Kinder (Winter 23-24) - 6.86 below national norm Grade 1 (Fall 23-24) - 13.27 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)	Winter 23-24: 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)	SMBSD Fall 2023: 142.66 (-10.44 from Fall 2020) RIT National Norm (-13.27)	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** - NWEA Map Growth	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	Fall 2023: -8.73 to -16.76 from Target RIT	By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading - Average (Mean) RIT score *Baseline data is from all students.*					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)	Fall 2023: 156.77 (-6.23 from Fall 2020; -15.58 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: 3rd - NWEA Map Growth Reading** - Average (Mean) RIT score *Baseline data is from all students.*	Fall 2020: 175.9	Fall 2021: 174 (-2 from Fall 2020; -15 from Target RIT)	Fall 2022: 169.2 (-6.7 from Fall 2020; -19.8 from Target RIT)	Fall 2023: 169.86 (-6.04 from Fall 2020; -16.76 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: 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)	Fall 2023: 181.69 (-4.01 from Fall 2020; -14.98 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: 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)	Fall 2023: 190.70 (-3.1 from Fall 2020; -13.78 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: 6th - NWEA Map Growth Reading** -	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)	Fall 2023: 199.24 (-0.56 from Fall 2020; -10.93 from Target RIT)	By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average (Mean) RIT score *Baseline data is from all students.*					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 Map Growth Reading** - Average (Mean) RIT score *Baseline data is from all students.*	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)	Fall 2023: 205.47 (+1.47 from Fall 2020; -8.73 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: 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)	Fall 2023: 207.90 (+1.1 from Fall 2020; -10.11 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) **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	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	Mathematics (3-8) California School Dashboard 2023 Performance on the California School Dashboard Mathematics Indicator (grades 3-8) was Orange for all student groups. The status was 93.3 points below standard. The change	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 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		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 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	was Maintained -0.4 points. Student Groups - Performance as reported on the California State Dashboard: All students - Orange Status: 93.3 points below standard Change: Maintained -0.4 points English Learners - Red Status: 106.3 points below standard Change: Maintained -2.3 points Foster Youth - Orange Status: Very 113.3 points below standard Change: Increased +21.9 Homeless - Red Status: 98.1 points below standard Change: Maintained +2.3 points Socioeconomically Disadvantaged - Red Status: 97.4 points below standard	for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 +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		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 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: Maintained -1.1 points Students with Disabilities - Orange Status: 163.7 points below standard Change: Increased +6.3 points African American - n/a Status: 72 points below standard Change: Increased +19.5 points American Indian - n/a Status: 79.9 points below standard Change: Increased +48 points Asian - n/a Status: 21.8 points below standard Change: Declined -20.9 points Filipino - Yellow Status: 25.8 points below standard Change: Increased +3.5 points Hispanic - Red Status: 95.4 points below standard	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standard) Change: Increased Significantly +16.6 points Hispanic - Yellow 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		Change: n/a Pacific Islander - n/a Two or More Races - 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	Change: Maintained -0.4 points Pacific Islander - n/a Two or More Races - Red Status: 107.1 points below standard Change: Declined -42.4 points White - Orange Status: 47.1 points below standard Change: Maintained -1.7 points	
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	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)	In Fall 2023, 16% of students scored "Mastery" on the KSEP rating scale (-22.88 from Fall 2019; -55 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
all students. *					overall rate of 60% of students.
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	Kinder (Winter 23-24) - 4.22 below national norm Grade 1 (Fall 23-24) - 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)	Winter 23-24: 146 (+3 from Winter 21-22; -4 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 score	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)	Fall 2023: 149.60 (-11.1 from Fall 2020; -10.45 from Target RIT)	By 2024, SMBSD students will maintain or improve their academic readiness for Math, by maintaining or improving the District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline data is from all students.					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	Fall 2023: -9.97 to -13.92 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 *Baseline data is from all students.*	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)	Fall 2023: 165.07 (-4.73 from Fall 2020; -9.97 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: 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)	Fall 2023: 175.53 (-3.57 from Fall 2020; -12.95 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: 4th: NWEA Map Growth Math** -	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)	Fall 2023: 187.99 (-0.81 from Fall 2020; -11.56 from Target RIT)	By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average (Mean) RIT score *Baseline data is from all students.*					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)	Fall 2023: 196.27 (-0.53 from Fall 2020; -12.86 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	Fall 2023: 202.37 (+0.47 from Fall 2020; -12.38 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)	Fall 2023: 207.78 (-1.22 from Fall 2020; -12.43 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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)	Fall 2023: 211.00 (-2.2 from Fall 2020; -13.92 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 Growth Science** - Average (Mean) RIT score	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	Fall 2023: -8 to -8.10 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline data is from all students.					
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)	Fall 2023: 198.46 (-2.44 from Fall 2020; -8.10 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)	Fall 2023: 201.64 (-1.46 from Fall 2020; -8.00 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 Performance Standards California Dashboard Local Indicator –	2020-2021 All California State Academic Standards have been implemented	Initial Implementation (Level 4) - Full Implementation Data Year: 2020/21 Data source: (Local) State Standards	Initial Implementation (Level 4) - Full Implementation Data Year: 2022/23 Data source: (Local) State Standards Rating System	Initial Implementation (Level 4) - Full Implementation Data Year: 2023/24 Data source: (Local) State Standards Rating System	Maintain – All California State Academic Standards are implemented

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Academic Standards		Rating System			
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	Fall 2023-2024 Reading: 82% of all assessed students showed growth in Reading Math: 84% of all assessed students showed growth in Math Science: 61% 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 assessed students met their growth projection in Science	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 assessed students met their growth projection in Science	Fall 2023-2024 Reading: 54% of all assessed students met their growth projection in Reading Math: 52% of all assessed students met their growth projection in Math Science: 49% of all assessed students met their growth projection in Science	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
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	Fall 2023-2024 Reading: 21% of all assessed students were proficient in Reading Math: 19% of all assessed students were proficient in Math Science: 27% 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

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.

In reviewing Goal 3, there were no substantive differences in the planned actions or actual implementation of the actions/services with the exception of the following action/service:

Action/Service 3.1: Professional learning needs specific to students with disabilities was identified as a clear area of critical need according to local and state achievement results, providing the opportunity to partner with the educational software TeachTown to provide inclusive access to general education curriculum and individualized interventions.
Action/Service 3.3: This position has been vacant all school year to date. Several bodies of work have been paused and several responsibilities have been taken on by others. These shifts have had a negative impact.

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 the intended strategies and activities within Goal 3, with the exception of the following action/service:

Action/Service 3.1: Contracting with TeachTown to improve inclusion access and efforts was a significant increase in cost for this year's budget, committing to a five year contract of services that will support student achievement outcomes for our identified student group, students with disabilities.

Action/Service 3.4: In fulfilling the vacancy for the Coordinator of Teaching and Learning, the current Program Specialist of Teaching and Learning has served as the Interim Coordinator, resulting in less spending than what was allocated for the two positions.

Action/Service 3.5: Funding exceeded the anticipated budget due to the salary increase as per the contract agreement this school year and will be adjusted to reflect accurately in the upcoming 24-25 school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action/Service 3.1: These Professional Learning series have been very well received, fully attended, and there are intentions of expanding these offerings based on teacher input. Student outcome data at the site level is demonstrating a positive impact. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
2023-24 Attendance and Evaluation Form

Qualitative:
LETRS
UFLI
CPI

Additionally, in supporting individualized student needs, 28 Speech and Language Pathologists have utilized district curriculum during receptive and expressive language therapy sessions to facilitate robust accelerated learning outside of the classroom in a small group setting. Training for both teachers and paraprofessionals specific to: social-emotional needs, trauma informed practices, behavioral supports. Funding also provided the purchase of 20 subscriptions to EveryDay Speech for the SLP team to employ during social language/pragmatic therapy during group and individual lessons as well as for staffing such as the School Psych/Mental Health Specialist/BCBA team to employ during social language/SEL during group and individual lessons.

Action/Service 3.2: The ICs continue to move toward implementing a coaching model at the sites. Ongoing site needs, such as subbing, continue to limit the impact of this position. Regardless, many coaching cycles or one off coaching scenarios are occurring. Moving forward coaches will be asked to collect impact data, specifically around student outcomes and related coaching cycles. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
Number of Instructional Coaches 42
Number of total coaching cycles - 50 completed cycles

Qualitative:
Coaches are supported bi-monthly in instructional strategies, Common Core State Standards, and Social Emotional Learning. The coaching model is designed to support classroom teachers in providing high quality academic and behavioral supports to their students.

Coach Support Schedule
Coach/Administrator Collaboration

Action/Service 3.4: This action/service is highly effective. The district PL catalog demonstrates upward of 200 PL sessions offered so far in the current school year. Teacher survey data indicates high levels of satisfaction with all offerings. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
22 total TOSAs resulting in all positions filled, staffing were provided a feedback survey with the following results:
Link to feedback survey

Qualitative:
TOSAs also provided the following professional learning opportunities in serving our 91% unduplicated student enrollment count:
Link to pl catalog

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.

In review of the reflections from prior practice as well as consultation through the educational partner engagement process throughout the school year, the actions/services within this goal will be continued and embedded into the aligned actions/services within the Strategic Plan, specifically Goal #2 - *We will recruit, support, and retain high-quality people.*

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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.

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	2022-23: 50% 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	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	2022-23: 49.7% progressed at least one ELPI level + 0.4% 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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
made progress toward English Proficiency measured by ELPAC					
State Priority 4: Student Achievement (Pupil Outcomes) **English Learners Annual Reclassification (RFEP) Counts and Rates Reclassification Rate** DataQuest	5.2% of 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%	20.5% of students were reclassified during the 2021-2022 school year	19.4% of students were reclassified during the 2022-2023 school year	By 2024, 40.4% of our EL students will be Reclassified as Fluent English Proficient (RFEP).
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	CA Dashboard 2023 89 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	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	Winter (K) 22-23 -8.62 from national norm Fall (1) 23-24 - 15.10 below 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 K** *Baseline data is from English learner students.*	Winter 2021 145.1	Winter 2022 136.53	Winter 2023 138.83	Winter 2024 137.66	NWEA Goal RIT score of at least 146.3. 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 Grade 1** *Baseline data is from English learner students.*	Fall 2020 150.2	Fall 2021 143.92	Fall 2022 143.39	Fall 2023 140.83	NWEA Goal RIT score of at least 155.9. 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 2-8** *Baseline data is from English learner students.*	Fall 2020 baseline is a range of -15.4 points to -27 points. Grades 2-8 are at different distances from NWEA national norm scores.	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	Fall 2023 is a range from -17.00 to -21.40 below the National norm scores	By 2024, SMBSD EL students will improve their academic achievement in ELA by improving 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 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	Fall 2023 153.66	NWEA Goal RIT score of at least 175. 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 3** *Baseline data is from English learner students.*	Fall 2020 172.8	Fall 2021 168.92	Fall 2022 169.15	Fall 2023 166.88	NWEA Goal RIT score of at least 189 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 4** *Baseline data is from English learner	Fall 2020 178.8	Fall 2021 181.86	Fall 2022 182.18	Fall 2023 176.31	NWEA Goal RIT score of at least 198 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
students.*					
State Priority 4: Student Achievement (Pupil Outcomes) **English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 5** *Baseline data is from English learner students.*	Fall 2020 182.3	Fall 2021 187.12	Fall 2022 191.65	Fall 2023 183.08	NWEA Goal RIT score of at least 204 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 6** *Baseline data is from English learner students.*	Fall 2020 188.3	Fall 2021 190.71	Fall 2022 199.99	Fall 2023 190.08	NWEA Goal RIT score of at least 211 This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes)	Fall 2020 190.2	Fall 2021 193.85	Fall 2022 205.14	Fall 2023 197.20	NWEA Goal RIT score of at least 213 This would ensure our

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 7 *Baseline data is from English learner students.*					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 8** *Baseline data is from English learner students.*	Fall 2020 191	Fall 2021 195.40	Fall 2022 204.434	Fall 2023 196.85	NWEA Goal RIT score of at least 218 This would ensure our students are at Standard Met.

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.

In reviewing Goal 4, there were no substantive differences in the planned actions or actual implementation of the actions/services with the exception of the following:

Action/Service 4.2: Due to ongoing challenges with staffing vacancies, efforts were focused on fulfilling the Bilingual Instructional Assistant position in all classrooms for the targeted grade levels of TK-3rd grade and will continue to do so in the upcoming 2024-25 school year.

Overall, the budgeted expenditures were in alignment with the intended strategies and activities within Goal 4, with the exception of the following action/services:

Action/Service 4.1: Efforts to provide professional learning specific to serving our multilingual students was funded through one-time relief funds and will return to the LCAP as those funds expire in the upcoming school year.

Action/Service 4.2 and 4.3: Staffing vacancies continue to be a challenge, especially for classified positions such as Bilingual Instructional Assistants at both the Elementary and Junior High levels, resulting in significant differences between the allocation and actual spending of this action/service.

Action/Service 4.7: The Coordinator for Multilingual Services remained vacant following the promotion of this position from Program Specialist in an effort to attract qualified candidates in an identified area of need in the program development for our EL students. This position will continue to be promoted by the Human Resources Department in addition to the new Director of Multilingual Services in building a robust program dedicated to serving our significant EL student population.

Action/Service 4.8: With an increased interest in Dual Language programs from educational partners, an increase in funding was provided for programming including professional development and training for staff that will continue into the upcoming year.

Action/Service 4.9: Due to contractual agreements pursuant to salary and statutory benefits, an increase in funding was needing to fully implement this Action/Service for English Language Development Coaches.

Action/Service 4.1: Qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
8/16/23 New Coach Bootcamp
8/30/23 All Coach Bootcamp 2023
9/27/23 ELD Coach Meeting
ML Newsletters
New Teacher Week 2023 Folder
BIA PD 8/7/23
BIA PD 8/17/23 & 8/31/23
BIA PD- Side by Side Learning
Benchmark RIGOR Learning Schedule November
Benchmark RIGOR Learning Schedule September

Qualitative:

- 8/16/23 New Coach Bootcamp- In order to teach with a multilingual lens, our teachers require the learning of understanding the language rich, diverse student population we teach. Using the trainer-to-trainer model, learning surrounding our student population and our districts' different systems of support was the focus.
- New Teacher Week 2023- Sessions presented by the Multilingual Learner TOSAs were:
    - Supporting ML Learners: Translanguaging Stance
    - dELD and iELD 101
    - Digging Deeper into ELD Supports
    - Lesson Planning with a Multilingual Lens
- BIA PD 8/7/23- BIAs were presented with an overview of who our students are- percentages of Multilingual Learners in our district and what languages they speak. They also reviewed basic information about ELPAC testing.
- ML Newsletters are sent out periodically to ELD Coaches directly and are linked in the Teaching and Learning Bulletin, which is available to all staff. In these newsletters, there are tips, resources such as the latest research, reclassification reminders, and updates from the state such as new laws that have come into effect.
- 8/30/23 All Coach Bootcamp 2023- Multilingual Learner TOSAs presented an overview of Language Expectations and introduced Cultural Learning Targets. Conversation was facilitated through a jigsaw activity on how coaches could use these in coaching cycle conversations to support cultural diversity of our students, as well as help teachers and students understand the language focus for lessons.
- Benchmark RIGOR Learning Schedules for September and November- In September, ML TOSAs scheduled to come out and train at each site for our new curriculum, Benchmark RIGOR. In November, Benchmark representative Barbara Andrews came to each site to do model lessons and debrief with participants.
- 9/27/23 ELD Coach Meeting- the following was presented per our agenda:
    - Professional Development opportunities from CABE
    - Cultural Learning Targets/Mixteco Support
    - Reclassification and parent resources for ELPAC
    - Reclassification celebration planning
    - Reclassification Follow Up Forms
    - dELD Pathways
        - Newcomer Pilot Programs
        - New curriculum (Benchmark RIGOR)
    - Newcomer Spreadsheet updates
    - Opting Out Procedure
    - Crate
    - ELPAC and Goal Setting
    - Resources
        - CA EL Roadmap slides

Action/Service 4.2: Qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:

268 BIA Positions at elementary schools
45 BIA Vacant/Unfilled Positions

260 Elementary BIAs in the process of training to administer the ELPAC listening, reading, and writing domains.

[BIA PD Schedule](#)

- [BIA Kickoff PD- 8/7/23](#)

- [BIA PD- 8/17/23 & 8/31/23](#)

- [BIA Side by Side Learning- 9/14, 9/21, 9/28, 10/4, 10/25](#)

- [BIA PD- 11/16 & 11/30](#)

Qualitative:

[BIA PD Evaluation Survey Responses 2023-2024](#)

- [BIA PD 8/7/23](#) - BIAs were presented with an overview of who our students are- percentages of Multilingual Learners in our district and what languages they speak. They also reviewed basic information about ELPAC testing. BIAs assist in the administration of ELPAC initial and summative.

- [BIA PD 8/17/23 & 8/31/23](#) - Teacher Pathway Program, behavior strategies, phonics instructional strategies (UFLI), and multilingual strategies were presented..

- [BIA PD- Side by Side Learning 9/14, 9/21, 9/28, 10/4, 10/25](#) - Survey of learning needs, [BIA job description clarification,](#) communication strategies, collaboration and planning time.

- [BIA PD- 11/16 & 11/3](#)0 -Information was presented on how BIAs can support their school sites with ELPAC testing. Handwriting Without Tears rep presented on how BIAs can facilitate small group instruction using Handwriting Without Tears, our ELA writing supplemental curriculum.

Action/Service 4.3: The Bilingual Instructional Assistants support certificated teachers in providing small groups or 1:1 instruction to Newcomer students. Having this support directly benefits our junior high multilingual learners, especially newcomer students, in having additional academic and linguistic support. Qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:

4   BIA Positions at Jr. High
1   BIA Vacant/Unfilled Position

Qualitative:
BIAs at the Junior Highs have been supporting our Newcomer classes with our new curriculum, Benchmark RIGOR. They assist in translating materials and facilitating small group instruction with the Newcomer Teacher or ELD Coach- whoever teaches the Newcomer ELD Class.

BIAs assist in the administration of ELPAC initial and summative to ensure we assess as 100% of emerging multilingual learners and strive towards our goals for reclassification.

Action/Service 4.5: Native language proficiency assessments are critical to ensure students are assessed appropriately to best identify strengths and support areas as well as meet our reclassification rate goals. Native language proficiency assessments were provided through the following:
- Woodcock Munoz,
- Newcomer Benchmark Adelantes Screener, and
- Achieve 3000 in Spanish

- NWEA Fall 23-24 total of 423 Spanish Reading assessments administered

Action/Service 4.6: The district will 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 by the supports these positions provide. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
- **9/27/23 ELD Coach Meeting**
- **7th/8th Grade StudySync dELD Pacing Guides** (Dina Clark)
- **K-5 Benchmark dELD Pacing Guides** (Susan Patterson)
- DELAC Slide Decks:
    - **September**
    - **October**
    - **November**
    - **January**
    - **DLI Task Force Phase 1: CABE Articulation**
    - **SSB Team Meeting Notes**
    - 1 student has been tested with the Woodcock Munoz assessment.
    - **dELD using Core Content at Jimenez DLI/Non-DLI**

Qualitative:
- In the 9/27/23 ELD Coach Meeting, ELD Coaches were introduced to the Supporting Mixtec Native Languages document with the district in conjunction with Cultural Learning Targets. They were then asked to collaborate at their table on what other resources they could share that

celebrates culture and diversity at their site.
- ML TOSAs monitor and update pacing guides for accuracy and to ensure links are working properly.
- ML TOSAs support Margarita Mosqueda with DELAC presentations.
- ML TOSAs attend the DLI Task Force with CABE.
- ML TOSAs assist Margarita Mosqueda and the Junior High Spanish Teachers with the State Seal of Biliteracy Pathway.
- Susan Patterson coordinates with sites for an OLA Tester to come out and test students who need Spanish language assessments if they are in COST.

Action/Service 4.8: The district continues to support the Dual Language Immersion (DLI) program by building capacity for bilingual educators and leaders to address the needs of our dual language learners. This support includes professional learning for dual immersion teachers and staff, implementation of the DLI master plan, and Spanish literacy materials. These supports allow for continued learning around best practices for DLI programs and the expansion of culturally relevant literacy materials. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
- [CABE Santa Maria Bonita - 2022-23 Contract with CABE and Actions](#)
- [DLI Task Force Phase 1:](#)
- [Santa Maria Bonita-Master Dual Language Program Design and Systems Development Document](#)
- [Classroom observations](#)
- [Grade-Level Articulation and Curriculum Alignment](#)
- [Project Inquiry-Based Learning](#)
  - [November 13, 2023](#)
  - [December 30th, 2023](#)
  - [January 8th, 2024](#)

Qualitative:
- CABE Santa Maria Bonita - 2022-24 Contracted California Association for Bilingual Education to support the Dual Language Immersion (DLI) program and to support the DLI and the Spanish teachers through professional development, focusing on the Core Curriculum to the CA State Standards.
- DLI Task Force Phase 1 focused on the potential expansion of the Dual Language Immersion program within the district. The task force met for two full days and one afternoon on October 11th, 12th, and November 30th. This two-day gathering brought together a rich and diverse group of educators, parents, community leaders, and language specialists to discuss and enhance our understanding of Dual Language Immersion (DLI) programs and their underlying philosophy.
On the first day, the central theme of this meeting was to develop participants' capacity regarding the philosophy of Dual Language Immersion programs. We had insightful discussions as we explored the principles and benefits of DLI programs.

