Local Control and Accountability Plan 2022-2023

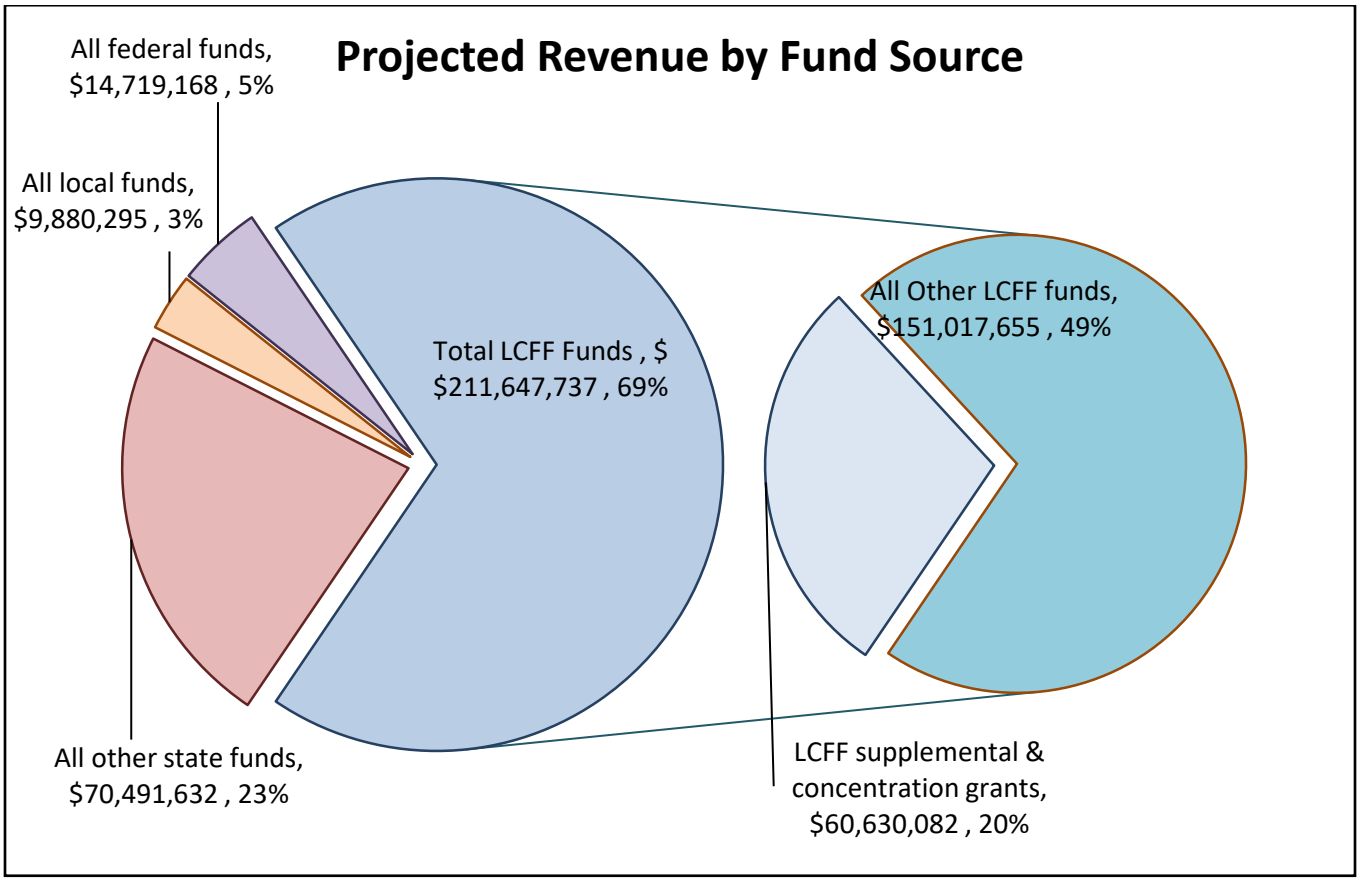


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria-Bonita School District
CDS Code: 42691200000000
School Year: 2022-23
LEA contact information:
Matthew Beecher
Interim Superintendent
mbeecher@smbsd.net
(805) 361-8130

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 2022-23 School Year

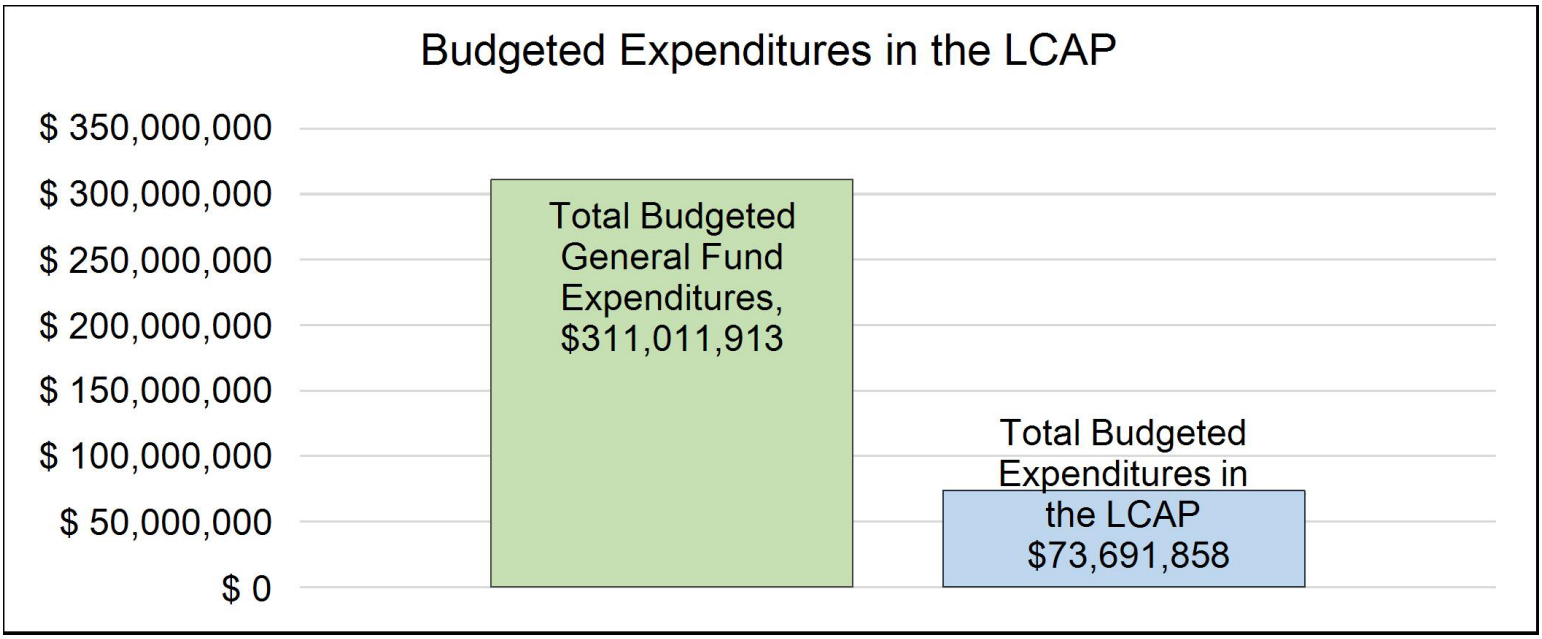


This chart shows the total general purpose revenue Santa Maria-Bonita School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Maria-Bonita School District is $306,738,832, of which $211,647,737 is Local Control Funding Formula (LCFF), $70,491,632 is other state funds, $9,880,295 is local funds, and $14,719,168 is federal funds. Of the $211,647,737 in LCFF Funds, $60,630,082 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Santa Maria-Bonita School District plans to spend for 2022-23. 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 School District plans to spend $311,011,913 for the 2022-23 school year. Of that amount, $73,691,858 is tied to actions/services in the LCAP and $237,320,055 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

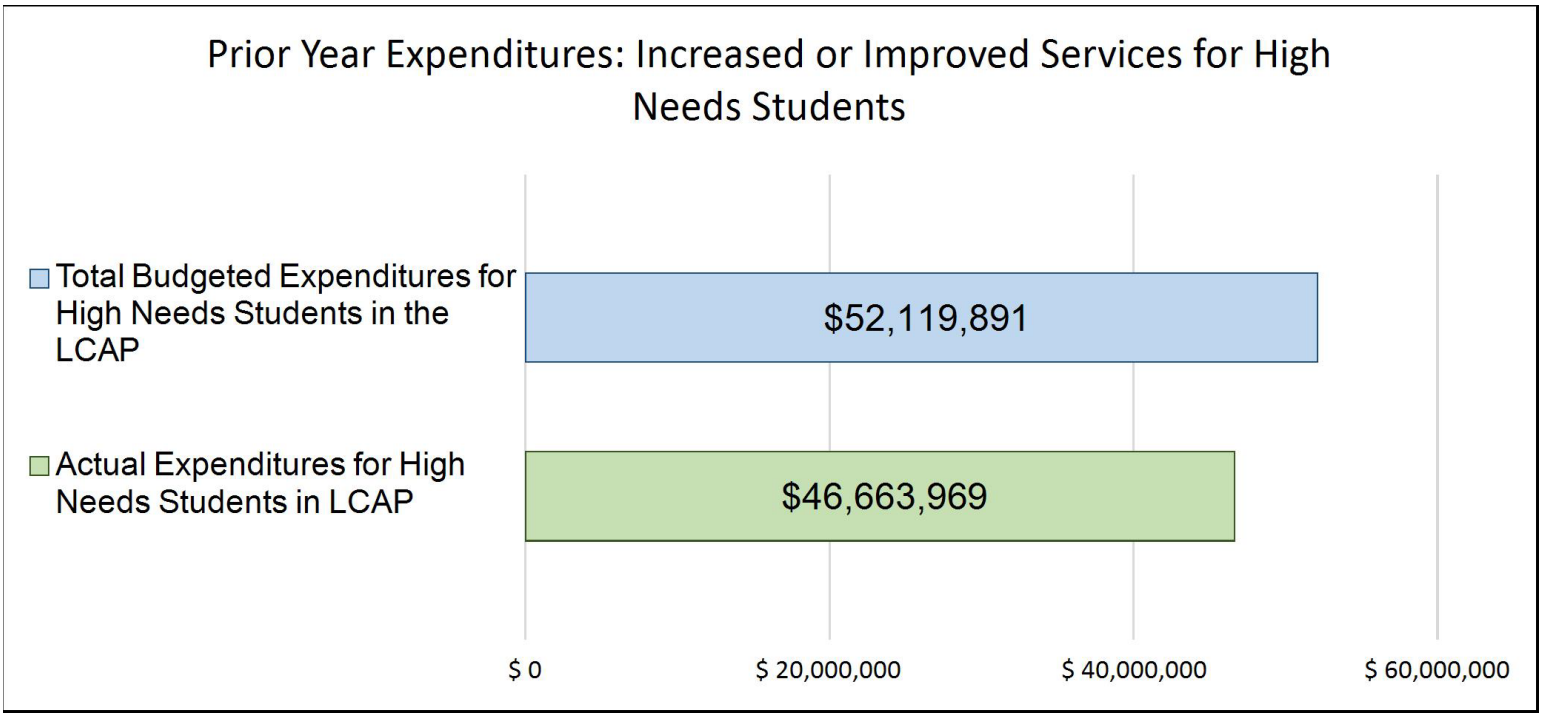
The general fund budget expenditures are for ongoing operating costs to maintain existing programs and services for students. Instruction and instruction related activities account for 81% of all expenditures. The remaining expenditures are for pupil services which include transportation, counseling 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 2022-23 School Year

In 2022-23, Santa Maria-Bonita School District is projecting it will receive $60,630,082 based on the enrollment of foster youth, English learner, and low-income students. Santa Maria-Bonita School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Maria-Bonita School District plans to spend $73,691,858 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Santa Maria-Bonita School District's LCAP budgeted $52,119,891 for planned actions to increase or improve services for high needs students. Santa Maria-Bonita School District actually spent $46,663,969 for actions to increase or improve services for high needs students in 2021-22.

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 actions to increase or improve services for foster youth, English learners, and students living in disadvantaged circumstances.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria-Bonita School District	Matt Beecher Interim Superintendent	mbeecher@smbsd.net 805-361-8130

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

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

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

SMBSD has engaged with the educational partners at a variety of different meetings. The District regularly meets with the LCAP Collaboration Team to review all plans, including all COVID-related plans. This team is composed of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, the superintendent, and other district staff), District English Learner Advisory Committee members, and school board members. The LCAP team meetings (including presentations/discussions/input sessions) occur throughout the year starting in August. Superintendent Luke Ontiveros or Interim

Superintendent Matt Beecher, Director of Plan Alignment and Implementation, Rebecca Herrick and members of the Instructional Services Department led and participated in the collaboration that took place at each meeting. District leaders also continued to work together as a team and received continuous professional learning at both the county and state levels to ensure that presentations were current and in alignment with updates concerning the use of funds provided through the Budget Act of 2021. These meetings continued to be virtual meetings due to the pandemic and included interpretation in both Spanish and Mixtec. Presentations are available in English and Spanish following all meetings. Agenda items included but were not limited to the use of state funds not included in the LCAP.

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

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

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

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

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

- Elementary and Secondary School Emergency Relief Funds (ESSER lll) Educational Partners Survey (Sept 2021)
- California Healthy Kids Survey (Nov 2021)
- Panorama Student Equity and Inclusion Survey (Sept 2021, Jan 2022 and May 2022)
- Panorama Education Family Equity and Inclusion Survey (Nov 2021 and May 2022)
- Spring 2022 SMBSD LCAP survey for Parents and Community Members (March 2022)

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

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

Parents reviewed and/or provided input on the following:

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

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

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

- AB 86 Expanded Learning Opportunities (ELO) Grant (May 2021)
- American Rescue Plan Elementary and Secondary Relief Fund (ESSER II) Safe Return to In-Person Instruction Plan (July 2021 and September 2021)
- 2021-2022 Consolidated Application & LCAP Federal Addendum (August 2021)
- Educator Effectiveness Block Grant (EEBG) (November 2021)
- Local Control and Accountability Plan and California School Dashboard Local Indicators (June 2021)

SMBSD will continue to meaningfully engage with its educational partners as it does over the remainder of the year, and as described above, on the Expanded Learning Opportunity Program (ELOP), Universal Pre-Kindergarten (UPK), and any other federal funds through the LCAP process: community meetings, DELAC, LCAP Collaboration Team, parent, student, community members, and staff surveys, bargaining unit consultation, District English Language Advisory Council (DELAC).

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

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

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

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

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

1. Universal Transitional Kindergarten (UTK) Program - This year, California passed AB 22 and SB 130, which requires districts to develop a plan for or provide access to full-day learning programs the year before kindergarten that meet the needs of parents including, through partnerships with the district's expanded learning offerings, the After School Safety and Education Program, the California state preschool program, Head Start programs, and other community based early learning and care programs. SMBSD's plan will require multiple phases over this time. The district will follow the legal requirements of Universal Transitional Kindergarten (UTK) for eligible children. The following positions may be funded with these concentration grant funds in order to support the UTK program: full-time UTK Bilingual Instructional Assistants, additional full-time Certificated Teachers to ensure the ratio is met, lower all early learning class sizes and to split up combination classes, and possibly an additional Teacher on Special Assignment (TOSA) to support early childhood learning.

2.Increase inclusive opportunities for students with disabilities - In support of the district's mission to teach, to learn, and to facilitate learning in a cooperative and safe environment, SMBSD is introducing the Inclusion Design. Current research supports inclusion models as what is best for students, and the SMBSD needs to address these inequalities by reallocating and restructuring our current model. This means staff may provide core instruction and specialized academic instruction at the same time to students with varying 2021-22 LCAP Supplement for Santa Maria-Bonita School District Page 5 of 25 ability levels. The re-design supports students receiving high-quality instruction in general education classes with special education services and supports at their neighborhood school. This provides students to be educated in their home community with minimizing transitions from school to school throughout the student's educational experience. At the same time, this creates a system of support for all staff, so they have the tools and resources to support all students. SMBSD is currently creating a support team to build the capacity of both general education teachers working with students with disabilities in their classroom, as well as special education teachers providing support and services to students in the general education classroom. This team will also be able to provide in classroom support to staff and students. Members of this team that may be supported through the additional concentration grant funds may

include: a District Support Specialist, additional Instructional Assistants, a Board Certificated Behavior Analyst, a District Occupational Therapist, a Physical Therapist, and a Mental Health Therapist.

3. Increase the District Dual Immersion Program - Dual Language Immersion (also known as Dual Immersion or DLI) is an enrichment program designed for linguistically diverse students at all levels of English language proficiency. In the SMBSD program, classes consist of a balanced population of native Spanish speakers, native English speakers, and students whose home language is Spanish but who are fluent in English. The goals of the program are: (1) to develop bilingualism and biliteracy in English and Spanish, (2) to achieve high levels of academic proficiency in all subjects in English and Spanish, and (3) to develop cross-cultural proficiency including the knowledge, skills, beliefs, and attitudes that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings. Dual Immersion is a rigorous academic program in which both English and Spanish are used as the languages of instruction. Currently, the program is held at Jiménez Elementary school and includes grades K-8. The increase in positions that may be supported through the additional concentration grant funds may include an additional Transitional Kindergarten through eighth-grade Guidance Counselor, and additional full-time certificated staff to split up combination classes for DLI classes

4. Growth Due To Capacity - Classified and Certificated staff to ensure that services to students are uninterrupted. - SMBSD may use the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff who provide direct services to students in order to ensure services to students are uninterrupted. This includes positions that may be eliminated due to a decrease in student enrollment. Any additional expenses with the hiring of these employees that exceed the allocation of funds may be covered by other revenue sources. The following positions that may be supported using the concentration grant add-on funds include:

a) additional Certificated Teachers to lower class sizes,
b) additional Certificated Teachers to avoid combination classes, and
c) any certificated and/or classified staff positions that might be affected due to layoffs from declining enrollment at schools or in grade levels.

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

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

As stated in prompt one, Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all educational partners. We are committed to substantial educational partner engagement and believe that it is an integral part of developing and implementing a comprehensive plan. The existing structure in place ensures that information is disseminated and that all community member groups are part of a collaborative team and is how SMBSD engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students.

SMBSD engaged all educational partners throughout the COVID-19 pandemic utilizing a variety of methods, including meetings, surveys, and

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

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

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

Virtual meetings and surveys taken were forms of collecting information from parents, community members, students, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, foster youth representatives, parents of special education students, migratory students, and parents of English Learners. Additionally, informal feedback was collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback and staff communications such as emails and online platforms. The process also included identified research and data collection. Engaging in outreach and surveying educational partners have provided and continue to provide staff valuable input to inform the planning in all of the outlined goals of the plan. All input was recorded as appropriate.

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

Expanded Learning Opportunities Grant (ELOG) Expenditure Plan: Page 2-4
https://resources.finalsite.net/images/v1644955880/smbsdorg/qq7sgcyebwoth1rjlcpz/ExpandedLearningOpportunitiesGrant.pdf

2021 Elementary and Secondary School Emergency Relief Funding (ESSER lll): Pages 2-8
https://resources.finalsite.net/images/v1644955998/smbsdorg/nwtooj6pvsw4gsxeozl7/ESSERIIIExpenditurePlan.pdf

2020-21 Local Continuity and Attendance Plan (LCP): Pages 7-18
https://smbsd-ca.schoolloop.com/file/1527751326611/1540280020138/1916613502503979323.pdf

2021-22 Local Control and Accountability Plan (LCAP): Pages 129-136
https://resources.finalsite.net/images/v1642202189/smbsdorg/wprbgehaj7jttkh3uob7/LCAP2021-22.pdf

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

The Santa Maria-Bonita School District (SMBSD) had a Plan for Safe Return to In-Person Instruction and Continuity of Services as of March11, 2021, that was already compliant with the American Rescue Plan Act statute and reviewed, as appropriate, and revised every six months to take into consideration the additional requirements of the United States Department of Education published Interim Final Requirements. We continue to maintain the health and safety of students, educators, and other school and SMBSD staff, and the extent to which we have adopted policies, and have described any such policies on each of the Centers for Disease Control and Prevention COVID-19 School Operation Guidance Plan safety recommendations including: universal and correct wearing of masks; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

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

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

ESSER III
Strategies for Continuous and Safe In-Person Learning
Facilities Indoor Air Quality

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

Strategies for Addressing the Impact of Lost Instructional Time

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

Expanded Learning - Summer and Winter School Programs - In order to add instructional time to address the academic impact of the

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

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

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

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

Increase Broadband Access in Partnership with Homeless Shelters and Other Outside Youth Agencies - The ESSER III funds will be

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

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

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

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

Expand Literacy Environments - SMBSD will increase students' opportunities to have access to print and digital materials at school, at home, and in the community. We will work with community partnerships that have been identified with high student populations in order to diversify how students can access literacy after school hours and in additional spaces that our students use outside of campuses. This multi-layered approach will ensure that all students have equitable opportunities for literacy in order to meet and excel at grade level expectations. In order to support student literacy in a variety of places and methods of instruction while keeping families safe, the District will increase

access to reading at home by providing students with additional grade-level books and literacy resources for quarantined students, hosting Literacy Family Nights for sites or clusters once a year, supporting districtwide Kinder Orientation by providing literacy packets to students, increasing sites' Spanish library books by 20% districtwide, and partnering with Santa Maria Library to support the summer reading program. This aligns with the Safe Return to In-Person and Continuity of Services Plan by increasing students' literacy opportunities at school and at home. It also ties with Goal 1 of the LCAP by providing effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.

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

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

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

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

Elementary and Secondary School Emergency Relief Funding (ESSER III): Pages 16-20
https://resources.finalsite.net/images/v1644955998/smbsdorg/nwtooj6pvsw4gsxeozl7/ESSERIIIExpenditurePlan.pdf

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

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

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

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

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

SMBSD has aligned the use of all one-time funding to the goals and actions within the Safe Return to In-Person Instruction and Continuity of Services Plan and ESSER III Plan and the 2021-2022 Local Control and Accountability Plan (LCAP). The LCAP can be found at: https://resources.finalsite.net/images/v1642202189/smbsdorg/wprbgehaj7jttkh3uob7/LCAP2021-22.pdf.

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

challenging content, student ownership, demonstrated learning, and support for all students.

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

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

The COVID-19 pandemic, closure of physical school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. Although these issues have exacerbated existing inequities, we have responded to the conditions as they have developed and have adjusted according to our community's needs. Our entire school community has become adept at adapting to change and is committed to continuing to be flexible in the face of constantly changing conditions. The instructional focus in 2021-2022 will be to accelerate learning and maximize the growth of all students.

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

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

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

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

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

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

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

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

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

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

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

Expanded Learning Opportunities Grant and Expanded Learning Opportunities Program funds - SMBSD Expanded Learning Opportunities plan is aligned with our district's Vision of Student Success and LCAP. It serves as a tool in aligning our current efforts to 2021-22 LCAP Supplement for Santa Maria-Bonita School District Page 15 of 25 ensure continuous improvement in all areas of student achievement and program effectiveness. Our goal of providing high-quality grade-level instruction to all students continues to be clearly identified and articulated throughout the process of reviewing our current supplemental programs as well as creating expanded learning opportunities that will increase or improve services to address specific identified needs of students who are low income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, students who are below grade level, and other students identified by certificated staff. All of the supplemental instruction and support incorporate a multitier integrated approach including a variety of comprehensive programs designed to increase academic achievement by promoting

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

For all summer learning instruction, student academic progress will be monitored by certificated and classified staff and shared with site leaders who oversee each offering. In order to address other barriers to learning, such as the provision of health, counseling, or mental health issues during expanding learning hours and to further support social and emotional learning, the district will utilize a program from Panorama Education and expand our current systems of social and emotional support. The Panorama Education program provides 2021-22 LCAP Supplement for Santa Maria-Bonita School District Page 16 of 25 integrated support in the areas of self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. Panorama Education includes an online professional learning library of SEL interventions for certificated staff to access and use. In addition to this program, our summer school sites will have access to family outreach personnel, community liaisons, school-based therapists, health assistants, nurses, and connections to local and regional community resources. Training topics for staff, certificated and classified will include: accelerated learning strategies, assessments, attendance, community resources, English learner supports, food services, health and safety protocols, health services, logistics, progress monitoring, social and emotional learning, student engagement, tier 1 instruction, transportation, and trauma-informed practices. SMBSD's Family

Engagement Program will coordinate parent education offerings in either a virtual, in-person, or combination format. All parent education offerings will be available in multiple languages and assist parents with tools to support their child's grade level instruction, College and Career readiness, Social-Emotional Learning, academic growth, and grade transitions. Parents will be offered informational sessions to connect to community resources.