- The Master Dual Language Program Design and Systems Development work guided by CABE focused on:
  - DLI Capacity Building
  - Program Design
  - DLI staffing
  - Student Recruitment/retainment
  - Curriculum and Instruction

- Assessment and Accountability
  - DLI staff accountability and professional learning
- Classroom observations focused on Dual Language Immersion (DLI) Classroom Instructional Rounds and Observation Protocol through partnering with the California Association for Bilingual Education (CABE).
- Grade-level articulation and Curriculum Alignment: Continuous year support on developing teacher capacities on Project/Based Learning. Galleria alignment to CA State standards.

Action/Service 4.9: The ELD Coaches at each site 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 receives daily support for multilingual learners and provides ongoing professional learning to staff. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
- **ELD Coach Job Description**
- **ELD Coach Yearly Overview**
- **ELD Coach Results Based Coaching Tools and Work Plans Folder**

Qualitative:
- The ELD Coach Job Description is a snapshot of tasks ELD Coaches perform day-to-day such as supporting Newcomer and LTEL students, staff, rostering students, and delivering professional learning and coaching.
- The ELD Coach Yearly Overview contains tasks such as coaching and supporting learning with iELD and dELD with slide decks linked for them to use with all staff.
- The ELD Coaches complete the Work Plans document with the teacher they are coaching as well as the Results Based Coaching Tool that includes goals, reflections, and student data.

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.

In review of the reflections from prior practice as well as consultation through the educational partner engagement process throughout the school year, the actions/services within this goal will be continued and embedded into the aligned actions/services within the Strategic Plan, specifically Goal #3 - *We will provide structures and facilities to support inclusive learning experiences*. Additionally, the following actions/services will have changes made to the planned actions within the new Goal as reflected in the 2024-2025 LCAP:

Action/Service 4.7: Due to feedback from educational partners and district leadership on prioritizing English Language Development programs to increase student achievement outcomes for EL students, a Director of Multilingual position will be added for the upcoming 2024-25 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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.

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	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	Winter 2023 72% of 5th graders experienced high levels of school connectedness 70% of 5th graders felt that there were caring adults in school 80% 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 that there were caring adults in school 69% of 7th graders reported academic motivation	Winter 2022 57% of 7th graders (In-School Only) experienced high levels of school connectedness 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	Winter 2022 48% of 7th graders experienced high levels of school connectedness 55% of 7th graders felt that there were caring adults in school 62% of 7th graders reported academic motivation	Winter 2022 43% of 7th graders experienced high levels of school connectedness 51% of 7th graders felt that there were caring adults in school 58% of 7th graders reported academic motivation	By June 2024, 90% of students in grade 7 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 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%	Fall 2023 Percent Favorable 3rd - 6th = 69% 7th - 8th = 36% Beginning with Fall 2023 Survey, this Goal was split to reflect results from 3rd-6th grade and 7th - 8th grade.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					nationally.
State Priority 6: School Climate (Engagement) **Social-Emotional Panorama Education Survey (All Respondents) 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**	May 2021 "Percent Favorable" = 66%	May 2022 "Percent Favorable" = 68% 60-79th percentile compared to others nationally Change since May 2021 UP 2%	May 2023 "Percent Favorable" = 68%	Fall 2023 "Percent Favorable" = 65% 40-59th percentile compared to others nationally Change since May 2021 DOWN 1%	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%.
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**	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%	Fall 2023 "Percent Favorable" = 62% 40-59th percentile compared to others nationally Change since May 2021 DOWN 1%	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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
that they are valued members of the school community					
State Priority 6: School Climate (Engagement) **California School Dashboard 2019 Suspension Rates for all and applicable Student Groups**	All Students - Orange 3.2% suspended at least once Maintained -0.2% African American - Red 9.3% suspended at least once Increased 1% Foster Youth - Red 17.6% suspended at least once Increased 4.8% Students with Disabilities - Red 6.2% suspended at least once Increased 1.3% Hispanic - Orange 3.1% suspended at least once Maintained -0.2% Two or More Races – Orange 5.4% suspended at least once Increased 4.1%	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data of student expulsion, junior high dropout and attendance rates below).	All Students - High 3.8% suspended at least once Maintained - n/a African American - Very High 7.5% suspended at least once n/a Foster Youth - Very High 8.1% suspended at least once n/a Students with Disabilities - Red 6.8% suspended at least once n/a Hispanic - High 3.8% suspended at least once n/a Two or More Races – Very Low 0% suspended at least once	All Students - Orange 4% suspended at least once Maintained +0.2% African American - Orange 7% suspended at least once Declined -0.6% Foster Youth - Red 8.8% suspended at least once Increased +0.7% Students with Disabilities - Red 6.6% suspended at least once Maintained -0.2% Hispanic - Orange 4% suspended at least once Maintained +0.2% Two or More Races – Orange 1.6% suspended at least once Increased +1.6%	Performance on the Dashboard - Suspension Performance 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
	Socioeconomically Disadvantaged – Orange 3.2% suspended at least once Maintained -0.2% English Learners - Yellow 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%		n/a Socioeconomically Disadvantaged – High 3.9% suspended at least once n/a English Learners - Medium 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	Socioeconomically Disadvantaged – Orange 4.1% suspended at least once Increased +0.3% English Learners - Yellow 3% suspended at least once Maintained +0.2% Homeless - Orange 3.8% suspended at least once Increased +0.4% White - Orange 3.4% suspended at least once Increased +0.5% Asian - Yellow 1.7% suspended at least once Maintained -0.2% Filipino - Orange 5% suspended at least once Increased +1.7% American Indian - Blue 0% suspended at least once Declined -2.9%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander - N/A		Pacific Islander - n/a	Pacific Islander - n/a	
State Priority 6: School Climate (Engagement) **California School Dashboard 2019 Chronic Absenteeism for all and applicable Student Groups**	California School Dashboard 2019 Report Chronic Absenteeism for All - Yellow 5.8% chronically absent and Maintained with a slight decrease of -0.1%. English Learners - Green 4% chronically absent and Declined 0.5% Foster Youth - Red 27.6 chronically absent and Increased 12.2% Homeless - Yellow 5.6% chronically absent and Maintained 0.3% Socioeconomically Disadvantaged - Yellow 5.9% chronically absent and Maintained -0.2%	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data of student expulsion, junior high dropout and attendance rates below).	California School Dashboard 2019 Report Chronic Absenteeism for All - Very High 37.1% chronically absent English Learners - Very High 35.3% chronically absent Foster Youth - Very High 45.5% chronically absent Homeless - Very High 36.8% chronically absent Socioeconomically Disadvantaged - Very High 36.3% chronically absent Students with Disabilities - Very High 50.4% chronically absent	California School Dashboard 2023 Report Chronic Absenteeism for All - Yellow 18.9% chronically absent Declined - 18.1% English Learners - Yellow 15.7% chronically absent Declined -19.5% Foster Youth - Orange 32.7% chronically absent Declined -12.8% Homeless - Yellow 15.1%% chronically absent Declined -21.8% Socioeconomically Disadvantaged - Yellow 18.6% chronically absent Declined -17.7%	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
	Students with Disabilities - Orange 11.4% chronically absent and Maintained -0.1% African American – Yellow 10.7% chronically absent and Declined 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%		African American – Very High 45.1% chronically absent American Indian – Very High 38.2% chronically absent 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	Students with Disabilities - Yellow 30.4% chronically absent Declined -20% African American – Orange 22.5% chronically absent Declined -22.6% American Indian – Orange 20.5% chronically absent Declined -17.7% Asian – Red 25.9% chronically absent Increased +1.3% Filipino - Yellow 17.8% chronically absent Declined -9.4% Hispanic – Yellow 18.5% chronically absent Declined -18.4% Pacific Islander - n/a Two or More Races - Orange 30.8% chronically absent	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White - Orange 14.6% chronically absent and Increased 2.8%			Declined -17.3% White - Yellow 34.5% chronically absent Declined -14.9%	
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)	0.00% (0 students)	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 dropout rate for the 2022-23 school year was 0 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 student attendance rate of the 2023-24 school year for all students was 95.42%.	The desired outcome for 2023-24 is 96.50%.

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 within Goal Five 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 unduplicated pupils. There were no substantive differences in planned actions and actual implementation of the actions within this Goal, with the exception of the following:

Action/Service 5.12: Originally contracted through CADA in fulfilling staffing for Marriage and Family Therapist Counselors at all Elementary school sites,

staffing challenges have resulted in additional coordination with outside agencies FSA and ESS - with minimal staffing fulfilled, the intended actions and services provided by our Counselors have remained unfulfilled for this school year and will be addressed in the upcoming year in identifying the best approach to fulfilling these positions for our school sites moving forward.

Action/Service 5.14: For the 23-24 School year, the 5 dean positions were converted to 5 Assistant Principal positions. The conversion of the dean position to assistant principal positions increased the amount of days allowing for stronger and more aligned collaboration amongst the administrative team in support of organizing and fostering a safe inclusive environment for all students, staff, and families.

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 the intended strategies and activities within Goal 3, with the exception of the following action/services:

Action/Service 5.1: Expenditures for security guards have exceeded the original estimates, as schools required additional assistance more than anticipated - especially at the Junior High level - as well as special events for Health School Pantry Events that serve our families.

Action/Service 5.2: The difference in actual vs. estimated expenditures is due to the increased salary that was negotiated for the 2023-2024 school year.

Action/Service 5.3: Due to continued staffing vacancies for Junior High Counselors, less funding was utilized this school year - Human Resources will continue to promote for this position to fulfill in the upcoming school year.

Action/Service 5.5: Actual expenditures are less than budgeted expenditures, as there continue to be vacancies in these positions.

Action/Service 5.6, 5.7, 5.8: Estimated Actual Expenditure is higher than Budgeted Expenditure, as the contracted services received a pay increase for cost of living/inflation.

Action/Service 5.9: Actual expenditures are less than budgeted expenditures, as there continue to be vacancies in these positions.

Action/Service 5.12: There is a large discrepancy between budgeted vs. actual expenditures. As of January 2024, only 1 MFT has been hired by the district, leaving 20 vacancies.

Action/Service 5.14: As Junior High Deans were transitioned into Junior High Principals, the associated unit over-expensed for this Action/Service while leaving an equivalent unexpensed amount in the previous Junior High Dean Action/Service (7.5).

Action/Service 5.15: Actual expenditures are less than budgeted expenditures, as there continue to be vacancies in these positions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action/Service 5.1: Having security guards on campus has helped with the overall feeling of a secure campus throughout the junior high schools and dealing with volatile situations. Additionally, having security guards on campus has helped with the overall feeling of a secure campus throughout the junior high schools and dealing with volatile situations. 7th grade students felt 15% less safe on campus in the CHKS, so the roles of these adults is important in changing this trend. One junior high school has opted to fund an additional guard to their site in order to help improve campus safety.

Action/Service 5.2: Outreach Mentors help build positive relationships with students and assist them with their social emotional development by skillbuilding in small groups and 1 on 1 meetings. Outreach mentors continue to work with caseloads of 50-60 students in order to meet their social emotional needs. Student's progress is monitored every 8 weeks to determine if changes in service need to be made.

Action/Service 5.3: Professional learning was provided by Hatching Results to support and create comprehensive counseling programs throughout the district. Lessons are being created by all counselors to be implemented consistently throughout the district. Additionally, the District continues to provide counselors to all schools in the district. All counselors are provided support in alignment with a comprehensive school counseling model. Support from Hatchings Results has been provided throughout the year to assist in assuring a comprehensive counseling model is implemented consistently throughout the District.

Action/Service 5.4: The Program Specialist for Student and Family Services ensures that students receive the necessary supports and are connected with resources (Homeless and Foster Liaisons, Truancy Mentors, Outreach Mentors, School Based Therapists). The Program Specialist for Student and Family Services serves as the Homeless and Liaison for the district, ensuring students receive necessary supports to succeed in school. The Special Education Program Specialist ensures that IEPs and the district are in compliance with Special Education Law and that students are receiving the services in order to receive a Free Appropriate Public Education (FAPE). PS also oversees truancy and school related disciplinary issues. The Program Specialists for Special Education provide technical assistance and guidance on IEP compliance and special education supports and services to sites, administration, teachers and families.

Action/Service 5.5: Student Supervision Aides work on each school campus to help provide a safe, secure environment for students. SSAs positively interact with students and build positive adult relationships to foster a nurturing environment outside of the classroom. SSAs ensure students are safe and secure on campus during breaks and lunch times, while building positive relationships with them in the process. Additionally, SSAs ensure students are safe and secure on campus during breaks and lunch times, while building positive relationships with them in the process. Students in the CHKS stated that they felt 27% and 15% (5th and 7th grade respectively) less safe on campus, so the roles of these adults is important in changing this trend.

Action/Service 5.6: The Foster Youth Liaison ensures students are connected with services to assist them in all aspects of school. They work side by side with the family to support them in this process. The Foster Youth Liaisons meet with site administrators once a month to ensure all foster students are receiving the necessary academic and social emotional supports.

Action/Service 5.7: Truancy mentors build strong relationships with students and families and help to provide them with the resources necessary to be successful in school. Truancy Mentors work with individual students who have challenges coming to school. They provide them with the Check, Connect, Respect curriculum and talk with them and their families about positive attendance habits and assist in removing barriers to attendance.

Action/Service 5.8: Homeless liaisons build strong relationships with students and families and help to provide them with the resources necessary to be successful in school. Homeless Liaisons work with students and families to ensure they eliminate barriers to their success in school. Liaisons connect families with basic needs, housing, insurance, and any other needs they may have. They also ensure that families know their rights and protections they have under the McKinney Vento Act.

Action/Service 5.9: Health Assistants help ensure that students learn in an environment where all of their health needs are addressed. Health Assistants ensure that the health needs of every student is addressed at the school site. They assist with basic first aid, inform parents of injuries on campus, and treat minor health related items. They are in contact with the school nurse regarding students that require case management.

Action/Service 5.10: Opportunity teachers are able to work with small groups of students and make positive connections with them on an individual basis. These teachers work closely with students to assist them in their academic and social emotional development. Opportunity teachers provide students with a small group setting where they provide intensive academic and social emotional support and meet their individualized learning needs. Class sizes average around 8-10 students.

Action/Service 5.11: Students attend classes in the Diversion Program in order to gain social emotional skills and make better decisions as they transition into adulthood. These classes assist them in this process. The Diversion Program is used as a proactive measure to prevent possible negative behavior, as well as remediating behavior after it occurs. The Diversion Program teaches students to make better decisions and helps them to make correlations between their current actions and future consequences.

Action/Service 5.12: Marriage and Family Therapists are key members of the school staff when it comes to assisting students with social emotional development. These therapists work one on one with students with the highest emotional needs to ensure they have the support to be successful in school. Marriage and Family Therapists provide the highest level of social emotional support to students at SMBSD school sites. Caseloads do not exceed 20 students. Students set goals with their therapists and these are reviewed every 8 weeks to determine if changes in service are necessary.

Action/Service 5.13: Students who have received all Tier 1, 2 and 3 supports at the junior high school sites, and who continue to struggle are referred to Fitzgerald Community Day School. Once referred, an interdisciplinary panel reviews each student's case to determine if all resources have been exhausted prior to placement at Fitzgerald. Once students are placed at Fitzgerald, they receive intensive academic and social emotional support in a classroom setting of no more than 20 students. Each classroom has 1 teacher and 1 paraprofessional.

Action/Service 5.14: Assistant principals work to help provide a safe, secure environment for students. They support students by building positive, safe environments overseeing support for students in the area of attendance and behavior through monitoring attendance and truancy, putting in tier 1,2,& 3 supports. Additionally, APs also update and implement the safe school plan and oversee the coordination of all state assessment.Assistant principals are integral to supporting student's attendance and behavior. They ensure that all students are tested on state and district assessments, and support the principal in the daily operations of the school 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.

In review of the reflections from prior practice as well as consultation through the educational partner engagement process throughout the school year, the actions/services within this goal will be continued and embedded into the aligned actions/services within the Strategic Plan, specifically Goal #4 - *We will nurture the whole child;* with the exception of the following modifications for the actions/services below:

Action/Service 5.1: There are discussions of creating security positions within CSEA for the 2024-2025 school year, so this staffing has the potential to be SMBSD employees moving forward and will be reflected in the LCAP accordingly.

Action/Service 5.14: For the 23-24 School year, the 5 dean positions were converted to 5 Assistant Principal positions in response to educational partner feedback on additional support at the Junior High level. This support should continue for the 24-25 school year..

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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.

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%	Winter 2023 "Percent Favorable" = 14% 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.

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:** Question: In the past year, how often have you visited your child's school?	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%	Winter 2023 "Percent Favorable" = 28% Change since May 2021 UP 11%	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%.
State Priority 3: Parent Involvement (Engagement) **All Grades** Topic: **Building Relationships: progress in creating welcoming environments for all families in the community.**	May 2020 Stage of Implementation = 4 - Full Implementation	**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	**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	**May 2024 - Stage of Implementation = 4 Full Implementation** SMBSD has worked to create welcoming environments for families through ongoing and varied outreach and engagement activities and by supporting the home to school connection through expansion of our Community Liaison team to include nearly 50 bilingual	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		framework at their meetings. All community liaisons have been offered interpreter training to provide language access.	framework at their meetings. All community liaisons as well as extended to all bilingual staff have been offered interpreter training to provide language access.	Community Liaisons at all school sites and the district office. Communication and engagement efforts have included expanded multilingual and multiplatform communication, the development and distribution of materials, digitally and in print, that provide information and context for our work and capacity-building outreach to promote student academic success.	
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**	May 2020 Stage of Implementation = 2 - Beginning Development	**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.	**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.	**May 2024 - Stage of Implementation = 4 Full Implementation** Based on the analysis of our SMBSD educational partner input as well as local data, we have identified the opportunity to increase and improve upon dedicated efforts for positive interactions between	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		3 districtwide trainings have been held during the 2021-22 school year.	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.	staff, families, and the local community through events and celebrations as a focus area in our engagement plan. We have worked to create opportunities for school staff and parents to interact in positive ways through community events and multiple cultural and community celebrations.	
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.**	May 2020 Stage of Implementation = 2 - Beginning Development	**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	**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	**May 2024 - Stage of Implementation = 4 Full Implementation** Learning focused on building the capacity of families to effectively engage with schools and advocate for their students is currently occurring in parent leadership committees including the District English Learner Advisory Committee,	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		build partnerships with parents and support these efforts schoolwide.	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.	LCAP Ed Partner Team, Migrant Education Programs Parent Advisory Committee, and Mixteco Parent Leadership Teams and through informative parent communications. SMBSD continues to partner with community organizations to increase connection and access to resources, build feelings of safety and security, and to ensure we are fostering positive school climates, student engagement, and parent involvement.	
State Priority 3: Parent Involvement (Engagement) **All Grades** Topic: **Seeking Input for Decision Making: progress in building**	May 2020 Stage of Implementation = 3 - Initial Implementation	**May 2022- Stage of Implementation = 4 Full Implementation** The office of family engagement in partnership with the office of Plan	**May 2023- Stage of Implementation = 4 Full Implementation** The office of family engagement in partnership with the office of Plan	**May 2024- Stage of Implementation = 4 Full Implementation** Based on the analysis of our SMBSD educational partner input as well as local	By 2024, SMBSD will make progress in building the capacity of and supporting principals and staff to effectively engage families in advisory

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		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.	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 Committee, the Facilities Master Plan, and the local SELPA to support families of students enrolled in Special Education to develop a dedicated advisory council	data, we have identified the opportunity for parents to receive training to assist in the understanding of their role in the decision making process. There will be efforts to provide additional training as well as additional opportunities to participate in the process. Off-site conference attendance had been a part of our training of parent leaders.	groups and with decision-making. The rating will be 5 - Full Implementation and Sustainability.
State Priority 3: Parent Involvement (Engagement) **All Grades**	May 2020 Stage of Implementation = 3 - Initial	**May 2022 - Stage of Implementation = 3 Initial Implementation** SMBSD gathered	**May 2023 - Stage of Implementation = 4 full Implementation** SMBSD continues to	**May 2024 - Stage of Implementation = 4 full Implementation** Based on the analysis	By 2024, SMBSD will make progress providing opportunities to have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.**	Implementation	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 activities at both the school and district level.	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 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.	of educational partner input and our local data, SMBSD will improve engagement of identified underrepresented families through the formation of advisory committees and coordination with the school sites to identify parents belonging to underrepresented groups. Additionally, the district will work to create more opportunities for input as well as receive feedback to refine the process of recruitment and data collection.	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

Goal Analysis

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

There were no substantive differences in the planned actions and actual implementation of the actions within this goal.