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

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

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

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

Academic and Instruction:

- Attending to the mission of optimizing educational opportunities for all students equitably and educating the whole child
- High-quality instruction anchored in standards-aligned materials is provided at a level that will allow students to successfully articulate to the next course or grade level following an articulated scope & sequence of essential learning

- A learning environment and strategies are designed with agility to ensure high-quality instruction continues whether we are in a physical or remote learning space
- Ongoing Professional Learning in order to build capacity to ensure that staff have the required skills for virtual teaching and management
- Using data and assessments to ensure our practices support our students by name, by need, by inequity, and by injustice
- Planning conceived for after school enrichment activities
- Efforts that are supported logistically and financially to include access and availability to materials and supplies that support all students, teachers and staff.

Health, Safety, and Well-being:

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

Engagement & Communication:

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

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

ESSER III
Strategies for Continuous and Safe In-Person Learning

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

Strategies for Addressing the Impact of Lost Instructional Time

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

Expanded Learning - Summer and Winter School Programs - In order to add instructional time to address the academic impact of the pandemic and accelerate learning, SMBSD will expand summer and winter school programs. SMBSD will use ESSER lll funds to extend actions from the ELO Grant Plan beyond 2022 and through 2024 and connect with actions in the 2021-22 LCAP to continue a more robust extended learning summer and winter school program. The amount of summer and winter school classes offered will be increased, more

students will be invited, and class size numbers will be reduced, giving students more opportunities to receive academic support. The summer school program will mirror the program provided during the summer session of 2021, which was funded by both the LCAP and ELO Grant Plan. Programs that we will offer will support increased academic, behavioral, and social outcomes and will be available at both elementary and junior high schools, according to our students' academic and social-emotional needs. They will be designed to accelerate progress in order to close the learning gaps. We will continue to design these programs so that they are interactive and engaging for our students. All of the programs will incorporate critical thinking, creativity, collaboration, and communication. Programs will include academic academies, college and career-ready classes, summer bridge programs (to include PK students), and STEM and Fine Arts classes. The winter school programs will be planned by each school site in order to better meet the needs of our students. Programs will include academic academies, college and career-ready classes, and STEM and Fine Arts classes. Instruction will be supported by bilingual instructional assistants, and social-emotional support will be available to include outreach mentors and school-based therapists.

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

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

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

Increase Broadband Access in Partnership with Homeless Shelters and Other Outside Youth Agencies - The ESSER III funds will be used to increase our students' access to technology during expanded learning hours. Currently, LCAP funds are used to support student access to technology during expanded learning hours at their homes. SMBSD will work with homeless shelters and other outside youth agencies to ensure that students are able to access technology when they are in these locations and to increase equity for our students.

Increasing students' ability to access technology by working with community partners on a long-term plan will help ensure that all students have broadband access and technology equipment. This support will help decrease the impact of the COVID-19 pandemic in terms of student learning and access. This aligns with the Safe Return to In-Person and Continuity of Services Plan by providing students and staff with technology at home and school. It also ties with Goal 1 of the LCAP under several actions and services to include increasing students' access and support to technology, providing access to free internet during school, and expanding learning hours and technology tools and software. The ELO Grant Plan also supports these efforts.

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

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

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

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

This aligns with the Safe Return to In-Person and Continuity of Services Plan by increasing students' literacy opportunities at school and at home. It also ties with Goal 1 of the LCAP by providing effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria-Bonita School District	Matthew Beecher Interim Superintendent	mbeecher@smbsd.net (805) 361-8130

Plan Summary [2022-23]

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. The district currently serves close to 17,201 preschool through eighth-grade students, is the largest elementary district, and the district with the greatest total student enrollment of any district in Santa Barbara County. There are 21 schools in the district including 16 elementary schools, 4 junior high schools, and 1 Kindergarten through eighth-grade school that also has the Dual Language Immersion Program in it. There are 12 preschool programs that operate within the district's elementary school sites. SMBSD's 2021-2022 student population reveals that Hispanic or Latino students make up approximately 95.5% of the total student enrollment. The White Non-Hispanic category is the next largest student group representing approximately 2.01% of the total student enrollment. Other student groups include 0.19% American Indian or Alaska Native, 0.30% Asian, 0.28% African American, 1.02% Filipino, 0.57% two or more races, 0.03% Pacific Islander, and 0.08% not reported. 82.62% of students are designated as socio-economically disadvantaged based upon Free/Reduced meal counts, 54.83% are designated as English Learners, 14.16% identify as experiencing homelessness, 7.37% are students from migratory families, 9.18% are Students with Disabilities, and 0.47% of our students are designated as Foster Youth. Approximately 15.39% of our students speak indigenous languages (Mixteco, Zapoteco, Trikki, Taquate) with some of these languages having no written language. Our families are hardworking and want the very best education for their children. They come from rich cultures with many life experiences. With our dedicated 1,982 employees, we endeavor to meet the educational, health, and safety, as well as the social and emotional needs of our students, families, and staff in these ever-changing times.

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

As we continue to work to change some of our practices and protocols, we must work equally hard to keep some aspects of school the same. Optimizing instructional time and supporting the social and emotional needs of our students and staff are embedded within our plan. Ensuring

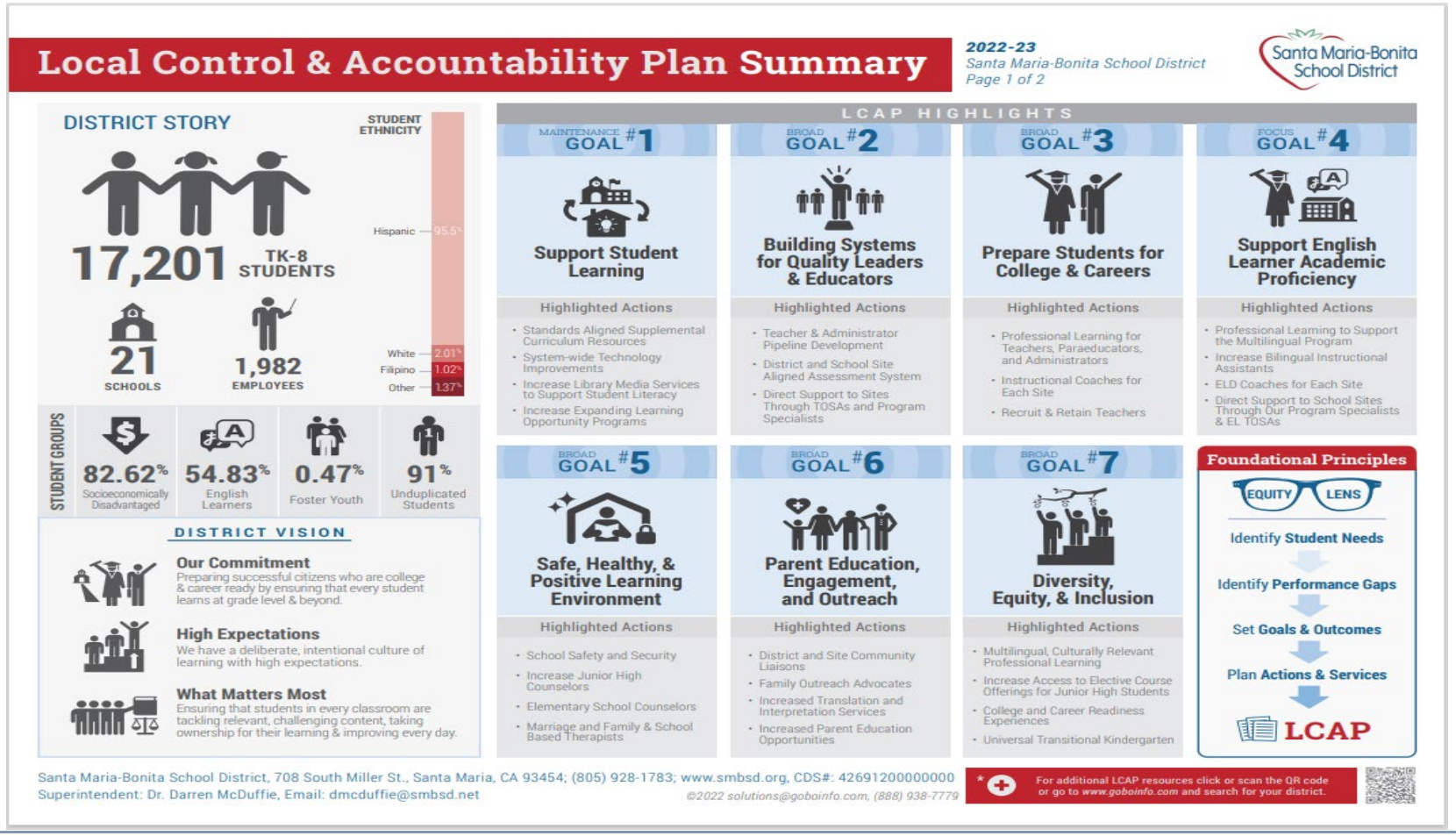
that all children have equity of access to an array of devices, resources, and tools in order to stay engaged and connected with educators, whether in person or virtually. We also acknowledge the importance of ensuring that our schools continue to be a place of learning, laughter, and close connections between students and staff members.

Performance results for SMBSD continue to demonstrate gaps in achievement for all students relative to their peers across the state and significant gaps within the district for multiple student groups. 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 that we can improve student experiences and student learning by increasing 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 a grade level each year through effective first instructional practices, courageous and advocacy-oriented leadership, and relevant professional learning.

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

- **Maintenance Goal #1** - Provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.
- **Broad Goal #2** - In order to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, SMBSD will institute the practice of evaluation of programs and establish leadership and teacher development programs.
- **Broad Goal #3** - In order to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond, by 2024, all classrooms will show evidence of our shared vision of instruction to include all five of the High-Quality Instructional Indicators (HQIIs) including a culture of learning with high expectations and challenging grade level standard-based content.
- **Focus Goal #4** - English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year.
- **Broad Goal #5** - All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships.
- **Broad Goal #6** - All schools will create a culture of respect and caring that supports positive relationships among all Educational Partners and implement a parent engagement pathway districtwide. Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in SMBSD.
- **Focus Goal #7** - In order to provide equity and access through all grade-level instruction, all schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture.

As a result, a primary aspect of our planning efforts continues to be centered on the involvement of the school community in identifying needs within each of the seven-goal areas. Through the engagement of Santa Maria-Bonita School District's LCAP Collaboration Team, the District English Learner Advisory Committee, surveys administered to staff members, parents, students, and the community, and an analysis of student achievement across a range of performance indicators, we believe that the actions and services that have been identified in our plan will ensure positive outcomes in all of our students across the district.



Reflections: Successes

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

The analysis of District performance in the development process of the 2022-2023 LCAP was utilized to inform and guide all elements of the Santa Maria-Bonita School District (SMBSD) LCAP as we seek to maximize measurable outcomes for our students. This data, including state and local data, have been used as communication tools with educational partners and in the gathering of their input. The successes and progress described in this section are based on SMBSD's 2019 California Dashboard results, recent quantitative data (state and local) from 2020-2021, and qualitative data results from community member surveys. Overall, there are some key areas in which SMBSD has made progress and has successes to highlight. This data, including the State and Local Indicators, and the associated methodology, continues to be used to build capacity within the District and among site leadership around understanding and utilization of the accountability design.

Senate Bill (SB) 98 and Assembly Bill (AB) 130 suspended the reporting of performance indicators in the California Dashboard for 2020-2021 and 2021-2022; therefore, the following information is based on the 2019 California School Dashboard and local data. As seen on the first graphic below, progress shown on the 2019 California School Dashboard included an increase in both English Language Arts (ELA) and Math. The graphic also shows another success; we met all Local Indicators on the State Dashboard.



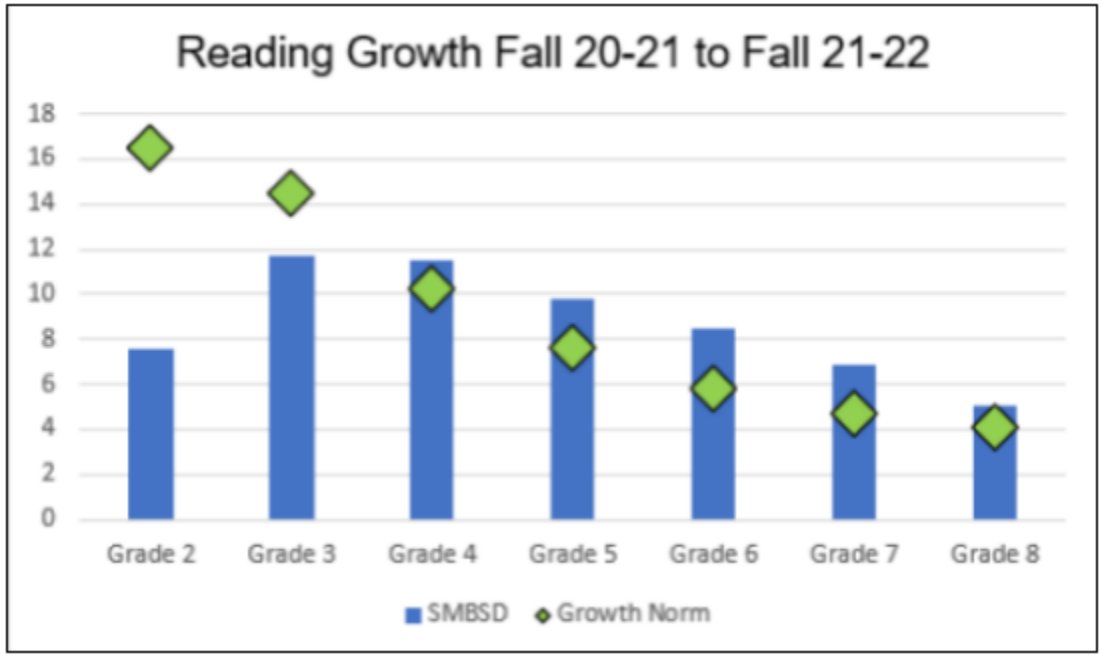
There were several student groups on the California State Dashboard that exceeded the performance of All Students in the corresponding areas:

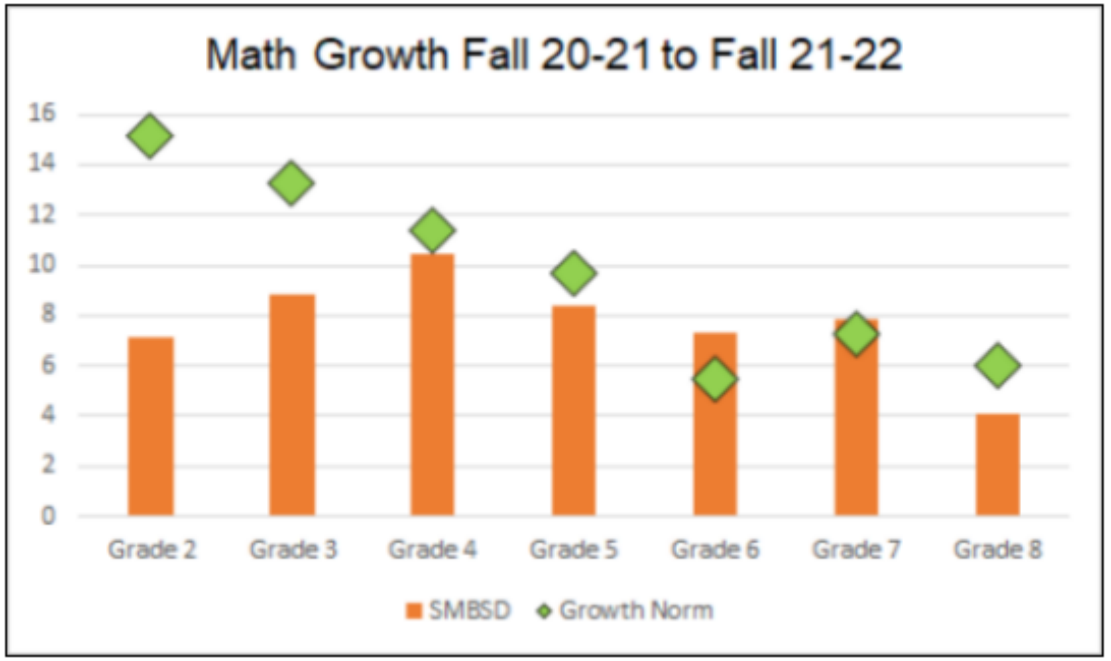
- English Language Arts Indicator – Filipino and White student groups were **Green** and the Asian student group was **Blue** meaning they were performing at or above standard.
- Mathematics Indicator – Asian student group was **Green** and Filipino student group was **Blue** performing at or above standard.
- Chronic Absenteeism - English Learners student group was **Green** and Asian student group was **Blue** performing at or above standard.
- Suspension Rate – Asian and Filipino student groups were **Green** performing at or above standard.

It should also be noted that the Foster Youth student group made growth on the English Language Arts indicator. They were **Yellow**, 60.3 points below standard and increased by 34 points.

SMBSD continued to meet all Local Indicators. The District continued to make improvements to its facilities as reflected in the Local Facility Inspection Rating, ensuring that teachers were appropriately assigned, that all students had access to curriculum-aligned instructional materials, and that we fully implemented state academic standards across grade-levels. In addition, SMBSD continued to be committed to working collaboratively toward preparing our students to move a minimum of one grade-level a year. We continuously strived throughout the year to improve student experiences and student learning by remaining focused on strong literacy programs that included providing grade level access for all students the majority of the time, using a core standards-aligned instruction program, ensuring the work students are asked to do is engaging and grade-appropriate, teaching with high expectations for all students, and providing just-in-time scaffolds. We also continued to increase student outcomes by embedding social-emotional development skills within grade-level standards and engaging in culturally responsive teaching practices in all lessons to ensure equity and access in support of student outcomes. The District's measures of parent involvement continued to support parents despite having to make adjustments due to the pandemic and many parents served on District and site committees and teams. We have seen an increase of involvement with our parents using a technology based method of parent involvement, especially with parents supporting their children during the pandemic. We are proud of the progress that has been made this year in these areas and continue for continuous improvement.
Based on the review of the District's Northwest Evaluation Association's (NWEA) local benchmark data, we did show some growth in student achievement in English language arts (ELA) and math. We contributed this to our commitment to in-person instruction throughout the 2021-2022 school year and our offering of independent study to families who requested this option. As reported in the Executive Summary District Benchmark Results from the NWEA Map Growth Data Fall 2021 Report, we saw some growth in ELA and math. From fall 2020-2021 to fall 2021-2022, students in SMBSD showed growth in all grades and subjects. There is no grade or subject that showed a loss in growth, though some grades experienced less growth than the norm.

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





We also attributed the performance in these areas to the successful implementation of most of the actions and services within our plan, specifically in Goals One, Three, and Four. Another success, according to local data, was seen in some growth in the area of ELA performance for our English learners, as reported in the Executive Summary District Benchmark Results from the Northwest Evaluation

Association (NWEA) Map Growth Data Fall 2021 Report. From fall 2020-2021 to fall 2021-2022, students in SMBSD showed growth in 4th, 5th, 6th, 7th, and 8th grades.

- 4th = 3.06 point increase
- 5th = 4.82 point increase
- 6th = 2.41 point increase
- 7th = 3.65 point increase
- 8th = 4.4 point increase

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

Additional Successes to Highlight

SMBSD is proud of many achievements and successes as evidenced by input from our educational partners through the use of surveys, focus groups, various parent committee meetings, and local data sources in the absence of state level data. The results from the LCAP annual survey of parents, students, and staff focus groups from all schools and district committees indicated that enrichment, home/school communication, wellness, and access to updated technology were successes for our school district. The survey showed an increase in the preference of students' use of technology as a learning resource. To address this, SMBSD continued to issue Chrome Notebooks to students and provide support for the devices for students and staff, as needed. Another important success was non-English speaking parents and students were able to address concerns with bilingual staff to eliminate any gap in receiving and operating the devices. We also continued to implement a system-wide technology maintenance plan, increased our electronic library (eLibrary), and provided upgrades to support classrooms and free internet to all of our students.

Many initiatives were implemented that supported our continued focus on ensuring equity and access through grade-level instruction during the 2021-2022 academic year. In addition, a range of programs and services have been expanded to provide additional support for students, staff, and families. These include both programs designed to address the impacts of COVID-19 and programs that, while contributing to COVID-19 response, addressed needs that existed prior to the pandemic. Examples of program expansions included our professional learning offerings, diversity, equity, and inclusion work system wide, and the beginning of our inclusion program, social-emotional support services, family engagement services to include our Family Outreach Advocate services, Community Liaison services, and our expanded

learning summer school offerings. Our Family Advocates, Community Liaisons, Homeless Liaisons, and Foster Youth Liaisons worked collaboratively with community agencies to ensure that students and their families' needs were met through expanded counseling services and advocacy services at all sites.

SMBSD continued to build upon successes from the 2021-2022 academic year through facilitating ongoing professional learning, providing high-quality grade level instruction, expanding learning opportunities outside of the traditional school day, and developing strategies to engage school communities. Careful planning, research, and strategic decision-making have led to actions and services that support the goals developed for improved student outcomes. We continued to focus on synthesizing and making accessible state and local data to help our schools achieve better outcomes for students through the development of data resources and tools that measure performance by growth and achievement. At both the school site and district level, data was used appropriately to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure that all students will move a minimum of a grade level each year through effective first instruction practices. To ensure this happens, we had ongoing teacher, paraeducator, and administrator professional learning to support the implementation of Common Core State Standards (CCSS) and effective high-quality first instruction and transitioned to using NWEA to support our common benchmark assessments for all grade levels and Panorama to support Social-Emotional Learning.

Other accomplishments include the work generated from our Teaching and Learning Department, which included but is not limited to: continuing to create teacher resources such as updated pacing guides aligned with the core curriculum, professional learning for core adoptions in support of effective Tier 1 instruction, professional learning to support teachers in strategies that support multilingual learners, professional learning to support classified staff, and creating an Early Learning Plan in support of Reading by Third Grade (RbT). The department also completed the systemwide College and Career Ready Plan including CCR experiences, community service opportunities, and career awareness. The CCR plan also integrates local partnerships and alignment with our neighboring high school district. For the 2022-2023 academic year, the plan will include elective courses to be offered to all seventh and eighth-grade students in the 2022-2023 academic year and increase college and career readiness opportunities for all students and implement the work that was planned for our pipeline program.

We will continue to build on our success by continuing to use these tools to support further development and refine our plan to accelerate learning through ongoing analysis of current achievement data, building capacity amongst all educational partners, and collaborating with them as we continue to move forward.

Multilingual Services Successes

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

SMBSD Summative ELPAC Data Spring 2022

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

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

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

Diversity, Equity, and Inclusion (DEI) Program Successes

SMBSD is very proud of the current work that has started to address inequities that we know continue to exist. During the year, professional learning was created and provided by our DEI team. This team included educational partners from the site and district levels. They worked on a plan that would prioritize recent focus on inclusive practices, develop data collection, discussion for student support including referral and tracking systems, and build a mindset and understanding related to students with disabilities, English learners, and other historically marginalized groups.

Social-Emotional Support Services

During 2021-2022, a range of programs and services have been expanded to provide additional support for students, staff, and families. These include both programs designed to address the impacts of COVID-19 and programs that, while contributing to COVID-19 response, address needs that existed prior to the pandemic. SMBSD furthered its commitment to social-emotional wellness by continuing to provide counseling services at all sites as well as establishing additional health and wellness support services to our entire community. This remained a priority as evidenced by the annual LCAP surveys, as well as, focus groups for staff and parents. Added emphasis from both the Pupil Support Services Department and the Teaching and Learning Department produced additional content directed at supporting the mental wellness and social-emotional (SEL) needs of students. In addition, we also refined a referral process to support supplemental services to best meet the needs of our students. We continued to have focus groups for Culture and Climate standards to provide consistency across our 21 sites. Furthermore, staff coordinated support and services included, but not limited to, counseling, mentoring, social skills, mental health counseling, and academic tutoring. In order to create the conditions needed for individuals and schools to examine and interrupt inequitable policies and practices, create more inclusive learning environments, and reveal and nurture the interests and assets of all individuals, we continued to promote a social-emotional program designed to integrate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making competencies and positive behaviors in the classroom.