Overall, the budgeted expenditures were in alignment with the intended strategies and activities within Goal 6, with the exception of the following action/services:

Action/service 6.1: Actual expenditures are less than budgeted expenditures, as there continue to be vacancies in these positions.

Action/service 6.2: Estimated Actual Expenditure is higher than Budgeted Expenditure, as this contracted service received an increase during the year and served additional efforts in supporting the language needs of our increasing number of Mixteco families.
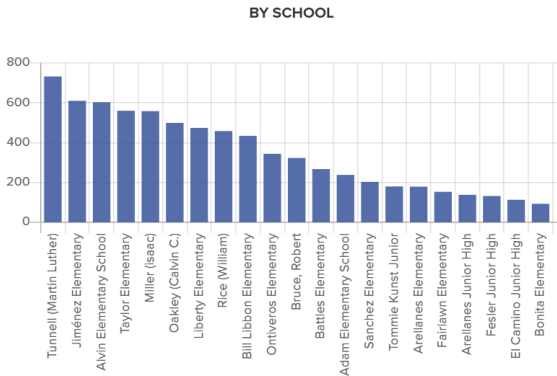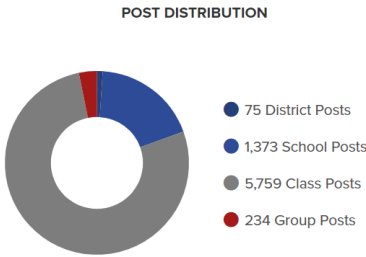
Action/service 6.7: In order to meet the needs of our Mixteco families, additional translation services were required in communications and resulted in an increase in costs that will be reflected accordingly in the budgeting for the upcoming year as this has been identified as an ongoing and prioritized need for our family engagement goals.

The Digital Media Specialist (Action 6.6) was not hired until December of this year. Therefore the payroll needs were reduced by 50%. That being said, we will be identifying some additional professional development needs to support that individual.

Action/service 6.1: Community Liaisons act as interpreters on their school site (District Community Liaisons at the centralized level) every day, they are an important link between schools and families and actively support schoolwide messaging and their communication is reflected through our ParentSquare communications:

Action/service 6.2: Family Outreach Advocates are vital in engaging our parents and families in our schools. As parents need assistance

POST DISTRIBUTION

- 75 District Posts
- 1,373 School Posts
- 5,759 Class Posts
- 234 Group Posts

BY SCHOOL

navigating the scholastic system, FOAs are there to guide and support them through the process.

Action/service 6.3 and 6.4: District interpreters have been effective in their charge to support communication with families. The number, type and frequency of meetings have increased significantly making it increasingly identified as a need to prioritize in the coming school year. Additionally, the translation training provides a standard practice that is understood by those filling the interpreter role at all functions.

Action/service 6.5: SMBSD has worked to provide outreach to families in a variety of ways, including supporting them with enrollment and registration efforts. Community events and celebrations focused on culture have been a key shift in our community interactions and Family Resource Centers have been established and served more than 1000 families this school year.

Action/service 6.6: Parents have participated at higher levels every school year. The transition to hybrid and online offerings have made this more accessible to more parents. The technology support provided to families has also been instrumental in making these parent education offerings successful.

Action/service 6.7: The District office, site administrators and classroom teachers are all effectively using ParentSquare for school to home communications. We are still actively working on improving communications to our Mixtec families by actively recruiting for more translators and by improving our identification process of which families would prefer to receive verbal communications in those indigenous languages.

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.

In review of the reflections from prior practice as well as consultation through the educational partner engagement process throughout the school year, the actions/services within this goal will be continued and embedded into the aligned actions/services within the Strategic Plan, specifically Goal #1 - *We will engage families and community to fulfill our mission*. Additionally, the following actions/services will have changes made to the planned actions within the new Goal as reflected in the 2024-2025 LCAP:

Action/service 6.4: Transitioning to required training for all community liaisons and bilingual instructional aides will change the cost of this service.
During the Spring of 2024 we will be relaunching the SMBSD website to make it more intuitive and Parent friendly.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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.

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	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.	242 total students attaining the SEAL of Biliteracy Recognition. Arellanes JH: Home Language Development Awards=74 Pathways Attainment Awards=18 El Camino JH: HL= 27 Pathway Attainment=15 Fesler JH: HL=7 Pathway Attainment=17	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Participation Award (Spanish/English)		TK JH: HL=14 Pathways Attainment=35 Jimenez: HL 27 Pathway Attainment=8	
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion **Panorama Education Survey (All Respondents) Students 3-5** Topic: **Social Awareness: How well students consider the perspectives of others and empathize with them**	May 2021 "Percent Favorable" = 63% 20-39th percentile compared to others nationally	May 2022 "Percent Favorable" = 65% 40-59th percentile compared to others nationally Change since May 2021 UP 2%	May 2023 "Percent Favorable" = 60%	Fall 2023 "Percent Favorable" = 58% Change since May 2021 DOWN 5% Beginning with Fall 2023 Survey, this Goal was changed to reflect results from 3rd-6th grade.	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) Students 6-8** Topic: **Social Awareness: How well students consider the**	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%	Fall 2023 "Percent Favorable" = 46% Change since May 2021 DOWN 9% Beginning with Fall 2023 Survey, this Goal was changed to reflect results from 7th-8th grade.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
perspectives of others and empathize with them					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 Awareness: How well students consider the perspectives of others and empathize with them**	May 2021 "Percent Favorable" = 63% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 67%	May 2023 "Percent Favorable" = 70%	Fall 2023 "Percent Favorable" = 61% Change since May 2021 DOWN 2%	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%.
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%	Fall 2023 "Percent Favorable" = 53% Change since May 2021 UP 9%	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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	Fall 2023 "Percent Favorable" = 55% Change since May 2021 UP 10%	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) - Diversity, Equity, and Inclusion **Panorama Education Survey (All Respondents) Parents and Families** Topic: **Diversity and Inclusion**	May 2021 "Percent Favorable" = 61% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 57% Change since May 2021 DOWN 4%	May 2023 "Percent Favorable" = 56%	Fall 2023 "Percent Favorable" = 66% Change since May 2021 UP 5%	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%.

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.

There were no substantive differences in the planned actions and actual implementation of the actions within this goal.

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 the intended strategies and activities within Goal 7, with the exception of the following action/services:

Action/service 7.1: Efforts to provide professional learning specific to multilingual, culturally relevant topics was funded through one-time relief funds and will return to the LCAP as those funds expire in the upcoming school year.

Action/service 7.10: Professional learning was able to be scheduled during contractual time limiting the amount of funding needed versus what was anticipated and will be reflected accordingly for the upcoming school year.

Action/Service 7.11: Due to challenges with attaining transportation, this Action/Service related to college and career field trips and experiences did not fulfill the allocation.

Action/service 7.12: We were not able to hire a 6th District Support Specialist for the 2023-2024 school year due to a lack of special education candidates and will continue seeking to fill this vacancy in the next school year.

Action/service 7.14: Vacancies remain for the Area Administrators position and we will continue seeking to fill these positions in the upcoming school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action/service 7.1: Using the trainer of trainers model and the expertise of our coaches is a strategic way of reaching all staff with the learning. We continue to look for impact of learning. While much learning is occurring the lack of expectations at the site level hinders our ability to see transfer of learning. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:

42/42 Coaches engaged in the WestEd modules around Diversity, Equity, and Inclusion (Module 2)

Qualitative:
1. **New Coach Bootcamp**
Our Students, systems of support
In order to teach with a multilingual lens, our teachers require the learning of understanding the language rich, diverse student population we teach. Using the trainer-to-trainer model, learning surrounding our student population and our districts' different systems of support was the focus.
2. **All Coach Bootcamp 2023** Cultural Learning Targets
Using the trainer-to-trainer model, our district provided learning to all our site coaches, for further development at their sites. The All Coach Bootcamp on 8/30/23, encouraged the development of sites to utilize *Cultural Learning and Language Expectations or Targets* which are a way to create learning experiences that bring together content, language, and culture. All Coaches participated in a jigsaw activity and dove into one of the four sections from an article.
Coaches were provided with the literature on Cultural Learning and Language Expectations to continue the introduction and learning with their sites.
3. **WestEd Community of Practice** - Equity and Diversity Modules. We used this learning in partnership with WestEd to get coaches to identify their own cultural bias before engaging in coaching cycles with teachers.
4. **ELD Coach Meeting** Cultural Learning Targets
In the 9/27/23 ELD Coach Meeting, ELD Coaches were introduced to the Supporting Mixtec Native Languages document with the district in conjunction with Cultural Learning Targets. They were then asked to collaborate at their table on what other resources they could share that celebrates culture and diversity at their site.

Action/service 7.2: The TOSA of Climate & Culture has been working with sites to examine data to improve culture and climate at their sites. Has also provided staff development for certificated staff members to incorporate restorative practices into their classrooms and other inservice to improve the classroom climate.Additionally, the TOSA works at all 21 school sites to assist Culture and Climate teams examine data and plan to make schoolwide improvements. Also provides in-service to administrators and certificated staff in order to improve classroom climate and implement restorative practices when dealing with issues between students.

Action/service 7.3: The specific actions were effective due to the conversations between ML TOSAs, DL Program Specialists, and the Spanish language teachers. The DL Program Specialist supported the Spanish teachers in rolling out the Pathways to the community. After multiple discussions, it was agreed to have 8th-grade students participate in the SEAL Pathways Phase One for the 2023-2024 school year. However, we will expand it to elementary students in the 2024-2025 school year. The DL Program Specialist provided folders to all students applying for the SEAL Pathways. Teachers met with each student and parent to share the criteria of both Pathways. Additionally, on October 10, Sept 7, Sept 21, November 13, Nov 21, December 14, and January 8th, ML TOSAs, the DL Program Specialist, and Spanish teachers engaged in conversations regarding the Two SEAL of Biliteracy Pathways Criteria.The Multilingual TOSAS and the DL Program Specialist supported the Spanish and Language teachers through the development and implementation of the 8th-grade Home Language Development Recognition and the 8th-grade Biliteracy Attainment.

Action/service 7.4: This action continues to be considered effective at the Junior High level based on input from staff and site leadership. Additionally, Department chairs facilitate the department PLCs at each site, collect valuable data, and communicate the needs of the department to the District.
[Department Chair Communication & Resources](#)

Action/service 7.6: SMBSD interpreters completed a total of nine 8-hour training sessions outside of their scheduled work time, providing additional training than in previous years due to educational partner feedback and increased demand for these services.

Action/service 7.7: Survey results were obtained to determine the culture and climate at each school and within classrooms. Culture Climate Teams then analyze this to examine areas of strength and where resources need to be applied. Additionally, qualitative and quantitative data reflected the following in making progress towards this goal during the three-year LCAP cycle:

Quantitative:
 Panorama Survey Overview Sept 18-29, 2023
- 1,429 (of 2,073) Teacher and Staff Survey responses
- 7,250 (of 9.073) Student (4th - 8th grade) Equity and Inclusion Survey responses
- 8,877 (of 10,735) Student (3rd - 8th grade) Competency Survey responses
- 6,007 (of 6,422) Teacher Perception of Student (TK-2nd grade) SEL Survey responses
- 497 Family Survey responses
- Next survey window is January 8 - 19, 2024

Qualitative:
- Information gathered from these surveys are utilized by Culture and Climate Teams at each site to determine strengths and areas of need. Upon examining this data, teams plan around these areas to assist students and their social emotional development.

Action/service 7.9: Junior High Career Technical Education teachers are implementing their CTE curriculum. Deeper understanding of curriculum and increased student engagement is noted for planning in the upcoming school year. Additionally, all students in 8th grade experience each of the three CTE Exploratory courses to be well versed in their options upon entering high school. In addition to supplies, these teachers have been given opportunities to collaborate with CTE teachers within SMJUHS, visit the CTE center, and visit industries in the Santa Maria Valley that align with their courses.

[List of supplemental resources for all CTE Teachers](#)

[CTE Industry Visits](#)

[CTE Professional Learning](#)

Action/service 7.10: The use of these social emotional curricular components have helped students develop a sense of belonging in class and connection to school. Additionally, The District has provided a learning series called Calming Corners & Zone of Regulation. The series has been so popular that the team has repeated the opportunity multiple times. Many staff members have expressed their appreciation of this learning and the accompanying resources.

Action/service 7.11: The District has allocated $20,000 per school site to increase the exposure to College and Career Readiness experiences. 16/21 sites have already started providing these experiences to their students and the remaining 5 are in the planning stages. In addition to these experiences the District also sponsors all 8th grade students to attend the College Fair at Allan Hancock College and half of the schools 5th grade students (alternating years) to attend STARBASE.

Action/service 7.12: The District has met its State Performance Plan Indicator for serving students in the Least Restrictive Environment (LRE) greater then 80% of the time. Additionally, the **District Support Specialists have supported staff and students by providing the following services**

- Number of Referrals: 125
- Number of SSAs: 30
- Number of Consultations:
  - w/ site teams: 185
  - as an IEP team member: 8
- Certificated Trainings: 61
- Classified Trainings: 25
- Site-Based Trainings: at a minimum, 22
- District-Wide Trainings: 39
- Assistive Technology Kit & System Roll Out
- CPI Trainings Offered: 13
- Preschool Transitions:
  - 125+ Observations Conducted
  - 50+ Transitional IEPs attended

The District Support Specialists are able to build capacity of both general education and special education staff on supporting students with disabilities in the Least Restrictive Environment (LRE).

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.

In review of the reflections from prior practice as well as consultation through the educational partner engagement process throughout the school year, the actions/services within this goal will be continued and embedded into the aligned actions/services within the Strategic Plan, specifically Goal #2 - *We will recruit, support, and retain high-quality people; and Goal #4 - We will nurture the whole child* . Additionally, the following actions/services will have changes made to the planned actions within the new Goal as reflected in the 2024-2025 LCAP:

Addition of Second Step SEL curriculum and SRSS as a universal screener for 2024-2025 school year. As part of the MTSS process, SMBSD is going to bring forward Second Step as the SEL Curriculum that will be implemented district wide in 2024-2025. To screen students, SRSS will be implemented at junior high school sites for the 2023-2024 in order to identify students that need additional services. In the 2024-2025 school year, this will be implemented with all school sites.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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 substantively from how it was described in the adopted LCAP.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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@smbsd.net 805-361-8110

Plan Summary 2024-2025

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 currently serves approximately 17, 179 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 2023-2024 student population reveals that as a reported ethnicity, Hispanic or Latino students make up approximately 96.0% of the total student enrollment with not Hispanic or Latino reporting 3.9% and refusing to state 0.4%. 88.62% of students are designated as socio-economically disadvantaged based upon Free/Reduced meal counts, 56.16% are designated as English Learners, 27.47% identify as experiencing homelessness, 8.55% are students from migratory families, 10.8% are Students with Disabilities, and 0.37% of our students are designated as Foster Youth. Approximately 16.4% of our students speak indigenous languages (Mixteco, Zapoteco, Trikki, Taquate) with some of these languages having no written language. 89.86% of SMBSD students qualify as unduplicated students. 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 2,141 SMBSD 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 SMBSD Strategic Plan was developed through contributions of a diverse cross-section of educational partners resulting in the following mission statement and beliefs, which guide our work to serve all students:

The Mission of Santa Maria-Bonita School District, as the unifying force that cultivates and enriches our diverse community, is to ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential through a student-centered culture distinguished by
- a whole child approach,
- an inclusive environment,
- community and family engagement,
- transformational innovation,
- and highly effective staff.

Our Beliefs
- We believe each person has inherent value and deserves respect.
- We believe all people belong, have a voice and can contribute.
- We believe every person has the power and responsibility to take action and make a positive impact.
- We believe equity is essential for all persons to thrive.
- We believe honesty and integrity build trust.
- We believe physical and emotional safety is foundational for personal fulfillment.
- We believe excellence comes from curiosity, experience, and perseverance.
- We believe that developing empathy inspires a kind community.
- We believe service is an act of love.
- We believe that there is strength and power in cultural diversity.
- We believe that a unified community inspires hope and faith.

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 within each of the prioritized four goal areas:

- **Broad Goal #1** - We will engage families and community to fulfill our mission.
- **Broad Goal #2** - We will recruit, support, and retain high-quality people.
- **Broad Goal #3** - We will provide structures and facilities to support inclusive learning experiences.
- **Broad Goal #4** - We will nurture the whole child.

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 four goal areas within the Strategic Plan. Through the engagement of partner groups such as: Strategic Planning and Action Plan Teams, the District English Learner Advisory Committee (DELAC), SMBSD Student Advisory Committee, Community Workshops 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.

Additionally, please reference the following link and Appendix A for a complete list of the required actions/services within each Goal for the identified schools and indicators: ⊞ LCAP Required Actions 2024

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Context: The 2023 Dashboard reflects a full return of California's accountability system with the reporting of **Status** (current year data), **Change** (the difference from prior year data), and **performance** levels (or colors) for all state indicators except for the College/Career Indicator (CCI) which will report on status only in 2023.

New Reports released on DataQuest (tables) and the CA Dashboard (gauges):
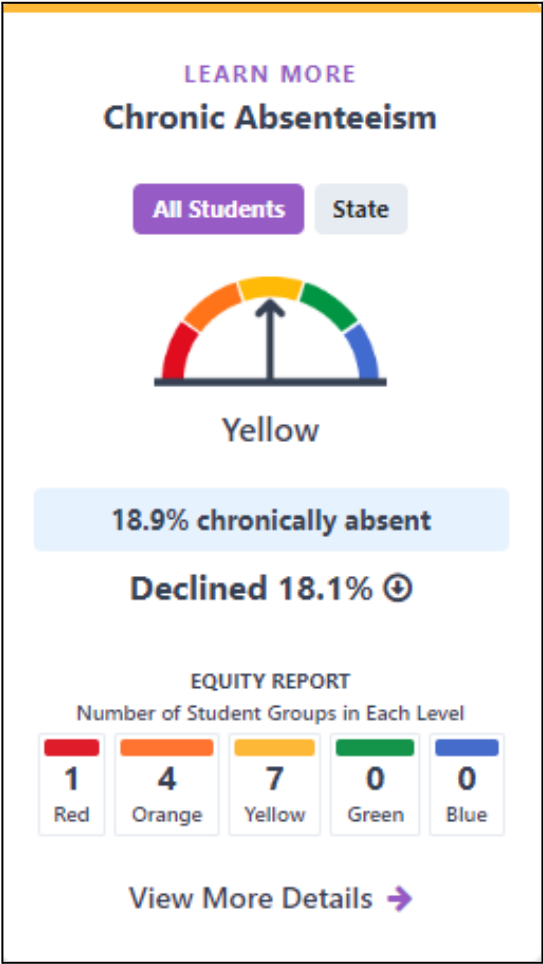
Chronic Absenteeism Reports

Student Group Details:

VERY HIGH
Asian

HIGH
African American
American Indian
Foster Youth
Two or More Races

MEDIUM
English Learners
Filipino
Hispanic
Homeless
Socioeconomically Disadvantaged
Students with Disabilities
White

NO PERFORMANCE COLOR
Pacific Islander

LEARN MORE
Chronic Absenteeism

All Students | State

Yellow

18.9% chronically absent

Declined 18.1%

EQUITY REPORT
Number of Student Groups in Each Level

| 1 | 4 | 7 | 0 | 0 |
| Red | Orange | Yellow | Green | Blue |

View More Details →

Chronic Absenteeism Rate	SMBSD	SB County	State
22-23	18.9%	22.4%	25.4%
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, declined by about 25% for the state and county, while SMBSD saw this rate decline by over 50%.* SMBSD saw a significant decline in multi-day absences between November 2022 and February 2023 compared to the previous year when omicron variant Covid-19 infections were spiking in the community.