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

Parent Involvement and Family Engagement Family Engagement Success

SMBSD continued to view family engagement as a way to move student achievement and improve student support. We continued to stay committed to our goal of developing and maintaining strong partnerships with the families we serve. Although we still recognize the need to improve cultural proficiency and two-way communication and engagement opportunities for families, we feel that we have been able to increase our ability to engage our families in meaningful ways, even during the COVID-19 pandemic. We continue to strive to engage our parents and families, provide education opportunities, and connect families with school, community, and centralized resources. During the 2021-2022 academic year, Family and Community Engagement was an interactive and collaborative process in which schools, families, and the community actively supported children's learning and development in a way that was mutual, respectful, and responsive to a family's language and culture and promoted children's success and achievement in and out of school. We expanded our program by increasing services to include adding additional Family Outreach Advocates (FOAs), District Community Liaisons, and Site Community Liaisons. These teams were increased in order to better serve our families. These additions are key examples of the numerous ways in which we increased services for our families in order to better address pandemic related needs. These additional staff members helped reduce the caseload ratio in order to provide more intensive support to families, increased the ability to provide communication and support between schools, families, and the community, and educated all family members on how to become advocates for their children and family. In addition, parent representatives from school sites served on advisory councils, communication and outreach continued to ensure translation, interpretation, and web-based services were provided. Parent education offerings occurred via Zoom. In-person and professional learning opportunities were provided in order to ensure staff was able to best serve our families. SMBSD will continue to build meaningful family and community outreach and support on behalf of improving student outcomes. We are proud of the ongoing work and will continue the work in the 2022-2023 academic year to have family resource centers in our community for parents to receive further support. This approach was successfully piloted at one of our school sites this year

Expanded Learning Opportunities

The Teaching and Learning Supplemental Programs Department Expanded Learning team has been able to offer before and after school programs at all school sites as well as offering a winter and summer school program to our students. Efforts were made throughout the year to align expanded learning opportunities with the District's Vision for Student Success. The Supplemental Services Department team provided further clarity, coherence, compliance, and consistency through rigorous, grade level, high-quality instruction in safe, language-rich environments. SMBSD continues to offer expanded learning programs across the District and plans to offer expanded learning program options to all unduplicated students, using the recently available Expanded Learning Opportunities Program (ELO-P) grant funding,. The ELO-P funding is also enabling the Teaching and Learning team and Expanded Learning team to provide programming for Transitional kindergarten and kindergarten students at a smaller student-to-staff ratio.

Reflections: Identified Need

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

Overall, Santa Maria-Bonita School District's (SMBSD) performance results for all students and for specific student groups, including our unduplicated population, show that improvement continues to be needed on a systemic level and that significant inequalities continue to persist. Data from the 2019 California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the District's Vision of Student Success as well as goals that embody the District's core values. Educational partners have emphasized the extreme urgency of this situation and repeated their call for action that the district do better for all students and especially those student groups who have the highest needs.

Senate Bill (SB) 98 and Assembly Bill (AB) 130 suspended the reporting of performance indicators on the California School Dashboard for 2020-21 and 2021-22; therefore, the following information includes the 2019 California School Dashboard results and SMBSD local data to include both quantitative and qualitative data.

2019 California School Dashboard

The California School Dashboard has five Local Performance Indicators. SMBSD received the status of "Met" for all of the following indicators: Basics: Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to Broad Course of Study. We continue to make progress in all areas. All of the areas are outlined in the goals section of our plan and metrics and indicators continuing to be reported as appropriate.

The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by **RED**, followed by **ORANGE**, **YELLOW**, **GREEN**, and **BLUE** as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and the change in outcomes from the previous year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a 'high' level.

The identification of the LCFF Evaluation Rubrics has been critical to the LCAP process in identifying and analyzing actions and services by quantifying effects through the Statewide Indicators. The California School Dashboard reports the following for SMBSD:

- All Student Performance level for English Language Arts (ELA) is **Yellow** 39.1 points below standard and increased 8.4 points.
- The SMBSD All Student Performance level for Math is **Yellow** 59.9 points below standard and increased 7.8 points.
- The SMBSD Student Performance level for All Students Suspension rate is **Orange** with 3.2% suspended at least once and Maintained at -0.2%.

Although there was growth, the district has determined that the overall ELA and Math outcomes need significant improvement, and academic support for our English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities need to be strengthened.

The table below shows the Red and Orange Performance leveling including Status and Change.

SMBSD All or Student Group	Performance	Status	Change
Foster Youth Chronic Absenteeism	RED	27.6% chronically absent	Increased 12.2%
Foster Youth Suspension Rate	RED	17.6% suspended at least once	Increased 4.8%
Foster Youth Mathematics	RED	123.1 points below standard	Declined 5.6 Points
Students with Disabilities Suspension Rate	RED	6.2% suspended at least once	Increased 1.3%
African American Students Suspension Rate	RED	9.3% suspended at least once	Increased 1%
Hispanic Suspension Rate	ORANGE	3.1% suspended at least once	Maintained 0.2%
Students with Disabilities English Language Arts	ORANGE	126.9 points below standard	Increased 8.9 points
Students with Disabilities Mathematics	ORANGE	151.3 points below standard	Increased 8.4 points
Students with Disabilities Chronic Absenteeism	ORANGE	11.4% chronically absent	Maintained - 0.1%
Socioeconomically Disadvantaged Suspension Rate	ORANGE	3.2% suspended at least once	Maintained - 0.2%
Filipino Students Chronic Absenteeism	ORANGE	5.1% chronically absent	Increased 1.2%
Two or More Races Chronic Absenteeism	ORANGE	13.9% chronically absent	Increased 1.2%
Two or More Races Suspension Rate	ORANGE	5.4% suspended at least once	Increased 4.1%

White Chronic Absenteeism	**ORANGE**	**14.6% chronically absent**	**Increased 2.8%**

When the results of the 2019 Dashboard were compared to local data from the 2019-2020 and 2020-2021 as a whole, some clear trends nerged:

- Several student groups often perform below that of the *All Students* level. Frequently, specific groups performance is significantly lower. The most significant gap is reflected in the Mathematics and English Language Arts assessments showing Foster Youth, English Learners, and Students with Disabilities scoring significantly lower.
- Other student groups (Socioeconomically Disadvantaged students, Homeless, and Hispanic/Latino students) also demonstrate performance gaps. Their performance is usually below the *All Students* level but generally not as disparate as the student groups listed above.
- In Mathematics and English Language Arts assessments two student groups (Asian/White students and Filipino students) consistently perform above - and often significantly above - the *All Students* performance level.

Additionally, when the academic performance of the Current English Learner student group was disaggregated, the performance of Current English Learner Only students showed a very significant gap from that of Reclassified Fluent English Proficient (RFEP) students.

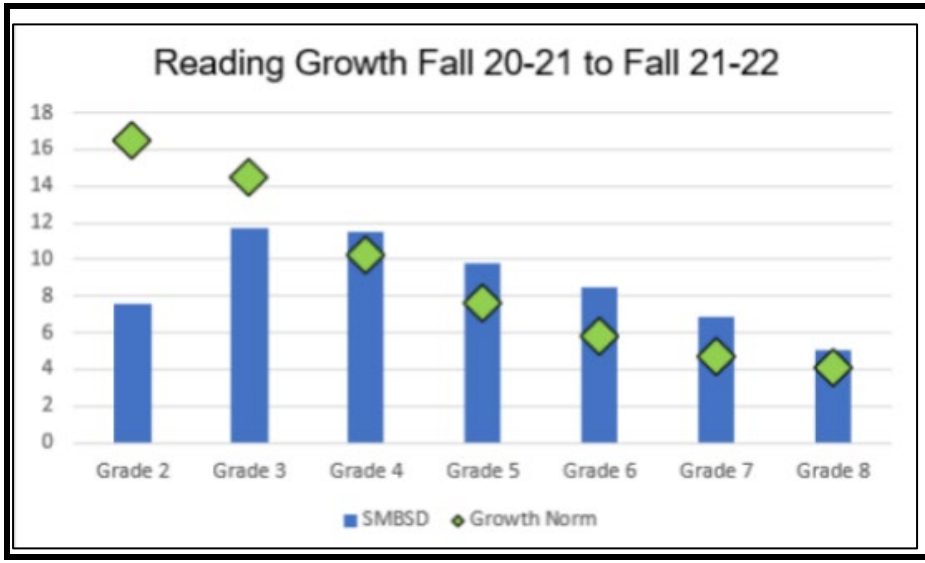
These trends described a performance landscape of student groups that existed in clusters. Most notable was the gap between the cluster that consistently and significantly underperformed across all indicators and the group that consistently - and usually significantly - outperformed across the English Language Arts and Mathematics indicators. When reviewing our current local quantitative data, we continue to see some of the same trends. Overall, SMBSD's performance results for all students and for specific student groups show that improvement is still needed on a systemic level and that significant inequities persist. Local data from the 2021-2022 academic year fails to show the accelerated growth rates that will close persistent performance gaps and achieve the District's guiding principle and embody the District's core value.

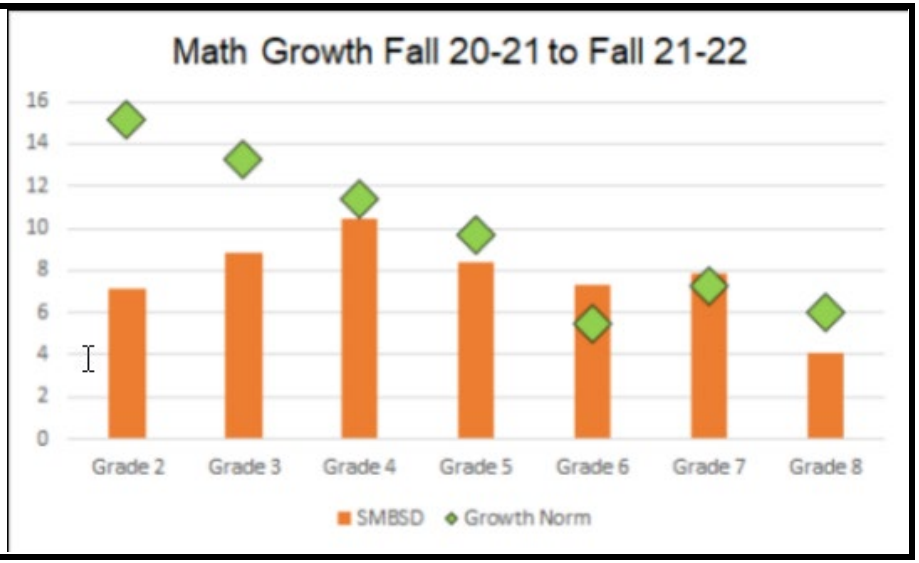
Northwest Evaluation Association (NWEA) Results

Fall 2021

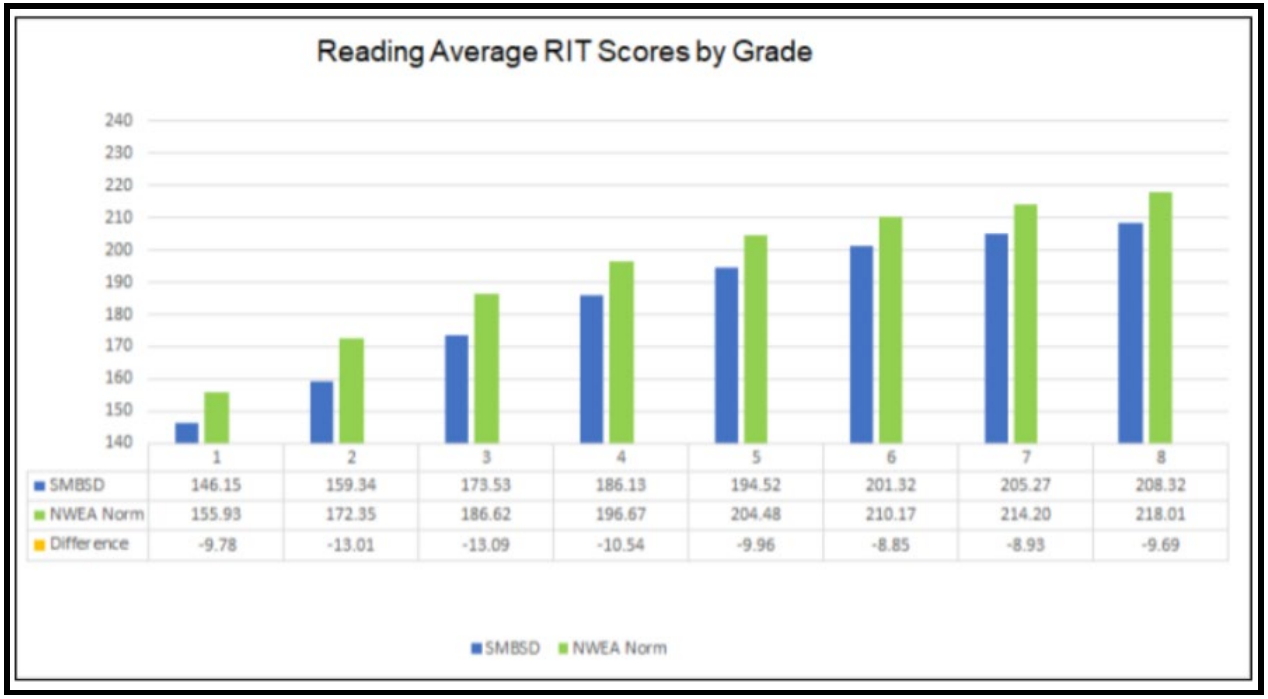
SMBSD uses assessments from NWEA for our local academic measure. From the data, we can track the progress of individual students, classes, sub-groups, grades, school sites, and the district. We can also use the comparison results for students of the same age, grade, subject, and starting point. Looking at our data, the District median student achievement is at the 26th percentile overall which includes reading, math and science; achievement is below the national average (up from the 19th percentile in spring 2020-2021). Science is above the District median at the 32nd percent and reading is at the District median at the 26th percentile. Math is slightly below the District median, at the 25th percentile. The goal is all subjects at or above the 50th percentile.

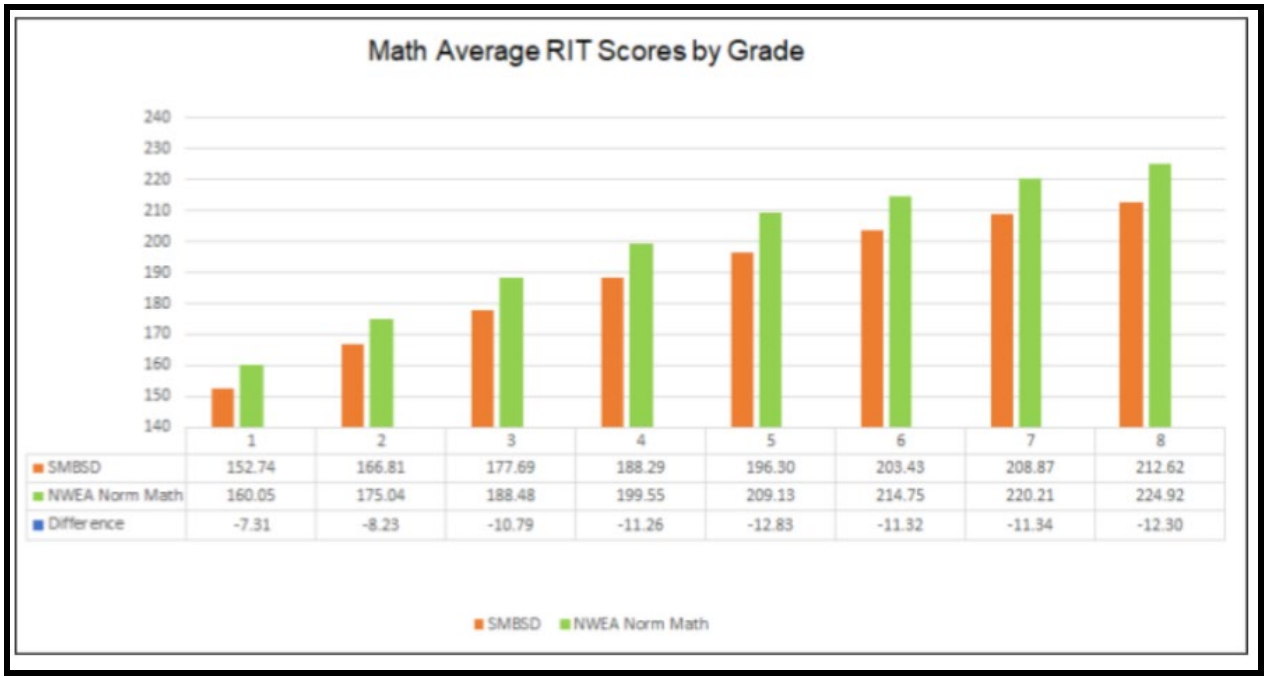
From fall 2020-2021 to fall 2021-2022, students in SMBSD have shown growth in all grades and subjects. There is no grade or subject that showed a loss in growth, though some grades experienced less growth than the norm. Please note that grade 1 does not show fall-to-fall growth because kindergarten does not take the NWEA in the fall. In the charts below, actual observed average growth by grade level is represented by the bars, while grade level norm projected growth is indicated by the green diamonds.





When we further review the fall 2021 NWEA data, SMBSD students lag behind the NWEA national norm in both reading and math. Our goal is to meet or exceed the national norm in reading and math. The table below shows the difference between the SMBSD average norm in comparison to the NWEA national norm. The distance from the norm ranges from 8.85 to 13.09 points in reading and from 7.3 to 12.8 points in math.

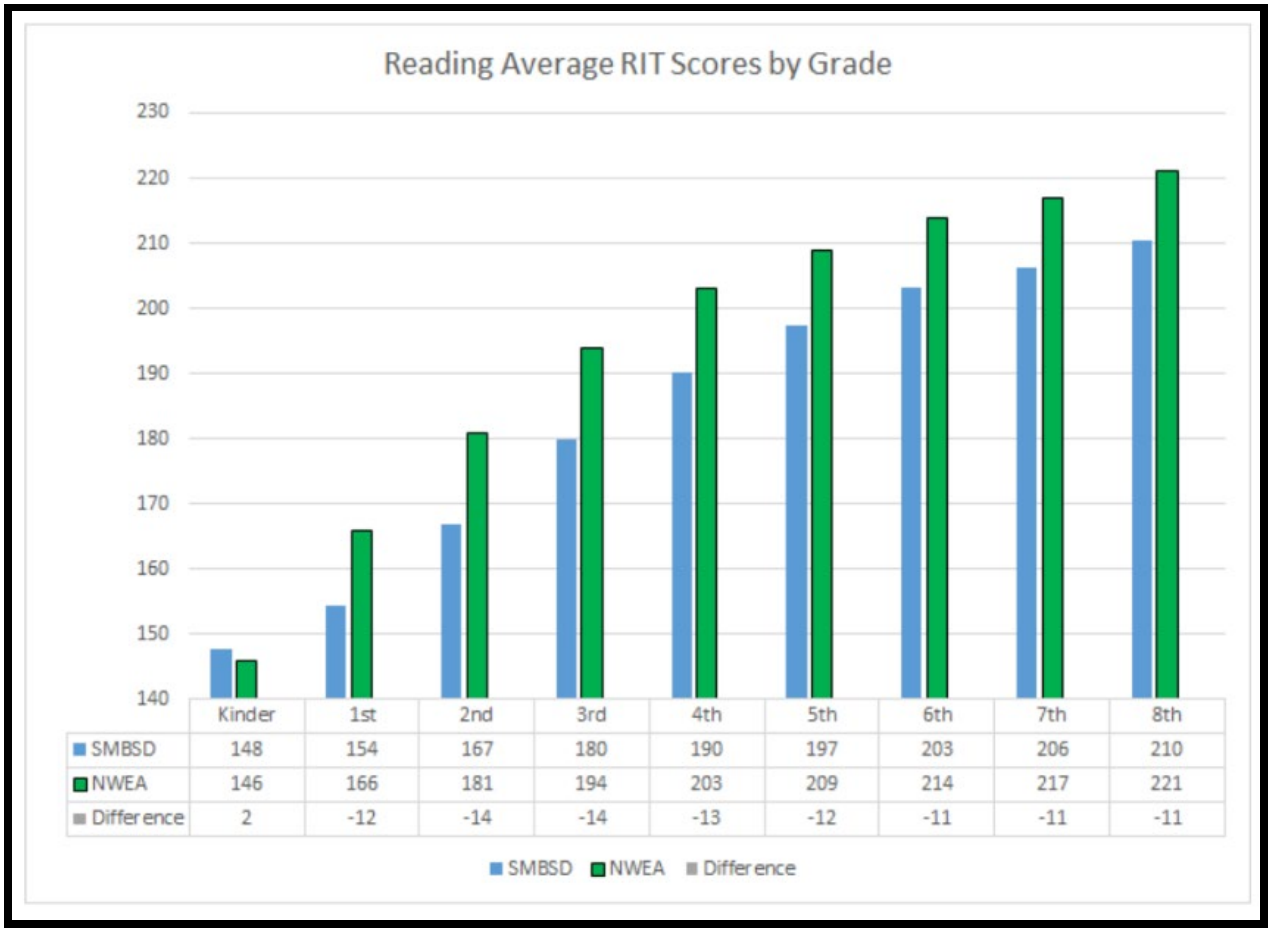




Winter 2021-2022

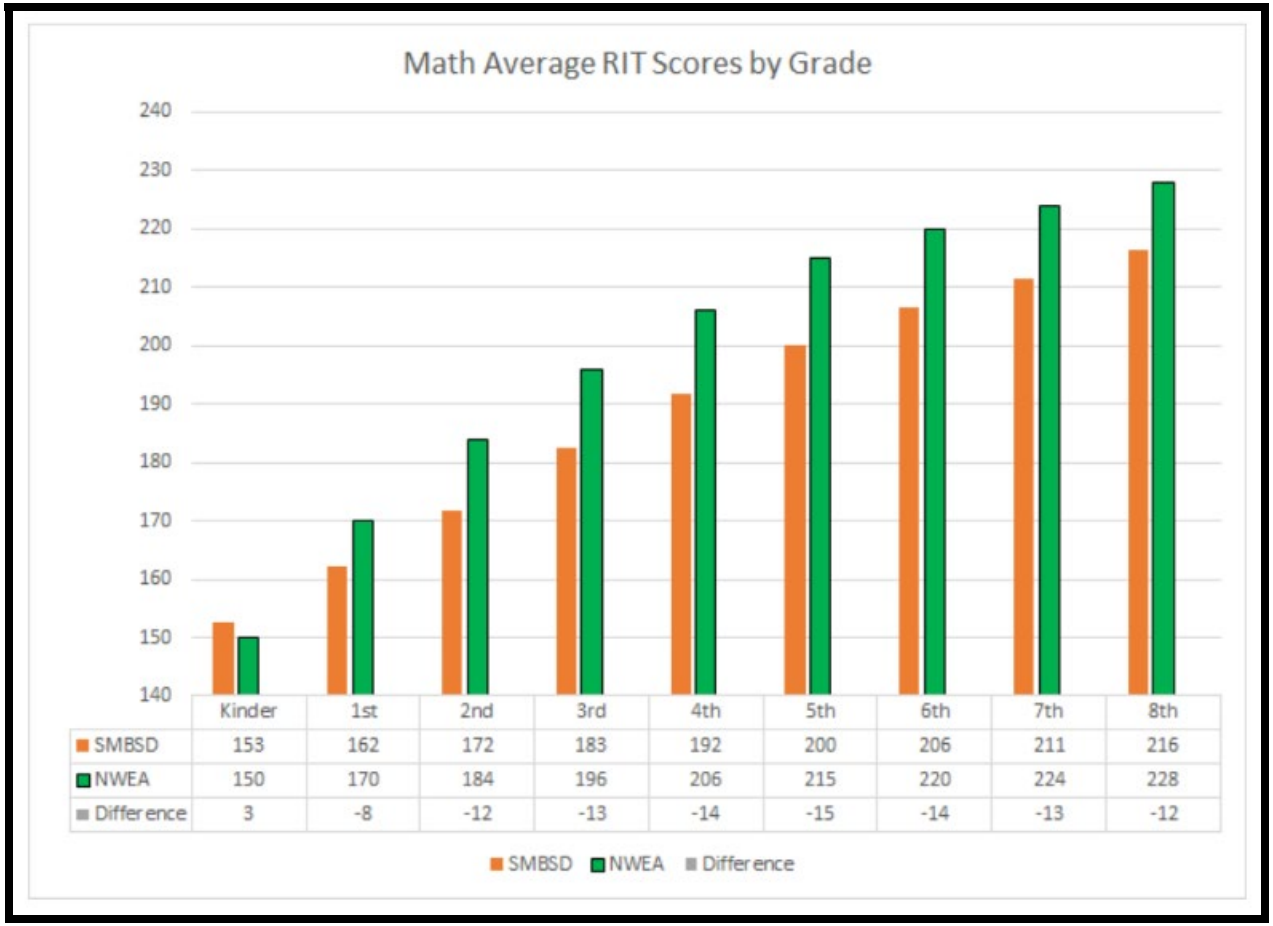
District median student achievement is at the 29th percentile; achievement is below average. The median status score of all assessments given in the winter of 2022 equaled the 29th percentile (up from the 26th percentile in fall 2021). Reading and science are above the District median at the 30th and 32nd percentile respectively. Math is just below the overall median at the 28th percentile. The goal is all subjects at or above the 50th percentile.