SMBSD's Response:
Santa Maria-Bonita facilitates yearly training in order to ensure administrators are aware of current practices and how to promote positive attendance habits. If students are absent over 3 days in a row, they must either be checked out in the health office to excuse absences, or provide a doctor's note to excuse absences. If students have been called in sick by their families for 10% or more of the school year, they are sent a letter, stating that all future absences must be excused by a dr. note or a visit to the health office, where a health assistance will verify their illness. Santa Maria-Bonita also contracts with Fighting Back Santa Maria Valley to provide four Truancy Mentors to each cluster of schools in the District. These individuals work with students and families to provide positive attendance habits. Each school also has two Community Liaisons who call home to verify absences and let parents know that their students are not attending school. Family Outreach Advocates, who are contracted through Family Service Agency, also make home visits and assist families if they face barriers in sending their children to school, and help improve communication between site staff and the families. Finally, Santa Maria-Bonita receives support from the Santa Barbara County District Attorney's office, who holds weekly School Attendance Review Board (SARB) meetings for students with excessive unexcused absences.
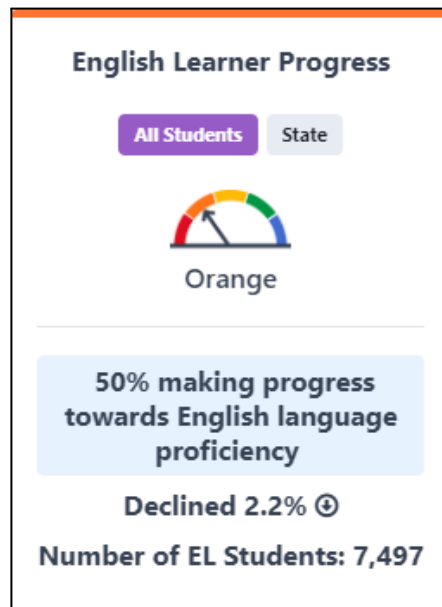
Absenteeism by Reason Reports

This report (previously released in October 2023) 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 2022-2023	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
SMBSD	67.3%	31.5%	1.2%	0.0%
Santa Barbara County	61.7%	35.5%	1.1%	1.7%
State	56.6%	39.5%	0.9%	3.0%

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.*

SMBSD's Response:
Santa Maria Bonita has a process where once attendance is taken each morning, calls are made home by Community Liaisons in order to confirm absences and verify students are sick. Parent Square is also used to reach parents via text and email if they cannot answer their phones. Santa Maria-Bonita also contracts with Fighting Back Santa Maria Valley to provide four Truancy Mentors to each cluster of schools in the district. These individuals work with students and families to provide positive attendance habits. Family Outreach Advocates, who are contracted through Family Service Agency, also make home visits and assist families if they face barriers in sending their children to school, and help improve communication between site staff and the families. Finally, administrators send 10% letters to families that have students who call in their children sick for 10% or more of the school year, explaining that all future absences must be excused by a doctor note or clearance from the health office at their school, to verify their illness.

English Learner Progress

English Learner Progress

All Students | State

Orange

50% making progress towards English language proficiency

Declined 2.2% ⊕

Number of EL Students: 7,497

Analysis: In line with State data, District level data shows a slight decrease (2.2%) in EL students making progress toward language acquisition, compared to 21-22 levels (State rate is -1.6%). It is important to note that comparisons to State rates include all grades, while SMBSD only has TK - 8th grade students.

Analysis: Compared to the 2021-22 school year, the State, County, and District showed a significant increase in the percentage of ELs not At Risk or LTEL and a corresponding decrease in ELs At Risk or LTEL. This indicates that the overall decrease in the percentage of ELs making progress toward English Language Proficiency is the result of the increase in the percentage of new ELs (0-3 years) across all geographies rather than a reduction in the progress of older students.

It is important to note that comparisons to State rates include all grades, while SMBSD only has TK - 8th grade students. For example, Ever EL students in high schools are more likely to be classified as RFEP compared to their elementary and middle school counterparts due to the fact that many reclassify prior to entering high school and many more will reclassify while enrolled there. This disproportionately skews high school Ever EL classifications toward the RFEP column. Conversely, Ever EL elementary students by definition cannot be classified as LTEL, disproportionately skewing middle and high school Ever EL classifications toward the LTEL column when compared to elementary schools.

SMBSD's Response:
SMBSD is approaching improving reclassification rates in a variety of ways. Over the last two years we have developed the pedagogical knowledge of ELD coaches while also training them on student centered coaching cycles. This practice is just starting to transfer to school site culture.

A few of the focus areas messaged to school sites over the last two years: Student clarity on personal data and the reason for reclassification, student goal setting around reclassification, ELPAC academies provided through site based expanded learning opportunities, reclassification celebrations to both highlight and honor the importance.
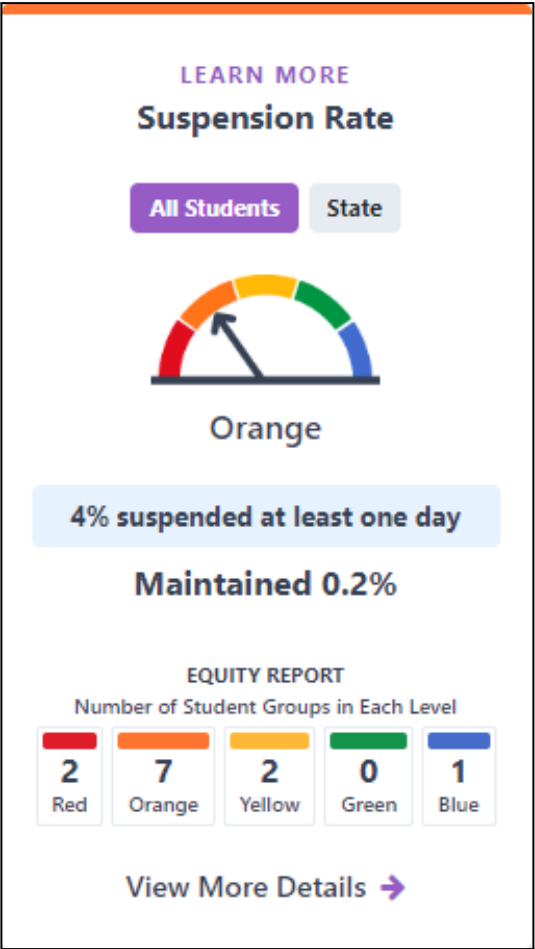
Parent engagement opportunities support and resources created and provided to sites: Parent friendly resources to support understanding of ELPAC, Reclassification understanding, and how to support your child in reclassification. In the 2024-25 school year, Teaching & Learning will work with Parent Engagement to ensure ELPAC Academies are happening at sites, reclassification ceremonies occur, as well as building in the expectation that sites engage parents in this learning through parent education opportunities.
Many students who are not getting reclassified before leaving middle school are not able to read and/or write at the rigor of the ELPAC requirement, while listening and speaking scores are significantly higher. As a result of this, the Teaching & Learning team has worked with ELD teachers to redesign ELD at the junior high level to be targeted to student literacy levels. New curriculum and ongoing professional learning is occurring. In addition, there are currently two Newcomer Programs to support students in grades 3-6 who have had interrupted schooling. The purpose of the NC Program is to ensure students in upper elementary who have not been to school and are not able to read or write, are provided intensive foundational skill instruction. The expected outcome is that students will obtain foundational literacy skills allowing them to read at no less than a third grade level. Once a student can read at that level they can use a variety of scaffolding strategies to then continue to develop as readers. Additional NC Programs will be added as both evidence of effectiveness occurs and space at the school site allows.
The District is also moving forward with expanding the Dual Immersion program, allowing more students access, to include Newcomer learners. While this expansion is occurring at one site, District professional learning around promoting translanguaging will continue to be a focus of professional learning.
LETRS learning at the now nine Literacy Lab Sites will have a significant impact on student literacy. Because the learning is inclusive of English language learners, it is the expectation that this learning will also support reclassification rates.
SMBSD is also exploring an opportunity to provide SEAL training to all ELD coaches and site leaders. Much like the Literacy Lab design that is in place at now 9 elementary schools in the District, there is the possibility of a SEAL Lab Site.

Suspension Data Reports

LEARN MORE

Suspension Rate

All Students | State

Orange

4% suspended at least one day

Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Level

2	7	2	0	1
Red	Orange	Yellow	Green	Blue

View More Details →

Student Group Details:

VERY HIGH

Foster Youth

Students with Disabilities

HIGH

African American

Filipino

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

White

MEDIUM

Asian

English Learners

VERY LOW

American Indian

NO PERFORMANCE COLOR

Pacific Islander

Suspension Data 2022-2023	Suspension Rate	% of suspended students w/ only one suspension	% of suspended students w/ multiple suspensions
SMBSD	4.0%	66.6%	33.4%
SB County	4.0%	68.9%	31.1%
State	3.8%	70.1%	29.9%

Suspension Data	SMBSD	SB County	State
22-23	4.0%	4.0%	3.8%
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. *That said, state, County, and District suspension rates are now above those seen before the pandemic. However, the year-over-year increase for the County and State was above 0.4%, while the District increase was limited to 0.2%*

SMBSD has the highest suspension rate in the subgroup by ethnicity of African American (7.0%) and the lowest rate in ethnicity of American Indian (0%) within our significantly sized subgroups. For context, however, note that this is <u>not</u> a significant disproportionality, as African Americans represent 0.2% of SMBSD's cumulative enrollment and 0.4% of students suspended. *Across all subgroups reported, there are no significant disproportionalities in the rates.*

The Suspension Count by Most Serious Offense Category report was also released in this data release.

SMBSD's Response:

As rates have increased since returning from COVID, SMBSD has hired a TOSA for culture and climate that works with school sites and culture climate teams to examine data and discipline trends. The teams then plan ways to address issues happening on campus and how to build a positive, restorative culture. The District is also making an investment in the Second Step Social Emotional Curriculum for the 2023-2024 school year, that will train all school counselors, who will then in turn train all certificate staff members on each school site. Santa Maria-Bonita is also implementing a social emotional screener so that school sites can have more data points when referring students to Outreach Mentors (2 per site) or Marriage and Family Therapists (1 per site).

Expulsion Data Reports

Expulsion Data	SMBSD	SB County	State
22-23	0.0%	0.1%	0.1%
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 Expulsion Count by Most Serious Offense Category report was also released in this data release.

SMBSD's Response:

Santa Maria-Bonita continues to maintain a low expulsion rate, as students receive Tier 1, 2 and 3 social emotional support, based on their needs. With 2 Outreach Mentors and 1 School Based Therapist at each school site, students have adults on campus that can guide them through any social issues they are facing. At the junior high school sites, there is 1 Conflict Mediator at each junior high site that helps students who are experiencing conflicts with their peers, resolve those issues productively. For students that need a smaller class setting, each junior high also has 1 Opportunity classroom that allows students to learn in a smaller, self-contained environment which will support them academically and socially. Finally, Santa Maria-Bonita Contract with Fitzgerald Community School to provide junior high students with an alternative educational setting off of the comprehensive school site to support students who do not experience success in the Opportunity class.

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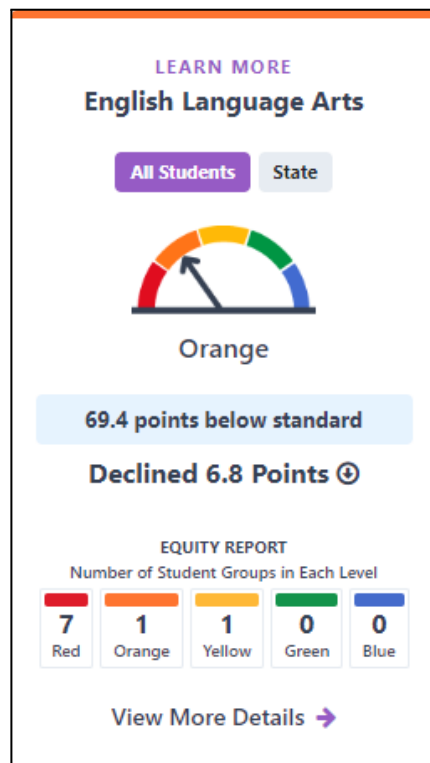
LEARN MORE

English Language Arts

| All Students | State |

Orange

69.4 points below standard

Declined 6.8 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Level

7	1	1	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Student Group Details:
VERY LOW
English Learners
Foster Youth
Hispanic
Homeless
Two or More Races
Socioeconomically Disadvantaged
Students with Disabilities
LOW
White
MEDIUM
Filipino
NO PERFORMANCE COLOR
African American
American Indian
Asian
Pacific Islander

LEARN MORE

Mathematics

All Students   State

Orange

93.3 points below standard

Maintained -0.4 Points

EQUITY REPORT
Number of Student Groups in Each Level

5 Red	**3** Orange	**1** Yellow	**0** Green	**0** Blue

View More Details →
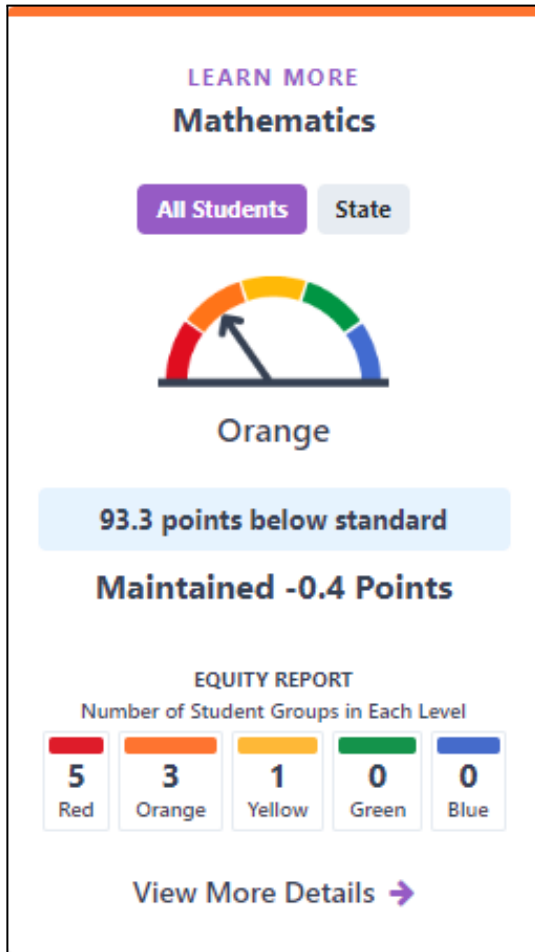
Student Group Details:
VERY LOW
English Learners
Hispanic
Homeless
Two or More Races
Socioeconomically Disadvantaged
LOW
Foster Youth
Students with Disabilities
White
MEDIUM
Filipino
NO PERFORMANCE COLOR
African American
American Indian
Asian
Pacific Islander

SMBSD's Response:

English Language Arts: SMBSD students are nearly 70 points below proficiency in reading which has historically been the case. These literacy outcomes have resulted in considerable focused literacy training over the last three years. Despite this learning, classroom teachers are not carrying the learned practices into their instruction, nor are they using the curricular resources they have been provided. Educational Services continues to message that these practices and use of materials are not optional. A multitude of efforts have been started to shift this trajectory.

During the 2022-2023 school year 6 elementary sites were identified by the State to receive special funding to support adjusting literacy instruction. The intent of this funding is to have different outcomes for students, ensuring they are reading at grade level by 3rd grade. These sites are currently in the first year of a two year learning process with LETRS. The sites are concurrently engaged in job embedded learning with WestEd. The WestEd training is specific to creating high functioning PLCs. This PLC design, Vital Conversations, focuses on a cyclical process of fine tuning lessons and reviewing student artifacts of learning for the next refinement. Deep learning around standards also occurs as part of this process. Three additional elementary sites were identified for this funding and focus in the 2023-2024 year. These sites will engage in this learning and refining their practices starting in the 2024-2025 school year.

The LETRS learning that is required at these sites has been made optional for any other staff member in the District. Interested teachers are paid to engage in this learning outside of the regular onsite workday.

Response to Intervention teachers have been added to each school site. The RtI teachers are required to take the LETRS training and to engage in other literacy-focused learning to include IMSE & OG+ and Keys to Literacy, which is specific to upper elementary or middle school students who are not yet readers.

Moving beyond the 2024-2025 school year all remaining elementary sites will be encouraged to engage in LETRS as the focus for their staff professional learning.

Curricular changes effective in the 2023-2024 school year include: Adding Heggerty for Phonemic Awareness to all TK-2 core instruction. Effective in the 2024-2025 school year all K-2 teachers will be required to use UFLI to ensure explicit instruction in foundational skills occurs. These curricular adjustments will have a significant impact on classroom instruction, especially when paired with LETRS training.

Instructional leadership around literacy instruction will be an area of focus for principals in the upcoming (2024-25 school year). The purpose of this focus is to ensure all principals have clarity on their role in supporting effective literacy instruction in the classroom.

The Literacy TOSAs continue to be at sites providing job embedded coaching on a regular basis. Starting in the 2024-25 school year Literacy TOSAs will do 3-day residencies at each site to allow for full day coaching for teachers, and consultation with site leaders in supporting high

quality literacy instruction at the site level. Additionally, District staff members will join site leaders in regular instructional practice walks to determine level of implementation of high quality literacy curricula and high quality literacy instruction at the site level.

Mathematics: As indicated above, SMBSD students are 93.3 points below standard, which represents a status of maintaining student achievement outcomes from the previous (2021-22) school year. SMBSD math outcomes, like our literacy outcomes, have historically been much lower than students across the State.

During the 2022-23 school year the District engaged in professional learning specific to the mathematical practices and engaged in piloting new math curricula. The curricula selected and adopted by the District in 2022-23 was implemented at the beginning of the 2023-24 school year. Accompanying the adoptions is a 3 year professional learning plan (2023-24 through 2025-26). It is the intention of this professional learning to ensure teachers are fully supported in bringing the mathematical practices to life in their daily instruction. This type of ongoing professional learning around a curriculum adoption has not been traditionally the case in SMBSD. Research indicates that shifting classroom practices around implementing a new curriculum takes about three years, if the teacher training is fully supported. This is especially true when the curriculum is designed around practices that are not understood by the general teacher population.

The training described above is also extended to site leaders in order to ensure they are equipped with the appropriate knowledge and skills to both identify when high quality instruction is occurring and when it is not. Just as Educational Services will lead our principals through leading literacy practices at their school, a similar focus will be placed in math.

The STEAM (math) TOSAs continue to be at sites providing job embedded coaching on a regular basis. Starting in the 2024-25 school year STEAM TOSAs will do 3-day residencies at each site to allow for full day coaching for teachers, and consultation with site leaders in supporting high quality math instruction at the site level. Additionally, District staff members will join site leaders in regular instructional practice walks to determine level of implementation of the math curricula and high quality math instruction at the site level.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Santa Maria-Bonita School District is eligible for Differentiated Assistance based on Method 1 (one or more student groups in at least two State Priority Areas met the criteria) for the following priorities and student groups:

- Priority 4 Pupil Achievement Red on both English Language Arts (ELA) and Math tests, or; Red on ELA or Math tests AND orange on the other test, or; Red on the English Learner Progress Indicator (English learner student group only) and
- Priority 6 School Climate Red on Suspension Rate Indicator, or; Not Met for Two or More Years on Local Indicator for the following student groups:
    - Foster Youth
    - Students with Disabilities

As part of the work underway through Technical Assistance, the District has partnered with Santa Barbara County Education Office (SBCEO) to engage in a review of the current district wide data reflected in the California Dashboard, including the state measures and local indicators, as well as specific, action steps towards addressing the aforementioned specific focus areas. The District conveyed the story of progress related to the State Priority Areas with efforts of greatest progress as well as the identification of opportunities specific to targeted student groups and the incorporation of local and statewide data to inform progress monitoring. In an effort to build coherence across the system to improve student outcomes related to those identified through the State Priorities, the District participated in an Initiative Inventory Protocol, developing concrete next steps for programs, actions, and services to ensure alignment with the Strategic Plan and a pathway to improving outcomes for the identified student groups and State Priority Areas. As an extension to the partnership with SBCEO, the Education Services department held multiple retreats to align efforts and initiatives with the Strategic Plan and key actions to impact the areas of eligibility for Differentiated Assistance, including:

- Social Emotional Learning through programs such as Second Step to improve student engagement and reduce suspension rates for identified student groups.
- Professional learning through the implementation of the newly adopted Math program to improve student outcomes specific to the statewide Math tests and local assessments such as the NWEA MAP.
- Professional learning with organizations such as WestEd to support Professional Learning Communities at the school site.
- Professional learning specific to improving student outcomes on the English Language Arts statewide tests and local assessment such as the NWEA MAp through programs including LETRS.

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.

SMBSD Schools that are eligible for comprehensive support and improvement are Arellanes Junior High School, Oakley Elementary School, and Taylor Elementary School as reflected in the following "Very Low" results in three out of five CA Dashboard indicators:

	ELA/Literacy Status Growth	Math Status Growth	ELPI Status Growth	Suspension Status Growth	Chronic Absenteeism Status Growth
AJH	Very Low Declined	Very Low Maintained	Medium Declined	Very High Increased	Very High Dec Signif.
Oakley	Very Low Declined	Very Low Declined	Low Dec Signif.	Medium Increased	High Dec Signif.
Taylor	Very Low Dec Signif.	Low Dec Signif.	Low Dec Signif.	High Increased Signif.	Very High Dec Signif.

Support for Identified Schools

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

The District will have continued and ongoing support of the identified eligible schools in developing comprehensive support and improvement plans. Beginning with a collaborative planning meeting, including site administration and district leadership from the Educational Services department, school leaders utilized site specific data within the California Dashboard to evaluate potential entry points towards coordinating with site educational partners and potential outside organizations for a comprehensive needs assessment to best leverage their supplemental funding. The Plan Alignment & Implementation department held workshops for the site administration on utilizing their SPSA to meet

compliance requirements of the CSI plans. Leadership within Educational Services are leading coordination efforts between the eligible sites and their partnership with WestEd to direct funding specific to improving outcomes within each site's qualifying indicators. Ongoing Leadership Academies will coincide with these efforts in a partnership between District and site leadership. The Director of School Services will also continue to coordinate frequent site visits for progress monitoring of the CSI plan and ongoing needs to best directly serve students within the qualifying indicators.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the CSI plan for the identified schools through frequent and ongoing collaboration between the school sites, contracted work with WestEd, and district leadership including the Educational Services department. Sites will incorporate discussion on CSI progress as part of their SPSA through regular meetings with their School Site Council, reviewing state and local progress monitoring measurements including the NWEA MAP assessment and California Healthy Kids Survey (CHKS) to evaluate progress related to the identified California Dashboard measurements.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Families, Teachers, Administrators, Principals, School Personnel, Local Bargaining Units, Students, Local Community Members	LCAP Community Workshops held at Libbon Elementary school as well as the Souza Center with presentations by the Superintendent and Director of Plan Alignment; dedicated stations facilitated by administrators to elicit feedback and consultation from a variety of educational partners on proposed goals aligned with the Strategic Plan, informed by student data, and memorialized through the online platform ThoughtExchange.
Families, Teachers, Administrators, Principals, School Personnel, Local Bargaining Units, Students, Local Community Members	Annual survey distributed through ParentSquare from January 17th-31st requesting feedback and consultation from a variety of educational partners on proposed goals aligned with the Strategic Plan.
Families - DELAC and PAC	Facilitation of presentation and workshop to elicit feedback and consultation from families at the District English Learner Advisory Committee (DELAC) as well as Parent Advisory Committee (PAC) meetings, in conjunction with the Strategic Planning Committee and Strategic Plan Action Teams.
Families, Teachers, Administrators, Principals, School Personnel, Local Bargaining Units, Students, Local Community Members	Through the Strategic Plan process, educational partners representing a vast spectrum of the SMBSD community were consulted in the development of the four goals guiding district wide efforts. This collaboration involved educational partners within the core Strategics Planning Team as well as the four Strategics Action Teams each meeting seven times in development of the action plans to inform district wide efforts for a total of 28 meetings to provide input on improving student outcomes.

Students	Students were consulted with on multiple dedicated occasions to provide feedback on improving outcomes, including site visits to Junior High campuses as well as collaboration with the SMBSD Student Leadership Advisory Committee
Families, Teachers, Administrators, Principals, School Personnel, Local Bargaining Units, Local Community Members	Coordination with School Site Councils for all of the 21 school sites within SMBSD to engage in discussion and input for consultation through an online survey.
School Board	A mid-year update to the LCAP was presented and received by the SMBSD School Board on February 21st. Additionally, public comments were heard at the Public Hearing that took place on June 12, 2024. The Superintendent responded in writing, posting the responses on the District website.
SELPA	Santa Barbara County Education Office (SBCEO) supported in coordination with the SELPA to review the SMBSD LCAP for compliance requirements and feedback.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the use of ThoughtExchange, input for all education partners through consultation were memorialized through the following summaries in consideration:

-DELAC Inclusion
-DELAC Staff Recruitment
-DELAC Whole Child
-DELAC Family Engagement
- Student Input-Tommie Kunst Jr. High School
- Student Input- Jimenez
- Community Workshop January Family Engagement
- Community Workshop January Recruit & Retain
- Community Workshop January Inclusion
- Community Workshop January Whole Child
- Student Advisory LCAP Activity
-Community Workshop May Family Engagement
-Community Workshop May Recruit & Retain
-Community Workshop May Inclusion
-Community Workshop May Whole Child

-Online Annual Survey Family Engagement
-Online Annual Survey Recruit & Retain
-Online Annual Survey Inclusion
-Online Annual Survey Whole Child

Educational partner consultation results included over 900 individual participants, 1,100 dedicated thoughts/responses, and over 10,500 total ratings to inform the adoption of the 2024-2025 SMBSD LCAP.

The following actions/services were influenced by feedback provided by educational partners, including but not limited to:

- Increased funding for Action & Service 1.1, specific to translation support and staffing to increase communications and family engagement.
- Increased funding for recruitment and retention of SMBSD staff, to include advertising and branding, through Action & Service 2.4.
- Dedicated funding for professional learning for all staff to build capacity in supporting all students, including a specific focus on equity, through Action & Service 2.1.
- Added funding for innovative facilities and structures to improve learning conditions and decrease class sizes through Action & Service 3.3.
- Increased allocation for custodial services and equipment within Action 3.3 to maintain safe, clean, and healthy learning environments across all school sites.
- Continued funding to support English Language Development and needs specific to Newcomer students through Action & Service 3.5.
- Continued increased funding for college and career experiences, including field trips through Action & Service 4.2.
- Funding to transition Junior High Dean positions to Assistant Principals through Action & Service 4.4 to further support safe and positive learning environments specifically at the Junior High level.

Goal 1

Goal #	Description	Type of Goal
1	We will engage families and communities to fulfill our mission.	BROAD

State Priorities addressed by this goal.

Priority 3 - Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners in fulfilling the mission of our SMBSD Strategic Plan:
The Mission of Santa Maria-Bonita School District, as the unifying force that cultivates and enriches our diverse community, is to ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential through a student-centered culture distinguished by:
-a whole child approach,
-an inclusive environment,
-community and family engagement,
-transformational innovation,
-and highly effective staff.

The analysis of the California School Dashboard data on Chronic Absenteeism indicated a clear need to view family engagement as a way to move student achievement and improve student support. For example:

All Students: 18.9% (declined by 18.1%)
Asian students: 25.9% (increased by 1.3%)
African American students: 22.5% (declined by 22.6%)
Foster Youth students: 32.7% (declined by 12.8%)
English Learners: 15.7% (declined by 19.5%)
Hispanic students: 18.5% (declined by 18.4%)

Homeless students: 15.1% (declined by 21.8%)
SED students: 18.6% (declined by 17.7%)
Students with disabilities: 30.4% (declined by 20%)

This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below, for example:

Panorama Survey – Family Engagement: The degree to which families become involved with and interact with their child's school (14% of respondents reporting Favorable).

During the LCAP development process in alignment with the SMBSD Strategic Plan development, educational partners identified the need for:

Ongoing parent education programs Increased translation services, including in Mixteco Increased communication services

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 One.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	State Priority 3:Parent Involvement (Engagement) **Panorama Social-Emotional Development Survey Parent Survey: All**	Fall 2023 "Percent Favorable" = 14% 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 a 10% increase in	

	Parents Topic: **Family Engagement: The degree to which families become involved with and interact with their child's school**				Family Engagement score	
2	State Priority 3: Parent Involvement (Engagement) **All Grades** Topic: **Building Relationships: progress in creating welcoming environments for all families in the community.**	Winter 2023 Stage of Implementation = 4			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.	
3	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**	Winter 2023 Stage of Implementation = 4			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.	

	children					
4	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.**	Winter 2023 Stage of Implementation = 4			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.	
5	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.**	Winter 2023 Stage of Implementation = 4			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.	

6	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.**	Winter 2023 Stage of Implementation = 4			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	

Goal Analysis for Goal 1

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Please see 23/24 Update

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.

Please see 23/24 Update

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Please see 23/24 Update

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

Please see 23/24 Update

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	**Parent and Family Engagement**	In order to empower parents and families as partners in students' education and to elevate parent voice in school- and district-level decision making, SMBSD will pursue the following strategies: - Communication and coordination for local families with site, district, and community supports; providing dedicated staff members to bridge supports for families including Community Liaisons at each school site, the Executive Liaison for the Superintendent, Family Outreach Advocates, the Coordinator and Program Specialist for Family Engagement, and Digital Media Specialist. - 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. - SMBSD seeks to continue its partnership with effective parent education and engagement programs such as PIQE, PIBE, FACTOR, and Simon Silva Arts Events. - Parent Education opportunities to increase parents' understanding of role in supporting positive outcomes for their student and engagement within the school community. The District will monitor the effectiveness of Parent and Family Engagement programs utilizing the following progress monitoring measures: - Panorama Social - Emotional Development Survey for educational partners, increasing the number of families which respond favorably to the degree in which families become involved with and interact with their child's school as well as the number of visits to their child's school in the past year. - CDE self-reflection survey on parent involvement and engagement, increasing the rating of implementation for the following areas:	$3,649,084	Yes

		- Creating a welcoming environment - Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Professional learning to increase partnerships with families - Seeking input for decision making within advisory groups Additionally, as per EC Section 52064(e), this action/service is principally directed towards the unique identified needs in decreasing the chronic absenteeism rates of Asian students within SMBSD.		
1.2	**Translation and Interpretation Services**	The District will dedicate resources for translation/interpretation services to improve communication with our educational partners. Translation/interpretation services will be used to provide equitable language access for students and families, including bilingual and trilingual services for both the site and district level. 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 will monitor the effectiveness of Translation and Interpretation services by: ● Panorama survey family results ● Attendance at community meetings	$ 873,027	Yes

| 1.3 | **Technology for Communications and Accessibility** | The District will continue to increase parent communication between schools, parents, and community members. The District will use various means to provide families 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.

The District will monitor the effectiveness of parent communication and accessibility through technology through family engagement responses within the Panorama Social-Emotional Development survey and comments specific to the questions on seeking input for decision-making as well as the CDE Self-Reflection Tool on Priority 3 specific to the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | $ 185,000 | Yes |
| **TOTAL** | | | | **$4,707,111** |

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
2	We will recruit, support, and retain high-quality staff.	BROAD

State Priorities addressed by this goal.

Priority 1- Basic Services (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the need identified through data analysis and input from educational partners. The analysis of consultation input from educational partners and an organizational audit identified a need to support the following: ongoing teacher, administrator, and paraeducator recruitment, professional support, and retention 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 in effectively serving all students.

Educational partner feedback and recommendations for this goal include, but are not limited to: 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 professional learning component of Priority 1 Basic (Conditions of Learning) and is measured by the Panorama Staff Engagement evaluation tool as well as qualitative data reflecting staff participation in both the New Teacher Institute and the Aspiring Leader Academy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	State Priority 1: Basic Services (Conditions of Learning) **Fully Credentialed and Appropriately Assigned Teachers** CALPADS 4.1 Staffing, HR Assignments or Local Indicator	93.5% Fall 2023 (per Census Day)	% Fall 2024 (per Census Day)		100% (per Census Day)	
2	**New Teacher Institute - the number of teachers who participate** during monthly professional learning opportunities for new teachers. Source: agendas, surveys, and sign in sheets.	140 teachers participating Winter 2023	# of teachers participating by Winter 2024		NTW Survey will indicate a 90% or better satisfaction rate. The number of teachers who participate and clear their credentials through Induction will exceed 90%. 90%, or more, of all identified mentors will receive mentor	

				certification as part of the mentor training design.	
3	**Aspiring Leader Academy** Source: agendas, surveys, and sign in sheets.	8 participants in Aspiring Leader Academy by Winter 2023	# of participants in Aspiring Leader Academy by Winter 2024		15 candidates in the Aspiring Leader Academy for the 2026-2027 school year	
4	State Priority 1: Basic Services (Conditions of Learning) **Panorama Staff Survey**: All Staff Question: **Professional Learning - perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.**	Panorama Fall 2023: Classfied 65%, Certificated 56%			Panorama Staff survey will result in Professional Learning questions with 80% or more positive response	

Goal Analysis for Goal 2

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Please see 23/24 Update

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.

Please see 23/24 Update

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Please see 23/24 Update

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

Please see 23/24 Update

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	**Professional Learning for High Quality Academic & Social Emotional Learning Instruction**	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 to ensure positive outcomes for all students, with a focus on English Language Development. There will continue to be an expansion of support through our pipeline programs, onboarding for aspiring and 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 and English Language Development 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. At a minimum, professional learning will include the following: ● 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 ● Leadership Academy for site administration	$1,384,424	Yes

- Pipeline development through professional learning opportunities for our certificated and 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.
- Culturally relevant professional learning for staff in serving all students and families.

The modality of professional learning opportunities will include a hybrid learning model, virtual offerings, and in-person sessions. The District will provide materials, mileage, lodging, registration, and meals to attend approved 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.

The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the NWEA MAP test in core subjects, with a focus on progress for English Language Learners as well as the percentage of favorable responses by staff through the district survey from the Teaching & Learning Core and Multilingual Services departments.

As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, Long-term English Learners, SMBSD Foster Youth, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged students, and SMBSD students with disabilities; as well as the following school sites: Adam Elementary, Alvin Elementary, Arellanes Junior High, Battles Elementary, Libbon Elementary, Bonita Elementary, Bruce Elementary, El Camino Junior High, Liberty Elementary, Oakley Elementary, and Taylor Elementary to increase student achievement reflected in the CA Dashboard within the ELA Indicators.

Additionally, this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students

		identifying as 2 or more races, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged; as well as the following school sites: Adam Elementary, Arellanes Junior High, Libbon Elementary, El Camino Junior High, Fesler Junior High, Tommie Kunst Junior High, and Oakley Elementary; and the following site specific student groups: Students with disabilities at Liberty Elementary, Oakley Elementary, Taylor Elementary, and Tunnel Elementary; and Homeless students at Rice Elementary to increase student achievement reflected in the CA Dashboard within the Math Indicators. This action/service is also principally directed towards the unique identified needs of English Learner students at Bonita Elementary, Oakley Elementary, and Taylor Elementary to increase their English Learner Progress Indicator as per the CDE Dashboard.		
2.2	**Staff Development**	The District will continue to provide direct support and coaching for staff, including the development of schoolwide leadership structures, the development and support for aspiring, new, and existing leaders through new leader onboarding, and support for administrative teams development and professional learning. This action will ensure that the focus areas of the district are carried out by directly supporting and coaching staff, including the development of schoolwide leadership structures such as: ● Year 1: new leader onboarding and monthly and quarterly meetings ● Year 2: leader meetings focused on learning specific to SMBSD vision and goals ● 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 ● Pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers ● 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 The District will monitor the effectiveness of Staff development actions and	$991,262	Yes

		services through the participation and surveys of staff in the New Teacher Institute and Aspiring Leaders programs as well as the percentage of fully credentialed and appropriately assigned teachers as per the Williams Report.		
2.3	**Instructional Support**	The District will continue to provide staffing dedicated to supporting an increase in capacity for educators to serve all SMBSD students and monitor their progress towards college and career readiness and improved academic outcomes. Staffing includes a Coordinator of Teaching and Learning as well as Teachers on Special Assignment across a range of academic and content areas, assessment and accountability, Special Education, and Culture and Climate. Services include direct support and resources for teachers and administrators with specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices and progress monitoring that will support foster youth, homelessness, and English learners and retain/recruit highly qualified teachers. The District will monitor the effectiveness of Instructional Support through the percentage of students showing academic growth through the NWEA MAP test in core subjects and English language acquisition progress.	$3,013,995	Yes
2.4	**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, beginning 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	$3,242,305	Yes

		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. The District will monitor the effectiveness of this through the 4.1 Staffing component of CALPADS aligned with State Priority 1: Basic Services in ensuring 100% fully credentialed and appropriately assigned teachers each school year.		
TOTAL				**$8,631,986**

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	We will provide structures and facilities to support inclusive learning experiences.	BROAD

State Priorities addressed by this goal.

Priority 1 - Basic Services   (Conditions of Learning)

Priority 6 - School Climate (Engagement)

Priority 7 - Course Access   (Conditions of Learning)

Priority 8 -Other Pupil Outcomes   (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners to provide structures and facilities to support inclusive learning experiences for the following groups who currently face barriers fully accessing their educational environment, including, but not limited to: multi-language learners, newcomer students, students with cultural detachment, multicultural students, students with unidentified needs, students with limited prior education, students far below grade level, niche students, children living with trauma, introverted students, LGBTQ+ students, homeless students, students with diverse family composition, foster students, GATE students, students with high behavioral needs, students with disabilities, and new students.

The analysis of local student data and self reflection survey results reflect a clear need to expand and strengthen functions that support systems, processes, and practices to promote inclusive actions and services through structures and facilities to the depth of 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 efforts (transparency, data and assessment literacy, and support for student needs), for example:

The percent of students identifying a sense of belonging through the Panorama Social Emotional Development Survey

69% of 3rd - 6th grade students

36% of 7th-8th grade students

This goal was 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.

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. The structures and facilities that promote inclusive learning experiences for all students range from the use of educational technology, physical infrastructure across SMBSD, staffing dedicated to budgeting and operations, as well as a focus on English Language Development.

Additionally, 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. 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. Actions and services within this goal including multilingual and culturally relevant professional learning, Bilingual Instructional Assistants, Native Language Proficiency Assessments, and support for the expansion of our Dual Language program all aim towards achieving English language proficiency for our students.

The CA Dashboard reflects the following results for English Learner progress:

- 49.7% of EL's progressed at least one ELPI level
- 27.7% of EL's progressed on the Summative Alternate ELPAC
- 89 points below standard on the ELA assessment
- 106.3 points below standard on the Math assessment

This goal also addresses the professional learning component of Priority 4: Pupil Achievement (Pupil Outcomes) as well as Priority 7 (Course Access) and Priority 8 (Pupil Outcomes). As measured by academic outcomes including ELPAC reclassification rates, NWEA MAP results progress, and Panorama survey results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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	100% Fall 2023 (per Williams Report)			100% of Facilities in "Good" repair as per FIT	
2	State Priority 1: Basic Services (Conditions of Learning) **Access to Standards Aligned Instructional Materials** Local Indicator 1 and/or Local Survey	100% Fall 2023 (per Williams Report)			100% Access to Standards Aligned Instructional Materials (per Williams Report)	

3	State Priority 6: School Climate (Engagement) **Social-Emotional Panorama Education Survey (All Respondents) Grades 3rd-8th Panorama SED Survey** Topic: **Sense of Belonging, how much students feel that they are valued members of the school community**	Fall 2023 Percent Favorable 3rd - 6th = 69% 7th - 8th = 36%			Panorama Student survey will result in Sense of Belonging questions with 80% or more positive response	3-6: -11%, 7-8th: -44%
4	State Priority 7: Course Access (Conditions of Learning) **Local Indicator 7 LEA Survey**	Fall 2023 100% of students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA			100% of students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA Survey.	

		Survey.				
	State Priority 8: Other Pupil Outcomes (Pupil Outcomes) Seal of Biliteracy Rates	Winter 2023: Full implementation of Seal of Biliteracy program in 8th grade.			Full implementation of Seal of Biliteracy program in 8th grade, 5th grade, and TK.	
5	State Priority 4: Student Achievement (Pupil Outcomes) **State Dashboard-English Learner Progress Indicator** Student English Language Acquisition Results % of English Learner students who progressed at least one level on the ELPI and/or maintained a Level 4.	2023 CA Dashboard Orange 49.7% progressed at least one ELPI level and/or maintained a Level 4. LTELs 52.4% grew an ELPI level or Maintained a Level 4.			By 2026-2027, 65% of SMBSD ELs will progress at least one ELPI level and/or maintain a Level 4. By 2026-2027, 65% of SMBSD LTELs will progress at least one ELPI level and/or maintain a Level 4.	
6	Reclassification Rate Overall LTEL's	19.4% of total EL students were reclassified during the 2022-2023 school year 25.1% of total LTELs students were reclassified during the 2022-2023			40% of total EL students will be reclassified by the 2025-2026 school year. 45% of total LTELs students were reclassified by the 2025-2026 school	

		school year.			year.	

Goal Analysis for Goal 3

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Please see 23/24 Update

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.

Please see 23/24 Update

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Please see 23/24 Update

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

Please see 23/24 Update

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	**Supplemental Programs, and 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 and implementation supports, including English language arts (ELA), mathematics, social studies, and science. Additionally, this goal provides dedicated funding to support professional learning in the area of social emotional learning. Quantitative data reinforces this need for both supplemental programs and materials in the areas of academics and social emotional learning, reflecting a high percentage of our primary grade low income, English learner, and foster youth students are below grade level in reading and foundational skills. 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. Additionally, this goal provides dedicated funding to expanded learning opportunities such as GATE and AVID, as well as assessment tools and data instruments to increase the practice of evaluation of programs and student achievement.	$ 4,377,667	Yes

		As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, Long-term English Learners, SMBSD Foster Youth, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged students, and SMBSD students with disabilities; as well as the following school sites: Adam Elementary, Alvin Elementary, Arellanes Junior High, Battles Elementary, Libbon Elementary, Bonita Elementary, Bruce Elementary, El Camino Junior High, Liberty Elementary, Oakley Elementary, and Taylor Elementary to increase student achievement reflected in the CA Dashboard within the ELA Indicators. Additionally, this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged; as well as the following school sites: Adam Elementary, Arellanes Junior High, Libbon Elementary, El Camino Junior High, Fesler Junior High, Tommie Kunst Junior High, and Oakley Elementary; and the following site specific student groups: Students with disabilities at Liberty Elementary, Oakley Elementary, Taylor Elementary, and Tunnel Elementary; and Homeless students at Rice Elementary to increase student achievement reflected in the CA Dashboard within the Math Indicators. This action/service is also principally directed towards the unique identified needs of English Learner students at Bonita Elementary, Oakley Elementary, and Taylor Elementary to increase their English Learner Progress Indicator as per the CDE Dashboard.		
3.2	**Technology Infrastructure**	The Santa Maria Bonita School District Information Technology Services will continue to invest in technology to support district operations as well as our District community in order to ensure the security of student data and ongoing provision of basic services for all SMBSD students. SMBSD will continue to expand the ways in which technology is used to support student engagement and learning by promoting the use of instructional	$ 8,184,755	Yes

		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. 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. The District will monitor the effectiveness of Information Technology Services supports using the following progress monitoring measure: ● Percent of students reporting they have reliable internet at home. ● Percent of technology support tickets that are resolved within 3 days. ● Percent of technology support tickets that are resolved on the first attempt. ● Percent of time all network services are available during school and extended day hours.			
3.3	**Facilities and Physical Infrastructure**	The Santa Maria-Bonita Maintenance & Operations Department staff, including school custodians, will continue to ensure that all students have access to safe and clean school facilities, in order to support all schools receiving a Good or Exemplary overall site rating. Additionally, as student enrollment uniquely increases throughout the district, there is consensus on a need for additional, innovative facilities as well as updating of current buildings to best meet student and staff needs for safe, secure, and effective learning spaces. SMBSD continues to serve over 17,000 students, each with individual strengths and learning needs. Throughout continued partner engagement, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies	$ 9,114,925		Yes

		described throughout this LCAP, the District will strive to reduce class sizes.
		