When we further review the Winter 2022 NWEA data, SMBSD students lag behind the NWEA national norm in both reading and math. Our goal is to meet or exceed the national norm in reading and math. The table below shows the difference between the SMBSD average norm in comparison to the NWEA national norm. The distance from the norm ranges from 11 to 14 points in Reading and from 8 to 15 points in Math.



	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th
SMBSD	148	154	167	180	190	197	203	206	210
NWEA	146	166	181	194	203	209	214	217	221
Difference	2	-12	-14	-14	-13	-12	-11	-11	-11

The above chart demonstrates the differences between SMBSD NWEA norm and NWEA national norm for the winter test administration in reading. SMBSD students begin (kindergarten) 2 points above the national norm but end (8th grade) 11 points below the norm.

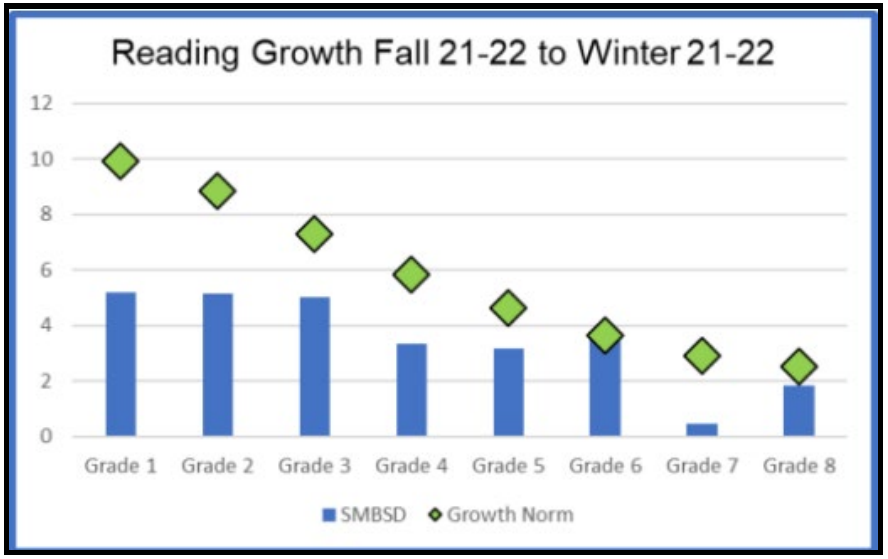


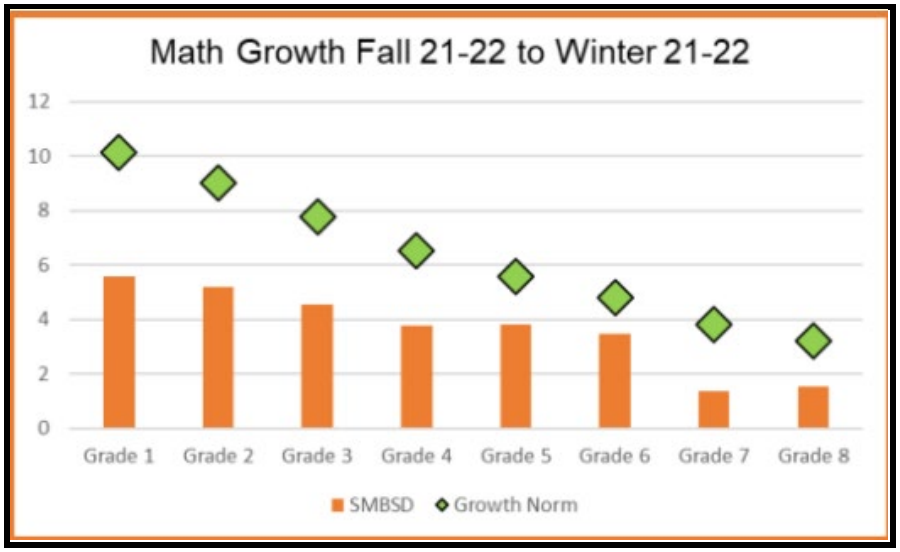
	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th
SMBSD	153	162	172	183	192	200	206	211	216
NWEA	150	170	184	196	206	215	220	224	228
Difference	3	-8	-12	-13	-14	-15	-14	-13	-12

The above chart demonstrates the differences between SMBSD NWEA norm and NWEA national norm for the winter test administration in math. SMBSD students begin (kindergarten) 3 points above the national norm but end (8th grade) 12 points below the norm. Students in 5th grade have the largest distance from norm, lagging by 15 points.

Fall 2021-2022 to Winter 2021-2022

From fall 2021-2022 to winter 2021-2022, students in SMBSD have shown growth in all grades and subjects. There is no grade or subject that showed a loss in growth, though most grades experienced less growth than the norm. Please note that kindergarten does not show fall-to-winter growth because kindergarten does not take the NWEA in the fall. In the charts below, actual observed average growth by grade level is represented by the bars, while grade level norm projected growth is indicated by the green diamonds. The goal is for all grades to meet or exceed the growth norm.





These results, similar to the California School Dashboard results, included gaps in performance by grade level and student groups. Reviewed together, it is clear that math and ELA performance levels need to be significantly improved to ensure that the District can meet the charge stated in its vision statement to ensure that all students are college and career ready and that all students move at the minimum of one grade level per year.

Panorama Results

SMBSD uses Social Emotional Learning (SEL) surveys from Panorama Education to support the whole student with research-backed SEL assessments for students and adults, provide additional supports with SEL data for all staff, and enables tracking of SEL progress and targeted supports. Survey results are used to measure staff and student baseline SEL and used to determine where sites need to focus efforts, what efforts are working, and issues to address. Overall, the percent of favorable responses remained steady with all focus areas experiencing a decrease in favorable responses no more than 3 points, and an increase in favorable responses no more than 7 points.

- The largest gain in favorable ratings (+7%) was seen in Social Awareness (Teacher Perception of SEL Survey K-2).
- Largest drops in favorable ratings (-3% each) were seen in
    - Sense of Belonging (Student Equity and Inclusion Survey grades 4-8)
    - Self Management, Social Awareness, and Growth Mindset (Student SEL Competencies Survey grades 6-8).
- Participation rates dropped across all survey groups from Fall 2021 rates with decreases of approximately 10% on each survey.

Student Equity and Inclusion Survey

What feedback did students have for their school? (grades 4 - 8)

TOPIC	Percent Favorable[1]	Percentile compared to others nationally[2]	Change since last survey[3]
Diversity and Inclusion	67%	20-39th	+1
Cultural Awareness and Action	64%	60-79th	+1
Sense of Belonging	50%	20-39th	-3

Student SEL Competencies Survey

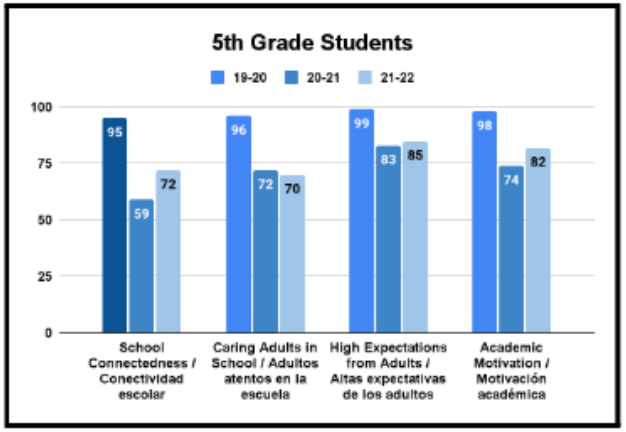
How did educators perceive their students' social-emotional learning skills? (grades TK-2)

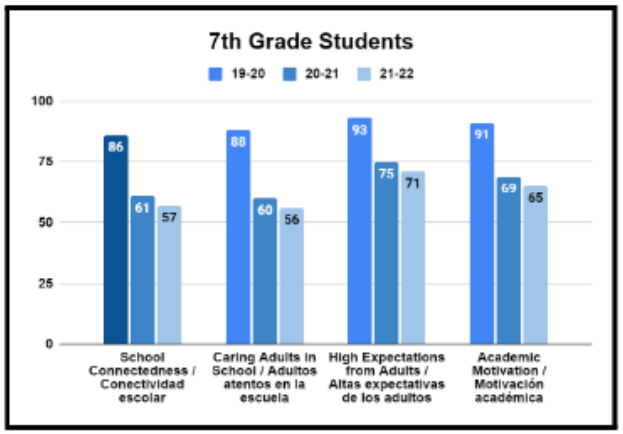
How did students perceive their own social-emotional skills? (grades 3 - 8)

TOPIC	Percent Favorable			Percentile compared to others nationally (n/a for TK-2nd)		Change since last survey		
	TK-2nd grades	3rd-5th grades	6-8th grades	3rd-5th grades	6-8th grades	TK-2nd grades	3rd-5th grades	6-8th grades
Emotion Regulation	77%	50%	43%	60-79th	20-39th	+4	0	0
Growth Mindset	n/a	58%	44%	80-99th	0-19th	n/a	-2	-3
Self-Efficacy	47%	53%	40%	20-39th	20-39th	+3	-1	-2
Self Management	49%	66%	63%	20-39th	0-19th	+6	0	-3
Social Awareness	70%	66%	55%	40-59th	0-19th	+7	-1	-3

California Healthy Kids Results

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. Overall, the data reflect trends seen statewide in recent years. Statewide survey data was released for public viewing in November 2021. Survey data is now accessible online on the new data dashboard.





3-Year Trend for Perceptions of School Safety (2019-2022)

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

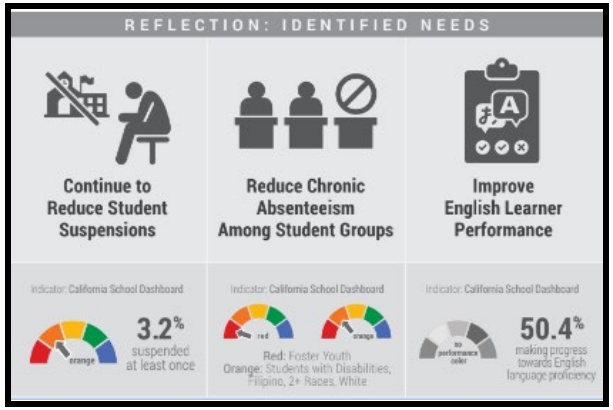
*7th grade students were given the “neither safe nor unsafe” answer option.

	5th Grade			7th Grade		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
At school student feels safe or very safe vs unsafe or very unsafe	95%-5%	91% - 9%	95% - 5%	62%-8%	68% - 5%	55% - 8%

3-Year Trend for At-Risk Behaviors (2019-2022)

	5th Grade			7th Grade		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
Ever smoked a cigarette	2%	7%	2%	5%	3%	1%
Ever vaped	3%	2%	2%	12%	5%	7%
Ever used marijuana	1%	1%	1%	9%	4%	4%
Do you consider yourself a gang-member	NA	NA	NA	3%	3%	2%

*Summary of data prepared 2/22/22 includes data points reported to the SMBSD Board of Education from prior survey administrations. The full reports for SMBSD elementary and junior high schools are available to the public prior to November 2022 only upon request and at the discretion of the school district.