		The District will monitor the effectiveness of Maintenance & Operations Department supports as well as effectiveness on classroom reduction efforts using the following progress monitoring measures:
		    ● Academic achievement through NWEA MAP results
		    ● Favorable responses through the Panorama culture survey
		● Maintain 100% of service calls completed within 45 days
		● Maintain 100% of regulatory preventive maintenance work orders completed on time
		● Maintain 100% of schools in "good repair" based on SARC inspections
		● Maintain or improve 85% of all service calls are responded to in the policy-dictated timeframe		

3.4	**Budgeting and Operations**	Santa Maria - Bonita District Central Office staff will continue to manage and oversee the centralized operations and support the program quality of the District; including budget control amongst various departments, curriculum support, development of the Local Control Accountability Plan, Student and Family Services, as well as site supports within the school office such as Project Clerks and Clerk Typists. The District will monitor the effectiveness of operations using the following progress monitoring measure: ● Maintain positive certification of the District's multi-year budget	$ 5,567,904	Yes

3.5	**Multilingual Program Development**	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:
		    ● 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.
			$ 18,170,430	Yes

| | | 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. Additionally, dedicated staffing including Bilingual Instructional Assistants in the classroom as well as centralized staff such as a Director of Multilingual Services and English Learner Coaches will be funded to provide direct support towards meeting the needs of our emerging multilingual learners. Systems within this program such as the Dual Language Immersion efforts, State Seal of Biliteracy Pathways, and Native Language Proficiency Assessments will provide equitable access for emerging multilingual students.

The District will monitor the effectiveness of operations using the following progress monitoring measure:
- Increased reclassification rates through the ELPAC.
- Increased academic outcomes for identified ELL and LTEL students through the NWEA MAP and SBAC assessments.

As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners and Long-term English Learners to increase student achievement reflected in the CA Dashboard within the ELA and Math Indicators. This action/service is also principally directed towards the unique identified needs of SMBSD English Learner and Long-Term English Learner students to increase their English Learner Progress Indicator as per the CDE Dashboard. | | |
| **TOTAL** | | | **$45,415,681** | |

Goals and Actions

Goal 4

Goal #	Description	Type of Goal
4	We will nurture the whole child.	BROAD

State Priorities addressed by this goal.

Priority 1 - Basic Services (Conditions of Learning)

Priority 2 - Implementation of State Standards (Conditions of Learning)

Priority 4 - Student Achievement (Pupil Outcomes)

Priority 5 - Student Engagement (Pupil Outcomes)

Priority 6 - School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners to ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential. This goal was developed in response to achieving that mission through a whole child approach; supporting the quality of a student's overall life and their experience the duration of a school day and beyond, emphasizing the need to promote a sense of happiness and joy to learning through exposure to a variety of experiences. Additionally, this goal emboldens a sense of self-discovery for all children and the importance of individual identity as well as trusting relationships between educational partners. In order for our students to thrive in our schools and fully engage in their academic experience, we commit to creating environments where they feel safe, welcome, and excited to learn. This goal represents our commitment to nurturing the whole child – attending to the social, emotional, and physical health and wellness of all our SMBSD students.

The analysis of the California School Dashboard and local assessment measures indicated a clear need to improve student supports and outcomes for the whole child, for example:

The chronic absenteeism rate for the 2023-2024 school year for all students was 18.9%

The results for All Students on the English Language Arts Assessment was 69.4 points below standard

The results for All Students on the Math Assessment was 93.3 points below standard

Suspension rates reflect 4% of students were suspended at least one day

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,

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. Additionally, as we continue our progress into post-pandemic education, the District recognizes the need to continue to increase and improve associated services to address our students' and families' ongoing safety and social-emotional needs. The CDE system of connected resources and supports provided the inspiration of five specific dimensions for a 'cradle to career' approach for SMBSD students: Safe, Engaged, Supported, Challenged and Healthy. The following services prioritize these dimensions aligned with student safety, social-emotional learning, stress management, and the overarching need to continue to support the well-being and long-term academic success and well-being of our students.

Key influences in these services include, but are not limited to:

Elementary Counselors at each school site to support students' social emotional needs.

Staffing such as Library Media Clerks, PE Specialists, and RTI teachers to support academic achievement for all students.

College and Career readiness staffing and initiatives, including Junior High Counselors and field trips.

Partnerships with community organizations to provide staffing and services such as Foster Youth Liaisons, Truancy Mentors, Counselors, Outreach Mentors, and Youth Diversion Program to support student health and social emotional well-being.

Increased sense of positive school climate with student supervision and safety needs and Assistant Principals.

Exposure to Visual and Performing Arts standards and experiences.

This goal also addresses Priority 4: Pupil Achievement (Pupil Outcomes) and Priority 5: Student Engagement, as well as Priority 6 School Climate (Engagement) and Priority 7 (Course Access). As measured by academic outcomes and culture survey data including NWEA MAP proficiency and progress rates as well as Panorama student responses and progress of favorable rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	State Priority 2: **Implementation of Content and Performance Standards** California Dashboard Local Indicator 2 – Implementation of Academic Standards	2023-2024 All California State Academic Standards have been implemented per LEA Reflection Tool			All California State Academic Standards have been implemented per LEA Reflection Tool	

| 2 | State Priority 4: Student Achievement (Pupil Outcomes) **SBAC English Language Arts (ELA) CA Dashboard Academic Indicator** Average distance from standard Grades 3-8 | Overall: 69.4 points below standard

English Learners: 89 points below standard

Foster Youth; 94.3 points below standard

Hispanic: 71.6 points below standard

Homeless: 80.9 points below standard

Two or more races: 102.6 points below standard

Socioeconomically Disadvantaged: 74.2 points below standard

Students with Disabilities: 146.3 points below standard | | | Overall: 39.4 points below standard

English Learners: 59 points below standard

Foster Youth; 64.3 points below standard

Hispanic: 41.6 points below standard

Homeless: 50.9 points below standard

Two or more races: 72.6 points below standard

Socioeconomically Disadvantaged: 44.2 points below standard

Students with Disabilities: 116.3 points below standard | |

		White: 22.2 points below standard Filipino: 0.3 points below standard			White: 2.2 points above standard Filipino: 13.3 points above standard	
3	State Priority 4: Student Achievement (Pupil Outcomes) **SBAC Math CA Dashboard Academic Indicator** Average distance from standard Grades 3-8	Overall: 93.3 points below standard English Learners: 106.3 points below standard Foster Youth; 113.3 points below standard Hispanic: 95.4 points below standard Homeless: 98.1 points below standard Two or more races: 107.1 points below standard Socioeconomically Disadvantaged: 97.4 points below			Overall: 63.3 points below standard English Learners: 76.3 points below standard Foster Youth; 83.3 points below standard Hispanic: 65.4 points below standard Homeless: 68.1 points below standard Two or more races: 77.1 points below standard Socioeconomically Disadvantaged: 67.4 points below	

		standard Students with Disabilities: 163.7 points below standard White: 47.1 points below standard Filipino: 25.8 points below standard			standard Students with Disabilities: 133.7 points below standard White: 17.1 points below standard Filipino: 5.8 points above standard	
4	State Priority 4: Student Achievement (Pupil Outcomes) **English Language Arts (ELA) NWEA Map Projected Proficiency**	Winter 2023-2024, ELA 2nd - 8th 25.16% projected proficient			50% or more students tested will be projected proficient	
5	State Priority 4: Student Achievement (Pupil Outcomes) **Math NWEA MAP Projected Proficiency**	Winter 2023-2024, Math 2nd - 8th 21.76% projected proficient			50% or more students tested will be projected proficient	
6	State Priority 4: Student Achievement (Pupil Outcomes)	Winter 2023-2024 Science Students who met national norm: 7th 25%, 8th			By 2026, SMBSD students will improve their academic	

	Science Grades: 7th - 8th: NWEA Map Science Projected Proficiency	31%, all 7-8 28%			achievement in Science, by improving the District average RIT to at or above the national Mean RIT.	
7	State Priority 5: School Climate (Engagement) **Junior High School Dropout Rate**	The dropout rate for the 2023-2024 school year was 0 students.			The desired outcome for 2026-27 is a zero (0) student dropout rate.	
8	State Priority 5: Student Engagement **Chronic Absenteeism rate CA Dashboard**	Overall - 18.9% Asian 25.9% African American 22.5% American Indian 20.5% Foster Youth 32.7% Two or more races 30.8% English Learners 15.7% Filipino 17.8% Hispanic 18.5% Homeless 15.1% Socioeconomically Disadvantaged 18.6% Students with			Overall - 3.9% Asian 10.9% African American 7.5% American Indian 5.5% Foster Youth 17.7% Two or more races 15.8% English Learners 0.7% Filipino 2.8% Hispanic 3.5% Homeless 0.1% Socioeconomically Disadvantaged 3.6% Students with	

		Disabilities 30.4% White 34.5%			Disabilities 15.4% White 19.5%	
9	State Priority 6: School Climate (Engagement) **Social-Emotional Panorama Survey (Grades 3-5)**	Fall 2023 School Climate 3rd-6th 56% 7th-8th 31%			By 2024, SMBSD students will increase their sense of connectedness and engagement to their school site, as measured by the Panorama student survey, such that positive responses of the School Climate questions are 80% or above	
10	State Priority 6: School Climate (Engagement) **California School Dashboard Suspension Rates for all and applicable Student Groups**	2023 Dashboard Data Overall - 4% Foster Youth 8.8% Students with Disabilities 6.6% African American 7% Filipino 5% Hispanic 4%			Overall - 1% Foster Youth 3.8% Students with Disabilities 1.6% African American 2% Filipino 1% Hispanic 1% Homeless 1%	

		Homeless 3.8% Socioeconomically Disadvantaged 4.1% Two or more races 1.6% White 3.4% English Learners 3% Asian 1.7% American Indian 0%			Socioeconomically Disadvantaged 1% Two or more races 1% White 1% English Learners 1% Asian 1% American Indian 0%	
11	State Priority 6: School Climate (Engagement) **Student Expulsion Rates**	2022-2023 SMBSD Expulsion rate 0.00577%			The expected annual outcome for the expulsion rate for the District is to be 0.005% or less.	
12	State Priority 6: School Climate (Engagement) **Student Attendance Rates**	2023-2024 95.42% Attendance Rate			The expected annual attendance rate is 96.5%.	

Goal Analysis for Goal 4

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Please see 23/24 Update

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.

Please see 23/24 Update

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Please see 23/24 Update

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

Please see 23/24 Update

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	**Academic Achievement**	SMBSD continues to serve over 17,000 students, each with individual strengths and learning needs. Throughout continued partner engagement, one of the highest priorities that emerged was the need to engage individually with students and address their needs. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District will provide additional site-level staffing (including library media clerks, PE teachers, Response to Intervention teachers, and Special Education Program Specialists) above and beyond the base-funded instructional staffing. (Note that schools may also invest their discretionary funds to further approved on-site staffing in order to deliver more intensive supports to these students as well.) Low-income students, English Learners, and students in foster care will experience the greatest benefit to their achievement in the state content standards owing to their needs for these personalized learning interventions resulting from increased supplemental staffing. In addition, we recognize that this would also benefit all students, and therefore this increase in staffing is implemented Districtwide. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, Long-term English Learners, SMBSD Foster Youth, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged students, and SMBSD students with disabilities; as well as the following school sites: Adam Elementary, Alvin Elementary, Arellanes Junior High, Battles Elementary, Libbon Elementary, Bonita Elementary, Bruce Elementary, El Camino Junior High, Liberty Elementary, Oakley Elementary, and Taylor Elementary to increase student achievement reflected in the CA Dashboard within the ELA Indicators. Additionally, this action/service is principally directed towards the unique	$11,522,939	Yes

		identified needs of the following student groups: SMBSD English Learners, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged; as well as the following school sites: Adam Elementary, Arellanes Junior High, Libbon Elementary, El Camino Junior High, Fesler Junior High, Tommie Kunst Junior High, and Oakley Elementary; and the following site specific student groups: Students with disabilities at Liberty Elementary, Oakley Elementary, Taylor Elementary, and Tunnel Elementary; and Homeless students at Rice Elementary to increase student achievement reflected in the CA Dashboard within the Math Indicators. This action/service is also principally directed towards the unique identified needs of English Learner students at Bonita Elementary, Oakley Elementary, and Taylor Elementary to increase their English Learner Progress Indicator as per the CDE Dashboard.		
4.2	**College and Career Readiness**	The District will continue to support college and career readiness with experiences to enhance opportunities for low income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups; including A-G/Career Technical Education (CTE) elective courses at all junior highs as well as staffing such as dedicated counselors. CTE elective courses offered include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. 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. 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. The District will provide staffing such as counselors to the junior high sites, as funding allows. These positions have been ongoing services that prior to the	$ 3,358,617	Yes

		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. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD Foster Youth and SMBSD students with disabilities; the following school sites: Arellanes Junior High, Fesler Junior High, and Taylor School; as well as English Learner and Homeless students at El Camino Junior High and Homeless students at Tommie Kunst Junior High to decrease student suspension rates reflected in the CA Dashboard within the Suspension Indicator.		
4.3	**Student Health and Social Emotional Supports**	Research from the Centers for Disease Control and Prevention indicates that children with a high number of Adverse Childhood Experiences (ACEs) - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. To address these mental health and social emotional needs, the District provides low-income students with social-emotional support through supplemental staffing and services addressing mental health/trauma related services and social emotional needs. Staffing positions include Health Specialists and Assistants, as well as School Counselors. These positions support high need students by implementing evidence-based practices, outreach/awareness, and crisis support as well as mental health services to ensure their holistic well-being to maximize learning, academic achievement, and school success by providing prevention, early intervention, and intervention for suicide, self-injury, threat of violence, and child abuse/neglect through risk assessments, safety planning, and linkages to mental health and emergency resources. Low-income students will experience the greatest benefits from the mental health supports provided by these positions and services based on their existing needs as established above. Supporting low-income students and their families dealing with trauma will prepare students with coping skills to attend to learning. Student surveys will reflect an increased sense of safety and connectedness to supportive adults at school. Office referrals and suspensions will decrease in response to increased use of trauma informed strategies. In addition, we	$ 5,023,600	Yes

		recognize that these mental health supports would also benefit all students, and therefore these supports are implemented district-wide. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD Foster Youth and SMBSD students with disabilities; the following school sites: Arellanes Junior High, Fesler Junior High, and Taylor School; as well as English Learner and Homeless students at El Camino Junior High and Homeless students at Tommie Kunst Junior High to decrease student suspension rates reflected in the CA Dashboard within the Suspension Indicator.		
4.4	**School Climate**	The role of supplemental school climate support staff, including student supervisory assistants, assistant principals, Area Administrators, and School Security is to assist in guiding students in positive decision making and conflict resolution. These roles support 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 in an effort to increase the ability of caring adults to build positive relationships with students as they interact with them on campus and provide needed support. Additionally, Assistant Principals support 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 in academics and social emotional learning. The District will monitor the effectiveness of supplemental school climate support staff using the following progress monitoring measures: ● Panorama Student and Staff Culture Survey As new data becomes available moving forward, these progress monitoring measures are subject to change. English Learners, students in foster care, and students designated as	$ 8,708,217	Yes

		low-income will experience the greatest benefits to their reported feeling of safety and connectedness, based on the additional barriers these students face. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented district-wide. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD Foster Youth and SMBSD students with disabilities; the following school sites: Arellanes Junior High, Fesler Junior High, and Taylor School; as well as English Learner and Homeless students at El Camino Junior High and Homeless students at Tommie Kunst Junior High to decrease student suspension rates reflected in the CA Dashboard within the Suspension Indicator.		
4.5	**Visual and Performing Arts**	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 provide 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. 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, field trips, on and off site experiences, and by contracting with outside agencies in order to support the fine arts programs. These visual and performing arts opportunities 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.	$ 1,712,469	Yes
TOTAL				**$30,325,842**

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$73,534,281	$9,631,438

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
42.161%	8.912%	$15,320,733.92	51.073%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs in decreasing the chronic absenteeism rates of high need student groups across SMBSD. California Dashboard results	SMBSD will pursue the following strategies to improve communication with families and decrease chronic absenteeism rates: Communication and coordination for local families	The District will monitor the effectiveness of Parent and Family Engagement programs utilizing the following progress monitoring measures:

	reflect In order to improve chronic absenteeism rates and empower parents and families as partners in students' education and to elevate parent voice in school- and district-level decision making.	with site, district, and community supports; providing dedicated staff members to bridge supports for families including Community Liaisons at each school site, the Executive Liaison for the Superintendent, Family Outreach Advocates, the Coordinator and Program Specialist for Family Engagement, and Digital Media Specialist.Additionally, 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.	Panorama Social - Emotional Development Survey for educational partners, increasing the number of families which respond favorably to the degree in which families become involved with and interact with their child's school as well as the number of visits to their child's school in the past year. CDE self-reflection survey on parent involvement and engagement, increasing the rating of implementation for the following areas: Creating a welcoming environment, Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, Professional learning to increase partnerships with families, and Seeking input for decision making within advisory groups
2.1 and 2.3	California Dashboards results reflect the following for our unduplicated students: ELA Results - students groups in Red (English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities) Math Results - students groups in Red (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged) English Learner Progress - 49.7% of EL's	Staff within the Teaching & Learning Department such as Teachers on Special Assignment, Coordinator of Teaching & Learning, and Junior High Department Chairs will provide professional learning to include the following: ● English Language Development specific training opportunities to increase capacity for all educators in	The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the NWEA MAP test in core subjects, with a focus on progress for English Language Learners as well as the percentage of favorable responses by staff through the district survey from the Teaching

	progressed at least one ELPI level Indicating a need for increased professional learning for staff to improve their capacity to support the academic achievement outcomes for all students, particularly in English Language Development as well as collaboration to scale best practices in providing high quality grade level instruction.	building language proficiency for students ● 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 ● Lead Learner Team (LLT) meetings that focus on high-quality instruction. 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	& Learning Core department.

		instructional aides and bilingual and trilingual translators/interpreters	
2.2 and 2.4	California Dashboards results reflect the following for our unduplicated students: ELA Results - students groups in Red (English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities) Math Results - students groups in Red (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged) English Learner Progress - 49.7% of EL's progressed at least one ELPI level Indicating a need for increased professional learning for staff to improve their capacity to support the academic achievement outcomes for all students, particularly in English Language Development as well as collaboration to scale best practices in providing high quality grade level instruction.	Staff within the Teaching & Learning Department and Educational Services, including the Director of Student Support services, Teachers on Special Assignment, and Program Specialists will lead the development of schoolwide leadership structures such as: ● Year 1: new leader onboarding and monthly and quarterly meetings ● Year 2: leader meetings focused on learning specific to SMBSD vision and goals ● 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 ● Pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers ● Clear Administrative	The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the NWEA MAP test in core subjects, with a focus on progress for English Language Learners as well as the percentage of favorable responses by staff through the district survey from the Teaching & Learning Core department as well as through the 4.1 Staffing component of CALPADS aligned with State Priority 1: Basic Services in ensuring 100% fully credentialed and appropriately assigned teachers each school year.

		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 Additionally, 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.	
3.1	In addition to the following unduplicated student groups currently within the Red in both ELA and Math according to the California State Dashboard: (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged); SMBSD students also report the following favorable responses on the Panorama SED Survey in regards to their sense of belonging within the school community: 3rd-6th grade = 69% 7th-8th grade = 36% Both the academic achievement and social emotional outcomes of these targeted student groups necessitate increased and improved services to increase results for both areas through increasing dedicated professional learning, supplemental instructional materials and programs as well as the personnel and	The Director of Supplemental Programs, Assessment & Accountability team, as well as staff leadership within Educational Services will provide staff with dedicated professional learning about how to better meet the needs of students, including progress monitoring student outcomes and social emotional learning. Additionally, the District and school sites will continue to provide Common Core State Standards (CCSS) aligned supplemental instructional materials and implementation supports, including English language arts (ELA), mathematics, social studies, and science. School sites will increase access to supplemental materials by	The District will monitor the effectiveness of this goal through Panorama student survey results, student achievement within the CA Dashboard and NWEA MAP, as well as measurements through the Resolution of Sufficiency.

	programs to assess and evaluate progress and inform strategic planning.	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. All requested supplemental program materials are assessed for research-based, clear application, information technology integration, student privacy, and applicability of state funding. Additionally, this goal provides dedicated funding to expanded learning opportunities such as GATE and AVID, as well as assessment tools and data instruments to increase the practice of evaluation of programs and student achievement.	
3.2	In reviewing qualitative data through LCAP ed partner engagement meetings and online surveys as well as quantitative data including the CA Dashboard, we understand that providing our students access to technology has not only supported college and career readiness, but our students benefit from student-centered and real-world learning experiences necessitating continued prioritization on connectivity for our students to narrow the achievement gap and provide equitable educational resources.	The Santa Maria Bonita School District Information Technology Services will continue to invest in technology to support district operations as well as our District community in order to ensure the security of student data and ongoing provision of basic services for all SMBSD students. 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	The District will monitor the effectiveness of Information Technology Services supports using the following progress monitoring measure: ● Percent of students reporting they have reliable internet at home. ● Percent of technology support tickets that are resolved within 3 days. ● Percent of technology support tickets that are resolved on the first attempt. ● Percent of time all network services are available

		able to use and access technology during expanded learning hours.	during school and extended day hours.
3.3 and 3.4	Throughout continued partner engagement, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District will strive to reduce class sizes. Additionally, as student enrollment increases, educational partner engagement through surveys and meetings reflect a need for direct support to school sites to ensure responsiveness and overall program quality.	The Santa Maria-Bonita Maintenance & Operations Department staff, including school custodians, will continue to ensure that all students have access to safe and clean school facilities, in order to support all schools receiving a Good or Exemplary overall site rating. Additionally, Santa Maria - Bonita District Central Office staff will continue to manage and oversee the centralized operations and support the program quality of the District; including budget control amongst various departments, curriculum support, development of the Local Control Accountability Plan, Student and Family Services, as well as site supports within the school office such as Project Clerks and Clerk Typists.	The District will monitor the effectiveness of identified supports and effectiveness on classroom reduction efforts using the following progress monitoring measures: - Academic achievement through NWEA MAP results ● Maintain 100% of service calls completed within 45 days ● Maintain 100% of regulatory preventive maintenance work orders completed on time ● Maintain 100% of schools in "good repair" based on SARC inspections ● Maintain or improve 85% of all service calls are responded to in the policy-dictated timeframe - Maintain positive certification of the District's multi-year budget
4.1	The analysis of the California School Dashboard and local assessment measures indicated a clear need to improve student supports and outcomes, for example: - The results for All Students on the English Language Arts Assessment was 69.4 points below standard - The results for All Students on the Math Assessment was 93.3 points below standard Throughout continued partner engagement, one of the highest priorities that emerged was the	In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District will provide additional site-level staffing (including library media clerks, PE teachers, Response to Intervention teachers, and Special Education Program Specialists) above and beyond the base-funded instructional staffing. (Note that schools may also invest	The District will monitor the effectiveness of identified supports and effectiveness through results reflected in the ELA and Math assessments on the CA School Dashboard.

	need to engage individually with students and address their specific academic needs	their discretionary funds to further approved on-site staffing in order to deliver more intensive supports to these students as well.) Low-income students, English Learners, and students in foster care will experience the greatest benefit to their achievement in the state content standards owing to their needs for these personalized learning interventions resulting from increased supplemental staffing. In addition, we recognize that this would also benefit all students, and therefore this increase in staffing is implemented Districtwide.	
4.2	Educational partner engagement opportunities such as LCAP committee meetings, student interviews, and surveys have surfaced the interest and importance of college and career readiness experiences and opportunities.	The Teaching & Learning Department will continue to establish career readiness with experiences to enhance opportunities for low income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups; including A-G/Career Technical Education (CTE) elective courses at all junior highs as well as staffing such as dedicated counselors. CTE elective courses offered include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. Resources will be allocated to support college and career-ready, grade-level standard-aligned opportunities and	The District will monitor the effectiveness of identified supports and effectiveness through the college and career readiness questions within the Panorama Survey.

		field trips to close achievement gaps. 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. 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.	
4.3	Research from the Centers for Disease Control and Prevention indicates that children with a high number of Adverse Childhood Experiences (ACEs) - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. To address these mental health and social emotional needs, the District provides low-income students with social-emotional support through supplemental staffing and services addressing mental health/trauma related services and social emotional needs. Low-income students will experience the greatest benefits from the mental health supports provided by these positions and services based on their existing needs as established above. Supporting low-income students and their families dealing with trauma will prepare students with coping skills to attend to learning. In addition, we recognize that these mental health	Staffing positions including Foster Youth Liaisons, Health Specialists and Assistants, Truancy Mentors, Counselors, Outreach Mentors, as well as partnerships with community organizations such as Santa Barbara County Council on Alcoholism and Drug Abuse, Fighting Back Santa Maria, and Family Service Agency will support high need students by implementing evidence-based practices, outreach/awareness, and crisis support as well as mental health services to ensure their holistic well-being to maximize learning, academic achievement, and school success by providing prevention, early intervention, and intervention for suicide, self-injury, threat of violence, and child abuse/neglect through risk	Student surveys will reflect an increased sense of safety and connectedness to supportive adults at school. Office referrals and suspensions will decrease in response to increased use of trauma informed strategies.

	supports would also benefit all students, and therefore these supports are implemented district-wide.	assessments, safety planning, and linkages to mental health and emergency resources.	
4.4	The analysis of the California School Dashboard and local assessment measures indicated a clear need to improve student supports and outcomes for the whole child, for example: ● The chronic absenteeism rate for the 2023-2024 school year for all students was 18.9% ● Suspension rates reflect 4% of students were suspended at least one day Additionally, 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, ● 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	The role of supplemental school climate support staff, including student supervisory assistants, assistant principals, Area Administrators, and School Security is to assist in guiding students in positive decision making and conflict resolution. These roles support 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 in an effort to increase the ability of caring adults to build positive relationships with students as they interact with them on campus and provide needed support. Additionally, Assistant Principals support 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	The District will monitor the effectiveness of supplemental school climate support staff using the following progress monitoring measures: ● Panorama Student and Staff Culture Survey

	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. Additionally, as we continue our progress into post-pandemic education, the District recognizes the need to continue to increase and improve associated services to address our students' and families' ongoing safety and social-emotional needs. The CDE system of connected resources and supports provided the inspiration of five specific dimensions for a 'cradle to career' approach for SMBSD students: Safe, Engaged, Supported, Challenged and Healthy. The services prioritize these dimensions aligned with student safety, social-emotional learning, stress management, and the overarching need to continue to support the well-being and long-term academic success and well-being of our students. English Learners, students in foster care, and students designated as low-income will experience the greatest benefits to their reported feeling of safety and connectedness, based on the additional barriers these students face. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented district-wide.	learning communities as they monitor and use data to drive instruction in academics and social emotional learning.	
4.5	Educational partner responses through community workshops and online surveys surface the need for increasing critical thinking skills, reflecting a need for strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic skills through access to Visual and Performing Art (VAPA) programs.	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 and by contracting with outside agencies in order to support the fine arts programs. These visual and performing arts personnel would	The District will monitor the effectiveness of these actions and services using the following progress monitoring measures: ● Panorama Student and Staff Culture Survey

| | | 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. Additionally, band teachers will support the elementary supplemental band program as well as the junior high band program with funding for a maintenance program to maintain the current band equipment and materials | |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2 and 1.3	English Language Learners chronic absenteeism rates stand at 15.7%, indicating a clear need for increased and improved communication with families to support increased attendance.	The District will dedicate resources for translation/interpretation services and multi-language content/technology to improve communication with our educational partners. Translation/interpretation services will be used to provide equitable language access for students and families, including bilingual and trilingual services for both the site and district level. 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	The District will monitor the effectiveness of parent communication and accessibility through family engagement responses within the Panorama Social-Emotional Development survey and comments specific to the questions on seeking input for decision-making as well as the CDE Self-Reflection Tool on Priority 3 specific to the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

| 3.5 | The CA Dashboard reflects the following results for English Learner progress:

- 49.7% of EL's progressed at least one ELPI level
- 27.7% of EL's progressed on the Summative Alternate ELPAC
- 89 points below standard on the ELA assessment
- 106.3 points below standard on the Math assessment

These results reflect a clear need to increase and improve services for our English Learner students, representing 55% of our student population, across all academic areas with a focus on increasing English proficiency. | The Multilingual Department staff, including Director and Coordinator positions will support ELL students through professional learning such as:
● 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.

Additionally, dedicated staffing including Bilingual Instructional Assistants in the classroom provide direct support towards meeting the needs of our emerging multilingual learners. Systems within this program such as the Dual Language Immersion efforts, State Seal of Biliteracy Pathways, and Native Language Proficiency Assessments will | The District will monitor the effectiveness of operations using the following progress monitoring measure:

● Increased reclassification rates through the ELPAC.
● Increased academic outcomes for identified ELL and LTEL students through the NWEA MAP and SBAC assessments. |

(Top of page, continued cell:) to provide language access and ensure we are doing so in a way that is responsive to the needs of our families.

		provide equitable access for emerging multilingual students.	

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

In order to leverage the additional concentration grant add-on funding to increase the number of staff providing direct services to our foster youth, English learners, and low-income students the District has allocated the funding towards improving academic achievement and social emotional well-being for those targeted student groups through the following staffing positions:

Bilingual Instructional Assistants (BIAs) for Jr. High Schools (Action 3.5)

This action will be increased to support our multilingual students. Key trends in the 2022-2023 LCAP surveys and input 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 2024-2025 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 Community Workshops, DELAC Meetings, Educational Services Team Meetings, Board Meetings, and additional surveys.

 Elementary School Counselors (Action 4.3)

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 during the 2022-2023 school year and will continue into 2024-2025. 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 Community Workshops, DELAC Meetings, Educational Services Team Meetings, Board Meetings, and additional surveys.

 Response to Intervention Teachers (Action 4.1)

This was 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 2024-2025 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.

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	N/A	1:15.33
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17.14

Total Expenditures Tables

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 88,894,557.00	$ 76,536,474.00

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	$ 1,574,903	$1,559,700
1	1.2	Technology - Student Access and Support to Learning Opportunities	Yes	$ 6,972,066	$5,740,155
1	1.3	Equity and Access - Free Internet Access and Support to Include Expanded Learning and Distance Learning	Yes	$ 148,639	$126,481
1	1.4	Technology Tools and Software	Yes	$ 439,314	$452,846
1	1.5	Library Media Services to Support Student Literacy	Yes	$ 1,811,781	$1,765,551
1	1.6	Physical Education (PE) Teachers for Elementary sites	Yes	$ 4,513,724	$4,437,628
1	1.7	Fine Arts Program - Visual and Performing Arts (VAPA)	Yes	$ 1,812,530	$1,502,318
1	1.8	Student access to Gifted and Talented Education (GATE)	Yes	$ 60,000	$0
1	1.9	Expanded Learning Opportunity Programs	Yes	$ 310,334	$261,456
1	1.10	Expanded Learning - After School Education and Safety Program (ASES)	Yes	$ -	$0
1	1.11	Expanded Learning Support - Increase Evening Custodians	Yes	$ 2,684,310	$2,660,555
1	1.12	Strengthen districtwide support systems, processes, and practices that support student learning	Yes	$ 4,977,606	$5,026,074

1	1.13	Advancement Via Individual Determination (AVID)	Yes	$ 325,025	$1,219,311
1	1.14	Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program	Yes	$ -	$0
1	1.15	Increase Classified Staff to Support Expanded Learning Programs	Yes	$ -	$0
1	1.16	Response to Intervention Teachers	Yes	$ 2,484,771	$2,820,126
2	2.1	Professional Learning	Yes	$ 150,000	$254,973
2	2.2	Equity and Access - District and School Site Aligned Assessment System, Data Analyst Technician	Yes	$ 572,750	$154,892
2	2.3	Director, School Support	Yes	$ 236,340	$248,186
2	2.4	Coordinator, Assessment & Accountability	Yes	$ -	$0
2	2.5	Teachers on Special Assignments (TOSA)	Yes	$ 315,583	$322,500
2	2.6	Program Specialists (PS) for Leadership, Teacher Development and Credential Analyst and Budget Manager for Teacher Development	Yes	$ 523,324	$358,833
3	3.1	Professional Learning	Yes	$ 869,941	$1,068,556
3	3.2	Instructional Coaches	Yes	$ -	$4,427
3	3.3	Coordinator of Teaching and Learning	Yes	$ 213,636	$197,686
3	3.4	Teacher on Special Assignment (TOSA)	Yes	$ 1,396,286	$1,432,284
3	3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	$ 2,260,286	$2,758,118
4	4.1	Professional Learning to Support the Multilingual Program	Yes	$ 272,513	$90,614
4	4.2	Bilingual Instructional Assistants for Primary Grades	Yes	$ 18,504,496	$11,340,545
4	4.3	Bilingual Instructional Assistants for Junior High Schools	Yes	$ 203,517	$2,532
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day) - Discontinued	Yes	$ -	$0
4	4.5	Native Language Proficiency Assessments	Yes	$ 22,000	$10,984
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	Yes	$ -	$0
4	4.7	Coordinator for Multilingual Services	Yes	$ 198,730	$0
4	4.8	Dual Language Immersion (DLI) Program	Yes	$ 379,073	$475,889
4	4.9	English Language Development Coaches	Yes	$ 3,138,236	$3,291,025
4	4.10	Language Assessment Assistant	Yes	$ 228,343	$233,617

5	5.1	School Safety	Yes	$ 450,000	$450,600
5	5.2	Outreach Mentors (ORM)	Yes	$ 2,540,160	$2,389,179
5	5.3	Junior High Counselors	Yes	$ 1,629,433	$1,429,133
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	$ 1,098,320	$1,053,957
5	5.5	Student Supervision and Safety Aides	Yes	$ 2,895,224	$2,376,270
5	5.6	Community Partnership for Foster Students; Liaison	Yes	$ 85,000	$494,167
5	5.7	Community Partnership for Truancy Mentors	Yes	$ 371,250	$0
5	5.8	Community Partnership to Support Students who are Experiencing Homelessness: Liaisons	Yes	$ -	$0
5	5.9	Full-time Health Assistants	Yes	$ 1,881,515	$1,355,565
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	Yes	$ 568,952	$532,331
5	5.11	Teen Court	Yes	$ 200,000	$203,107
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist (SBT)	Yes	$ 1,405,788	$439,753
5	5.13	Fitzgerald Community School	Yes	$ 800,000	$758,916
5	5.14	Assistant Principals	Yes	$ 3,584,025	$4,584,345
5	5.15	Elementary School Counselors	Yes	$ 2,497,385	$2,088,226
5	5.16	Mental Health Care Access (Care Solace)	Yes	$ 70,000	$70,000
6	6.1	Community Liaisons	Yes	$ 3,026,546	$2,621,192
6	6.2	Family Outreach Advocates (FOA)	Yes	$ 585,120	$816,034
6	6.3	Translation/Interpretation Services - Trilingual and Bilingual Translators/Interpreters	Yes	$ 589,857	$574,590
6	6.4	Translation/Interpretation Services	Yes	$ 36,000	$25,495
6	6.5	Family Engagement Programs, Parent and Community Involvement	Yes	$ 740,379	$656,696
6	6.6	Parent Education Services	Yes	$ 310,000	$311,586
6	6.7	Increased Parent Communication Services	Yes	$ 150,000	$150,000
6	6.8	Coordinator of Family and Community Engagement	Yes	$ 208,784	$167,900
6	6.9	Program Specialist, Family Student Services	Yes	$ 191,729	$180,937
6	6.10	Clerk IV, Family Student Services	Yes	$ 92,555	$102,697
6	6.11	Digital Media Specialist	Yes	$ 126,866	$69,894
7	7.1	Multilingual, Culturally Relevant Professional Learning	Yes	$ 407,100	$140,361

7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	Yes	$	160,000	$160,246
7	7.3	State Seal of Biliteracy Pathwasy Program	Yes	$	20,000	$2,635
7	7.4	Junior High Department Chairs	Yes	$	175,705	$217,903
7	7.5	Junior High Assistant Principals (former Deans)	Yes	$	913,108	$0
7	7.6	Interpretation Training to Improve Language Access	Yes	$	125,000	$134,365
7	7.7	Social Emotional Learning (SEL) Data Instrument	Yes	$	86,500	$89,743
7	7.8	Early Childhood Education Program	Yes	$	252,790	$261,257
7	7.9	Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High School Students	Yes	$	233,000	$221,346
7	7.10	Social Emotional Learning (SEL) Support	Yes	$	482,427	$415,170
7	7.11	College and Career Readiness Experiences	Yes	$	1,339,384	$857,562
7	7.12	District Support Specialist	Yes	$	242,552	$191,129
7	7.13	Universal Transitional Kindergarten - Equity and Access Program	Yes	$	-	$0
7	7.14	Area Administrators	Yes	$	722,046	$124,325

2023-24 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)
$ 71,295,898	$ 88,894,557	$ 76,536,474	$ 12,358,083	0.000%	0.000%	0.000% - 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	$ 1,574,903	$1,559,700	0.000%	0.000%
1	1.2	Technology - Student Access and Support to Learning Opportunities	Yes	$ 6,972,066	$5,740,155	0.000%	0.000%
1	1.3	Equity and Access - Free Internet Access and Support to Include Expanded Learning and Distance Learning	Yes	$ 148,639	$126,481	0.000%	0.000%
1	1.4	Technology Tools and Software	Yes	$ 439,314	$452,846	0.000%	0.000%
1	1.5	Library Media Services to Support Student Literacy	Yes	$ 1,811,781	$1,765,551	0.000%	0.000%
1	1.6	Physical Education (PE) Teachers for Elementary sites	Yes	$ 4,513,724	$4,437,628	0.000%	0.000%
1	1.7	Fine Arts Program - Visual and Performing Arts (VAPA)	Yes	$ 1,812,530	$1,502,318	0.000%	0.000%
1	1.8	Student access to Gifted and Talented Education (GATE)	Yes	$ 60,000	$0	0.000%	0.000%
1	1.9	Expanded Learning Opportunity Programs	Yes	$ 310,334	$261,456	0.000%	0.000%
1	1.10	Expanded Learning - After School Education and Safety Program (ASES)	Yes	$ -	$0	0.000%	0.000%
1	1.11	Expanded Learning Support - Increase Evening Custodians	Yes	$ 2,684,310	$2,660,555	0.000%	0.000%
1	1.12	Strengthen districtwide support systems, processes, and practices that support student learning	Yes	$ 4,977,606	$5,026,074	0.000%	0.000%
1	1.13	Advancement Via Individual Determination (AVID)	Yes	$ 325,025	$1,219,311	0.000%	0.000%
1	1.14	Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program	Yes	$ -	$0	0.000%	0.000%
1	1.15	Increase Classified Staff to Support Expanded Learning Programs	Yes	$ -	$0	0.000%	0.000%
1	1.16	Response to Intervention Teachers	Yes	$ 2,484,771	$2,820,126	0.000%	0.000%
2	2.1	Professional Learning	Yes	$ 150,000	$254,973	0.000%	0.000%
2	2.2	Equity and Access - District and School Site Aligned Assessment System, Data Analyst Technician	Yes	$ 572,750	$154,892	0.000%	0.000%
2	2.3	Director, School Support	Yes	$ 236,340	$248,186	0.000%	0.000%
2	2.4	Coordinator, Assessment & Accountability	Yes	$ -	$0	0.000%	0.000%
2	2.5	Teachers on Special Assignments (TOSA)	Yes	$ 315,583	$322,500	0.000%	0.000%
2	2.6	Program Specialists (PS) for Leadership, Teacher Development and Credential Analyst and Budget Manager for Teacher Development	Yes	$ 523,324	$358,833	0.000%	0.000%
3	3.1	Professional Learning	Yes	$ 869,941	$1,068,556	0.000%	0.000%
3	3.2	Instructional Coaches	Yes	$ -	$4,427	0.000%	0.000%

3	3.3	Coordinator of Teaching and Learning	Yes	$	213,636	$197,686	0.000%	0.000%
3	3.4	Teacher on Special Assignment (TOSA)	Yes	$	1,396,286	$1,432,284	0.000%	0.000%
3	3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	$	2,260,286	$2,758,118	0.000%	0.000%
4	4.1	Professional Learning to Support the Multilingual Program	Yes	$	272,513	$90,614	0.000%	0.000%
4	4.2	Bilingual Instructional Assistants for Primary Grades	Yes	$	18,504,496	$11,340,545	0.000%	0.000%
4	4.3	Bilingual Instructional Assistants for Junior High Schools	Yes	$	203,517	$2,532	0.000%	0.000%
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day) - Discontinued	Yes	$	-	$0	0.000%	0.000%
4	4.5	Native Language Proficiency Assessments	Yes	$	22,000	$10,984	0.000%	0.000%
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	Yes	$	-	$0	0.000%	0.000%
4	4.7	Coordinator for Multilingual Services	Yes	$	198,730	$0	0.000%	0.000%
4	4.8	Dual Language Immersion (DLI) Program	Yes	$	379,073	$475,889	0.000%	0.000%
4	4.9	English Language Development Coaches	Yes	$	3,138,236	$3,291,025	0.000%	0.000%
4	4.10	Language Assessment Assistant	Yes	$	228,343	$233,617	0.000%	0.000%
5	5.1	School Safety	Yes	$	450,000	$450,600	0.000%	0.000%
5	5.2	Outreach Mentors (ORM)	Yes	$	2,540,160	$2,389,179	0.000%	0.000%
5	5.3	Junior High Counselors	Yes	$	1,629,433	$1,429,133	0.000%	0.000%
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	$	1,098,320	$1,053,957	0.000%	0.000%
5	5.5	Student Supervision and Safety Aides	Yes	$	2,895,224	$2,376,270	0.000%	0.000%
5	5.6	Community Partnership for Foster Students; Liaison	Yes	$	85,000	$494,167	0.000%	0.000%
5	5.7	Community Partnership for Truancy Mentors	Yes	$	371,250	$0	0.000%	0.000%
5	5.8	Community Partnership to Support Students who are Experiencing Homelessness: Liaisons	Yes	$	-	$0	0.000%	0.000%
5	5.9	Full-time Health Assistants	Yes	$	1,881,515	$1,355,565	0.000%	0.000%
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	Yes	$	568,952	$532,331	0.000%	0.000%
5	5.11	Teen Court	Yes	$	200,000	$203,107	0.000%	0.000%
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist (SBT)	Yes	$	1,405,788	$439,753	0.000%	0.000%
5	5.13	Fitzgerald Community School	Yes	$	800,000	$758,916	0.000%	0.000%
5	5.14	Assistant Principals	Yes	$	3,584,025	$4,584,345	0.000%	0.000%
5	5.15	Elementary School Counselors	Yes	$	2,497,385	$2,088,226	0.000%	0.000%
5	5.16	Mental Health Care Access (Care Solace)	Yes	$	70,000	$70,000	0.000%	0.000%
6	6.1	Community Liaisons	Yes	$	3,026,546	$2,621,192	0.000%	0.000%
6	6.2	Family Outreach Advocates (FOA)	Yes	$	585,120	$816,034	0.000%	0.000%
6	6.3	Translation/Interpretation Services - Trilingual and Bilingual Translators/Interpreters	Yes	$	589,857	$574,590	0.000%	0.000%
6	6.4	Translation/Interpretation Services	Yes	$	36,000	$25,495	0.000%	0.000%
6	6.5	Family Engagement Programs, Parent and Community Involvement	Yes	$	740,379	$656,696	0.000%	0.000%
6	6.6	Parent Education Services	Yes	$	310,000	$311,586	0.000%	0.000%
6	6.7	Increased Parent Communication Services	Yes	$	150,000	$150,000	0.000%	0.000%
6	6.8	Coordinator of Family and Community Engagement	Yes	$	208,784	$167,900	0.000%	0.000%
6	6.9	Program Specialist, Family Student Services	Yes	$	191,729	$180,937	0.000%	0.000%
6	6.10	Clerk IV, Family Student Services	Yes	$	92,555	$102,697	0.000%	0.000%
6	6.11	Digital Media Specialist	Yes	$	126,866	$69,894	0.000%	0.000%
7	7.1	Multilingual, Culturally Relevant Professional Learning	Yes	$	407,100	$140,361	0.000%	0.000%
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	Yes	$	160,000	$160,246	0.000%	0.000%
7	7.3	State Seal of Biliteracy Pathwasy Program	Yes	$	20,000	$2,635	0.000%	0.000%

7	7.4	Junior High Department Chairs	Yes	$		175,705	$217,903	0.000%	0.000%
7	7.5	Junior High Assistant Principals (former Deans)	Yes	$		913,108	$0	0.000%	0.000%
7	7.6	Interpretation Training to Improve Language Access	Yes	$		125,000	$134,365	0.000%	0.000%
7	7.7	Social Emotional Learning (SEL) Data Instrument	Yes	$		86,500	$89,743	0.000%	0.000%
7	7.8	Early Childhood Education Program	Yes	$		252,790	$261,257	0.000%	0.000%
7	7.9	Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High School Students	Yes	$		233,000	$221,346	0.000%	0.000%
7	7.10	Social Emotional Learning (SEL) Support	Yes	$		482,427	$415,170	0.000%	0.000%
7	7.11	College and Career Readiness Experiences	Yes	$		1,339,384	$857,562	0.000%	0.000%
7	7.12	District Support Specialist	Yes	$		242,552	$191,129	0.000%	0.000%
7	7.13	Universal Transitional Kindergarten - Equity and Access Program	Yes	$		-	$0	0.000%	0.000%
7	7.14	Area Administrators	Yes	$		722,046	$124,325	0.000%	0.000%

2023-24 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)
$ 171,917,307	$ 71,295,898	11.960%	53.431%	$ 76,536,474	0.000%	44.519%	$ 15,320,733.92	8.912%

2024-2025 Total Expenditure Tables

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 174,414,581	$ 73,534,281	42.161%	8.912%	51.073%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 89,080,620	$ -	$ -	$ -	$ 89,080,620.00	$ 66,058,848	$ 23,021,772

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Parent and Family Engagement	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 2,597,547	$ 1,051,537	$ 3,649,084	$ -	$ -	$ -	$ 3,649,084	0.000%
1	1.2	Translation and Interpretation Services	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 748,027	$ 125,000	$ 873,027	$ -	$ -	$ -	$ 873,027	0.000%
1	1.3	Technology for Communications and Accessibility	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 185,000	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
2	2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 1,384,424	$ 1,384,424	$ -	$ -	$ -	$ 1,384,424	0.000%
2	2.2	Staff Development	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 991,262	$ 991,262	$ -	$ -	$ -	$ 991,262	0.000%
2	2.3	Instructional Support	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 2,997,995	$ 16,000	$ 3,013,995	$ -	$ -	$ -	$ 3,013,995	0.000%
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 3,242,305	$ -	$ 3,242,305	$ -	$ -	$ -	$ 3,242,305	0.000%
3	3.1	Supplemental Programs, and Materials	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 1,394,591	$ 2,983,076	$ 4,377,667	$ -	$ -	$ -	$ 4,377,667	0.000%
3	3.2	Technology Infrastructure	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 2,171,177	$ 6,013,578	$ 8,184,755	$ -	$ -	$ -	$ 8,184,755	0.000%
3	3.3	Facilities and Physical Insfrastructure	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 2,924,809	$ 6,190,116	$ 9,114,925	$ -	$ -	$ -	$ 9,114,925	0.000%
3	3.4	Budgeting and Operations	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 5,027,530	$ 540,374	$ 5,567,904	$ -	$ -	$ -	$ 5,567,904	0.000%
3	3.5	Multilingual Program Development	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 17,568,731	$ 601,699	$ 18,170,430	$ -	$ -	$ -	$ 18,170,430	0.000%
4	4.1	Academic Achievement	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 10,995,511	$ 527,428	$ 11,522,939	$ -	$ -	$ -	$ 11,522,939	0.000%
4	4.2	College and Career Readiness	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 1,758,246	$ 1,600,371	$ 3,358,617	$ -	$ -	$ -	$ 3,358,617	0.000%
4	4.3	Student Health and Social Emotional Supports	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 4,854,410	$ 169,190	$ 5,023,600	$ -	$ -	$ -	$ 5,023,600	0.000%
4	4.4	School Climate	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 8,275,487	$ 432,730	$ 8,708,217	$ -	$ -	$ -	$ 8,708,217	0.000%
4	4.5	Visual and Performing Arts	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	ongoing	$ 1,502,482	$ 209,987	$ 1,712,469	$ -	$ -	$ -	$ 1,712,469	0.000%

2024-25 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
$ 174,414,581	$ 73,534,281	42.161%	8.912%	51.073%	$ 89,080,620	0.000%	51.074%	Total:		$ 89,080,620
								LEA-wide Total:		$ 89,080,620
								Limited Total:		$ -
								Schoolwide Total:		$ -

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	Parent and Family Engagement	Yes	LEA-wide	All	All Schools	$ 3,649,084	0.000%
1	1.2	Translation and Interpretation Services	Yes	LEA-wide	All	All Schools	$ 873,027	0.000%
1	1.3	Technology for Communications and Accessibility	Yes	LEA-wide	All	All Schools	$ 185,000	0.000%
2	2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	Yes	LEA-wide	All	All Schools	$ 1,384,424	0.000%
2	2.2	Staff Development	Yes	LEA-wide	All	All Schools	$ 991,262	0.000%
2	2.3	Instructional Support	Yes	LEA-wide	All	All Schools	$ 3,013,995	0.000%
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	LEA-wide	All	All Schools	$ 3,242,305	0.000%
3	3.1	Supplemental Programs, and Materials	Yes	LEA-wide	All	All Schools	$ 4,377,667	0.000%
3	3.2	Technology Infrastructure	Yes	LEA-wide	All	All Schools	$ 8,184,755	0.000%
3	3.3	Facilities and Physical Insfrastructure	Yes	LEA-wide	All	All Schools	$ 9,114,925	0.000%
3	3.4	Budgeting and Operations	Yes	LEA-wide	All	All Schools	$ 5,567,904	0.000%
3	3.5	Multilingual Program Development	Yes	LEA-wide	All	All Schools	$ 18,170,430	0.000%
4	4.1	Academic Achievement	Yes	LEA-wide	All	All Schools	$ 11,522,939	0.000%
4	4.2	College and Career Readiness	Yes	LEA-wide	All	All Schools	$ 3,358,617	0.000%
4	4.3	Student Health and Social Emotional Supports	Yes	LEA-wide	All	All Schools	$ 5,023,600	0.000%
4	4.4	School Climate	Yes	LEA-wide	All	All Schools	$ 8,708,217	0.000%
4	4.5	Visual and Performing Arts	Yes	LEA-wide	All	All Schools	$ 1,712,469	0.000%

Appendix A

Required Actions and Services for Low Performing Indicators

ELA Indicator (78 groups)		Action(s)
SMBSD	English Learner	2.1, 3.1, 3.5, 4.1
SMBSD	Foster Youth	2.1, 3.1, 4.1
SMBSD	Hispanic	2.1, 3.1, 4.1
SMBSD	Homeless	2.1, 3.1, 4.1
SMBSD	2 or more races	2.1, 3.1, 4.1
SMBSD	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
SMBSD	Students with Disabilities	2.1, 3.1, 4.1
SMBSD	Adam	2.1, 3.1, 3.5, 4.1
SMBSD	Alvin	2.1, 3.1, 3.5, 4.1
SMBSD	Arellanes JH	2.1, 3.1, 3.5, 4.1
SMBSD	Battles	2.1, 3.1, 3.5, 4.1
SMBSD	Libbon	2.1, 3.1, 3.5, 4.1
SMBSD	Bonita	2.1, 3.1, 3.5, 4.1
SMBSD	Bruce	2.1, 3.1, 3.5, 4.1
SMBSD	El Camino JH	2.1, 3.1, 3.5, 4.1
SMBSD	Liberty	2.1, 3.1, 3.5, 4.1
SMBSD	Oakley	2.1, 3.1, 3.5, 4.1
SMBSD	Taylor	2.1, 3.1, 3.5, 4.1
Adam	English Learner	2.1, 3.1, 3.5, 4.1
Adam	Hispanic	2.1, 3.1, 4.1
Adam	Homeless	2.1, 3.1, 4.1
Adam	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Alvin	English Learner	2.1, 3.1, 3.5, 4.1
Alvin	Hispanic	2.1, 3.1, 4.1
Alvin	Homeless	2.1, 3.1, 4.1
Alvin	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Alvin	Students with Disabilities	2.1, 3.1, 4.1
Arellanes JH	English Learner	2.1, 3.1, 3.5, 4.1
Arellanes JH	Hispanic	2.1, 3.1, 4.1
Arellanes JH	Homeless	2.1, 3.1, 4.1
Arellanes JH	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Arellanes JH	Students with Disabilities	2.1, 3.1, 4.1
Battles	English Learner	2.1, 3.1, 3.5, 4.1
Battles	Hispanic	2.1, 3.1, 4.1
Battles	Homeless	2.1, 3.1, 4.1
Battles	Socioeconomically Disadvantaged	2.1, 3.1, 4.1

Libbon	English Learner	2.1, 3.1, 3.5, 4.1
Libbon	Hispanic	2.1, 3.1, 4.1
Libbon	Homeless	2.1, 3.1, 4.1
Libbon	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Libbon	Students with Disabilities	2.1, 3.1, 4.1
Bonita	English Learner	2.1, 3.1, 3.5, 4.1
Bonita	Hispanic	2.1, 3.1, 4.1
Bonita	Homeless	2.1, 3.1, 4.1
Bonita	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Bonita	Students with Disabilities	2.1, 3.1, 4.1
Bruce	English Learner	2.1, 3.1, 3.5, 4.1
Bruce	Hispanic	2.1, 3.1, 4.1
Bruce	Homeless	2.1, 3.1, 4.1
Bruce	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
El Camino JH	English Learner	2.1, 3.1, 3.5, 4.1
El Camino JH	Hispanic	2.1, 3.1, 4.1
El Camino JH	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
El Camino JH	Students with Disabilities	2.1, 3.1, 4.1
Fesler JH	English Learner	2.1, 3.1, 3.5, 4.1
Fesler JH	Students with Disabilities	2.1, 3.1, 4.1
Tommie Kunst JH	English Learner	2.1, 3.1, 3.5, 4.1
Tommie Kunst JH	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Tommie Kunst JH	Students with Disabilities	2.1, 3.1, 4.1
Liberty	English Learner	2.1, 3.1, 3.5, 4.1
Liberty	Hispanic	2.1, 3.1, 4.1
Liberty	Homeless	2.1, 3.1, 4.1
Liberty	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Miller	English Learner	2.1, 3.1, 3.5, 4.1
Miller	Students with Disabilities	2.1, 3.1, 4.1
Oakley	English Learner	2.1, 3.1, 3.5, 4.1
Oakley	Hispanic	2.1, 3.1, 4.1
Oakley	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Oakley	Students with Disabilities	2.1, 3.1, 4.1
Rice	English Learner	2.1, 3.1, 3.5, 4.1
Rice	Homeless	2.1, 3.1, 4.1
Rice	Students with Disabilities	2.1, 3.1, 4.1
Sanchez	Homeless	2.1, 3.1, 4.1
Taylor	English Learner	2.1, 3.1, 3.5, 4.1
Taylor	Hispanic	2.1, 3.1, 4.1
Taylor	Homeless	2.1, 3.1, 4.1
Taylor	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Taylor	Students with Disabilities	2.1, 3.1, 4.1

Math Indicator (48 groups)			
SMBSD	English Learner		2.1, 3.1, 3.5, 4.1
SMBSD	Hispanic		2.1, 3.1, 4.1
SMBSD	Homeless		2.1, 3.1, 4.1
SMBSD	2 or more races		2.1, 3.1, 4.1
SMBSD	Socioeconomically Disadvantaged		2.1, 3.1, 4.1
SMBSD	Adam		2.1, 3.1, 3.5, 4.1
SMBSD	Arellanes JH		2.1, 3.1, 3.5, 4.1
SMBSD	Libbon		2.1, 3.1, 3.5, 4.1
SMBSD	El Camino JH		2.1, 3.1, 3.5, 4.1
SMBSD	Fesler JH		2.1, 3.1, 3.5, 4.1
SMBSD	Tommie Kunst JH		2.1, 3.1, 3.5, 4.1
SMBSD	Oakley		2.1, 3.1, 3.5, 4.1
Adam	English Learner		2.1, 3.1, 3.5, 4.1
Adam	Hispanic		2.1, 3.1, 4.1
Adam	Socioeconomically Disadvantaged		2.1, 3.1, 4.1
Adam	Students with Disabilities		2.1, 3.1, 4.1
Alvin	English Learner		2.1, 3.1, 3.5, 4.1
Arellanes JH	English Learner		2.1, 3.1, 3.5, 4.1
Arellanes JH	Hispanic		2.1, 3.1, 4.1
Arellanes JH	Socioeconomically Disadvantaged		2.1, 3.1, 4.1
Arellanes JH	Students with Disabilities		2.1, 3.1, 4.1
Libbon	English Learner		2.1, 3.1, 3.5, 4.1
Libbon	Hispanic		2.1, 3.1, 4.1
Libbon	Socioeconomically Disadvantaged		2.1, 3.1, 4.1
Libbon	Students with Disabilities		2.1, 3.1, 4.1
Bruce	English Learner		2.1, 3.1, 3.5, 4.1
El Camino JH	English Learner		2.1, 3.1, 3.5, 4.1
El Camino JH	Hispanic		2.1, 3.1, 4.1
El Camino JH	Socioeconomically Disadvantaged		2.1, 3.1, 4.1
Fesler JH	English Learner		2.1, 3.1, 3.5, 4.1
Fesler JH	Hispanic		2.1, 3.1, 4.1
Fesler JH	Homeless		2.1, 3.1, 4.1
Fesler JH		Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Fesler JH		Students with Disabilities	2.1, 3.1, 4.1
Tommie Kunst JH		English Learner	2.1, 3.1, 3.5, 4.1
Tommie Kunst JH		Hispanic	2.1, 3.1, 4.1
Tommie Kunst JH		Homeless	2.1, 3.1, 4.1
Tommie Kunst JH		Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Tommie Kunst JH		Students with Disabilities	2.1, 3.1, 4.1
Liberty		Students with Disabilities	2.1, 3.1, 4.1
Oakley		English Learner	2.1, 3.1, 3.5, 4.1
Oakley		Hispanic	2.1, 3.1, 4.1
Oakley		Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Oakley		Students with Disabilities	2.1, 3.1, 4.1
Rice		Homeless	2.1, 3.1, 4.1
Taylor		English Learner	2.1, 3.1, 3.5, 4.1
Taylor		Students with Disabilities	2.1, 3.1, 4.1
Tunnell		Students with Disabilities	2.1, 3.1, 4.1

Oakley	Students with Disabilities	4.2, 4.3, 4.4
Taylor	English Learner	4.2, 4.3, 4.4
Taylor	Hispanic	4.2, 4.3, 4.4
Taylor	Homeless	4.2, 4.3, 4.4
Taylor	Socioeconomically Disadvantaged	4.2, 4.3, 4.4

Chronic Absenteeism Indicator (1 group)		
SMBSD	Asian	1.1

English Learner Progress Indicator (3 groups)		
SMBSD	Bonita	2.1, 3.1, 3.5, 4.1
SMBSD	Oakley	2.1, 3.1, 3.5, 4.1
SMBSD	Taylor	2.1, 3.1, 3.5, 4.1

Suspension Indicator (23 groups)		
SMBSD	Foster Youth	4.2, 4.3, 4.4
SMBSD	Students with Disabilities	4.2, 4.3, 4.4
SMBSD	Arellanes JH	4.2, 4.3, 4.4
SMBSD	Fesler JH	4.2, 4.3, 4.4
SMBSD	Taylor	4.2, 4.3, 4.4
Arellanes JH	English Learner	4.2, 4.3, 4.4
Arellanes JH	Hispanic	4.2, 4.3, 4.4
Arellanes JH	Homeless	4.2, 4.3, 4.4
Arellanes JH	Socioeconomically Disadvantaged	4.2, 4.3, 4.4
El Camino JH	English Learner	4.2, 4.3, 4.4
El Camino JH	Homeless	4.2, 4.3, 4.4
El Camino JH	Students with Disabilities	4.2, 4.3, 4.4
Fesler JH	English Learner	4.2, 4.3, 4.4
Fesler JH	Hispanic	4.2, 4.3, 4.4
Fesler JH	Socioeconomically Disadvantaged	4.2, 4.3, 4.4
Fesler JH	Students with Disabilities	4.2, 4.3, 4.4
Tommie Kunst JH	Homeless	4.2, 4.3, 4.4
Liberty	Students with Disabilities	4.2, 4.3, 4.4

Local Control and Accountability Plan Instructions

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[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term 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]).

    o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

       ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

    o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

    o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.

- o Indicate the school year to which the baseline data applies.

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

● LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

   o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

   o Professional development for teachers.

   o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

● LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

● LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

   o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

   o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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).

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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.

   o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

   o 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.

   o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

   o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

    o 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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).

  o 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 that 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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)**

   o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

   o   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)**

   o   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**

   o   This is 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.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o   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**

  - o   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)**

  - o   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 (%)**

  - o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o   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)**

  - o   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 plus Carryover %)**

  - o   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)**

  - o   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)**

  - o   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)**

  o   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).

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