Suspensions, Chronic Absenteeism (Needs), Attendance

Analysis of student data from the California School Dashboard (2019) shows that 3.4% of students were suspended at least once during the 2018-19 school year. In 2019-2020, the Suspension Rate showed a slight decrease to 3.2% of students being suspended at least once. We acknowledge that this direct comparison is incomplete, as the district moved to emergency closure/shelter in place precautions on March 13, 2020. For the remainder of the 2019-2020 school year, there were no student suspensions. A more accurate comparison of suspension trend data can be obtained by comparing the equivalent instructional period to 2018-2019. The March 2020 closure occurred on the 128th day of instruction/student attendance. If we compare the 2018-2019 data (including only the first 128 days of instruction), we can more accurately

make statements about the effectiveness of strategies and goals implemented in the 2019-2020 school year. In 2018-2019, the SMBSD Suspension Rate for the 128 days was 2.2%. In 2019-2020, the Suspension Rate was 2.1%, a decrease of 0.1%.

SMBSD students began a gradual return to in-person instruction in March 2021, if families chose this option. Families and students that did not feel safe returning to school, due to the pandemic, could continue synchronous and asynchronous instruction from home. Those students that chose to return to in-person instruction, could do so two days a week. From the months of March, April, and May, there were two out-of-school suspensions. Three hundred students began the 2021-2022 school year on Independent Study, while 16,300 students returned to in-person instruction. At the current time, there are close to 100 students that continue to be on Independent Study. All other students are attending school five days a week. During the months of March, April, and May 2022, there have been 93 out-of-school suspensions.

Overall, while suspension rates plummeted during 2019-2020 and 2020-2021 when learning from home began, this year's suspension rates and disproportionality of suspension applications have returned to pre-COVID levels. To continue to reduce suspension and disproportionality of suspension, several actions and services under this goal are either continuing or being implemented in the 2022-2023 academic year.

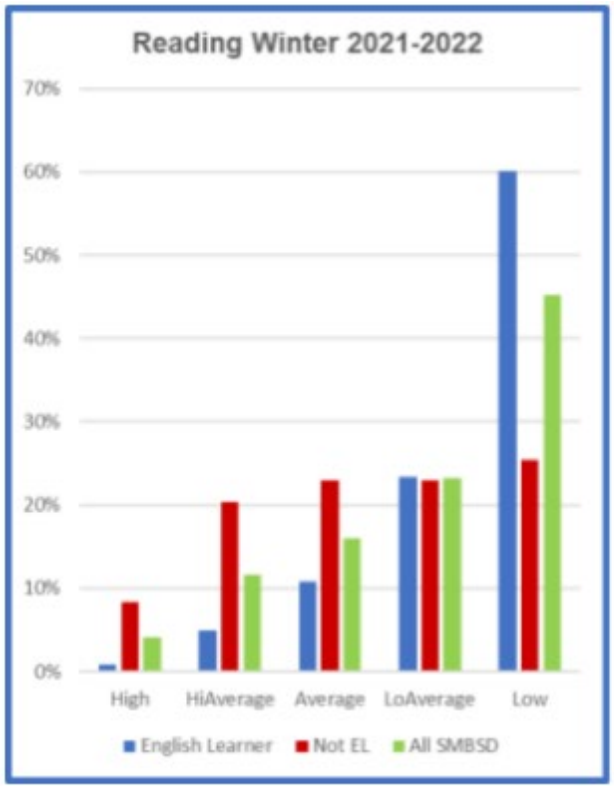
Analysis of student data from the California School Dashboard (2019) shows that almost 6% of students were chronically absent during the 2018-2019 school year. Data from the 2019-2020 school year, prior to school closures, was comparable, with 5.8% of students chronically absent through March 13, 2020.

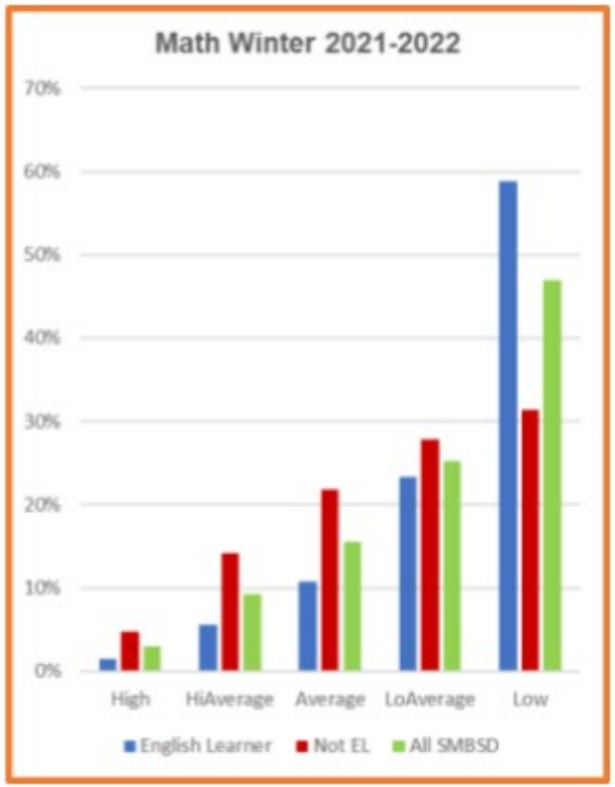
During the 2020-2021 school year, the attendance average for the District was 96.33%. This percentage accounts for synchronous instruction, as well as the blended learning that occurred when students had the opportunity to return to class in March of 2021. During the 2021-2022 school year, SMBSD returned to full in-person instruction. Families that did not feel comfortable returning to in-person instruction, were given the opportunity to enroll in the Independent Study program. With SMBSD and other schools in California following the Department of Public Health Guidelines, in order to prevent the spread of the Coronavirus (COVID), students were excluded from school for 10 days if they were symptomatic. If students were exposed to someone living in the household that was exhibiting symptoms, they could be excluded for up to 21 days. Santa Barbara County adjusted this guidance in January 2022, allowing positive and symptomatic students to test on day five and return on day six if they tested negative. At the same time, close contact with students could also shorten their quarantine period. This impacted our overall attendance rate, which is currently set at 90.5%. Providing COVID testing locations at our school sites for students and families has reduced the number of students being absent, as they can test for COVID, and return to school if they test negative and are asymptomatic after 5 days.

More focused efforts are needed to ensure that all students, and especially those students with historically disproportionate rates of Chronic Absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between attendance and academic performance is well established and improvement in this area will support other efforts to improve academic outcomes. As discussed in the Highlight section, supports that will increase attendance include, additional community liaisons, homeless youth liaisons, an increase in truancy mentors, and the use of social emotional qualitative data to monitor students feelings of school connectedness. We will continue partnerships with outside agencies to support foster youth, students experiencing homelessness, and students who are truant. Furthermore, student incentives and continuing to build positive adult student relationships increase students wanting to be at school, everyday and on time. Efforts also include direct support to site leadership teams to review data and coordinate actions as well as supporting/facilitating improved communication between home and school. These efforts will be continued and expanded as necessary in order to support improved attendance and decreased chronic absenteeism.

English Learners

English learner (EL) students show a significant achievement gap in reading and math compared to English Only and Redesignated Fluent English Proficient students, according to our Benchmark Executive Summary, Winter 2021-2022. In reading, non-English learner students have an achievement advantage, with 28.65% of non-ELs scoring in the High or High Average Quintiles, compared to 5.77% of English learners. In math, non-English learner students also have an achievement advantage, with 18.95% of non-ELs scoring in the High or High Average Quintiles, compared to 7.01% of English learners.





Note: Count of English Learner Students: 8782 (reading) / 8626 (math)

Note: Count of Non-EL Students: 6617 (reading) / 6503 (math)

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

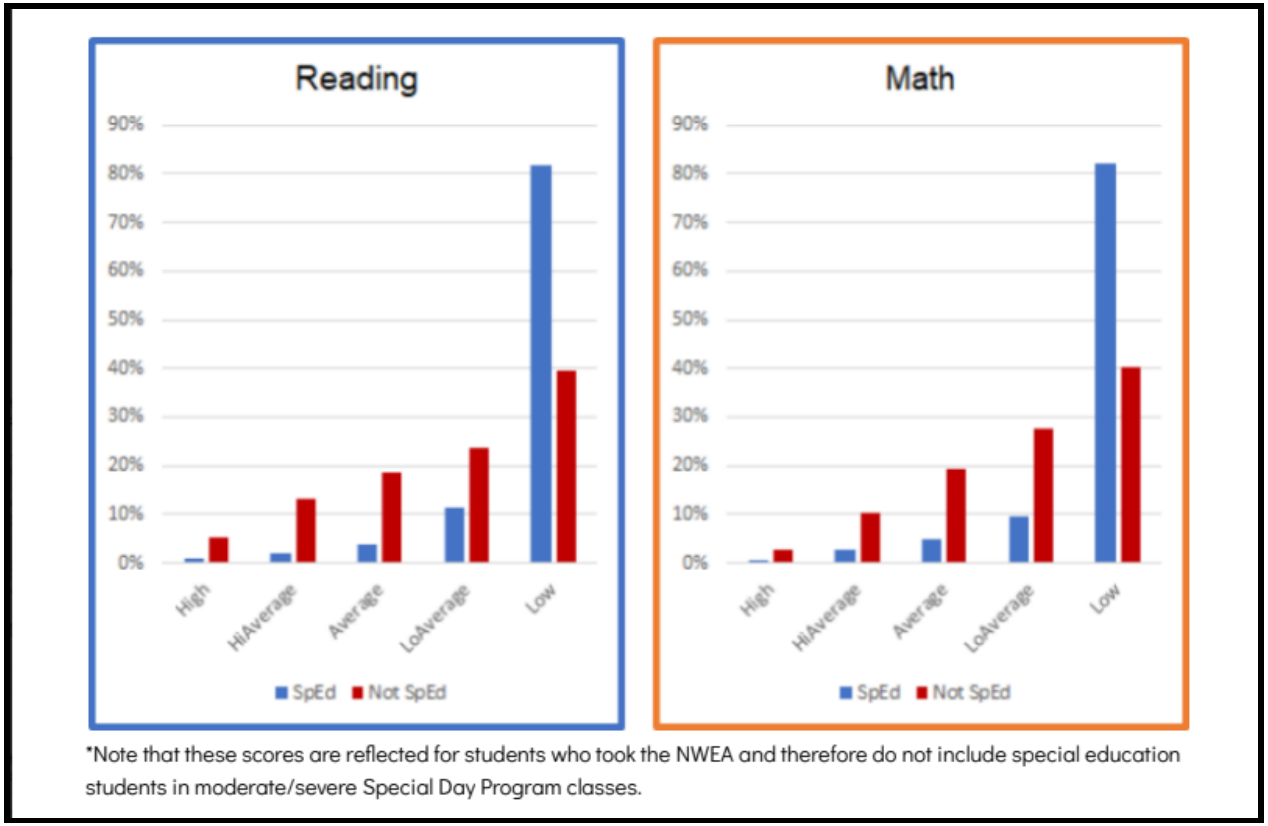
SMBSD is also focused on improving our reclassification rate by an annual 10% increase in the number of English learners designated as Reclassified Fluent English Proficient (RFEP). We established this goal when looking at our reclassification data and taking into consideration the following:

- In 2018 - 2019, the California Department of Education (CDE) allowed for an overall score of 3 or 4, on the Summative ELPAC assessment, to meet Criterion 1 (Assessment of English Language Proficiency) of the state's reclassification criteria. During this year, SMBSD had a reclassification rate of 25.9%.
- For the 2019-2020 school year, the CDE changed the requirement; an overall score of 4 was required to meet Criterion 1. Due to the change, SMBSD's reclassification rate decreased to 10.4%.
- Summative ELPAC testing was not completed for all English learners in the spring of the 2020 school year due to distance learning; the CDE waived standardized testing during this timeframe. In the fall of (2021), students that were close to reclassifying took the Optional Summative ELPAC assessment. For the 2020-2021 school year, SMBSD's redesignation rate was 4.3%. Reclassification data for Spring 2021 we showed a slight increase of 1.31%. Although this is an increase, it is still not meeting our goal of a 10% growth per year reclassification rate.
- The Spring 2021 ELPAC data shows 5.61% Els proficient.

Student with Disabilities

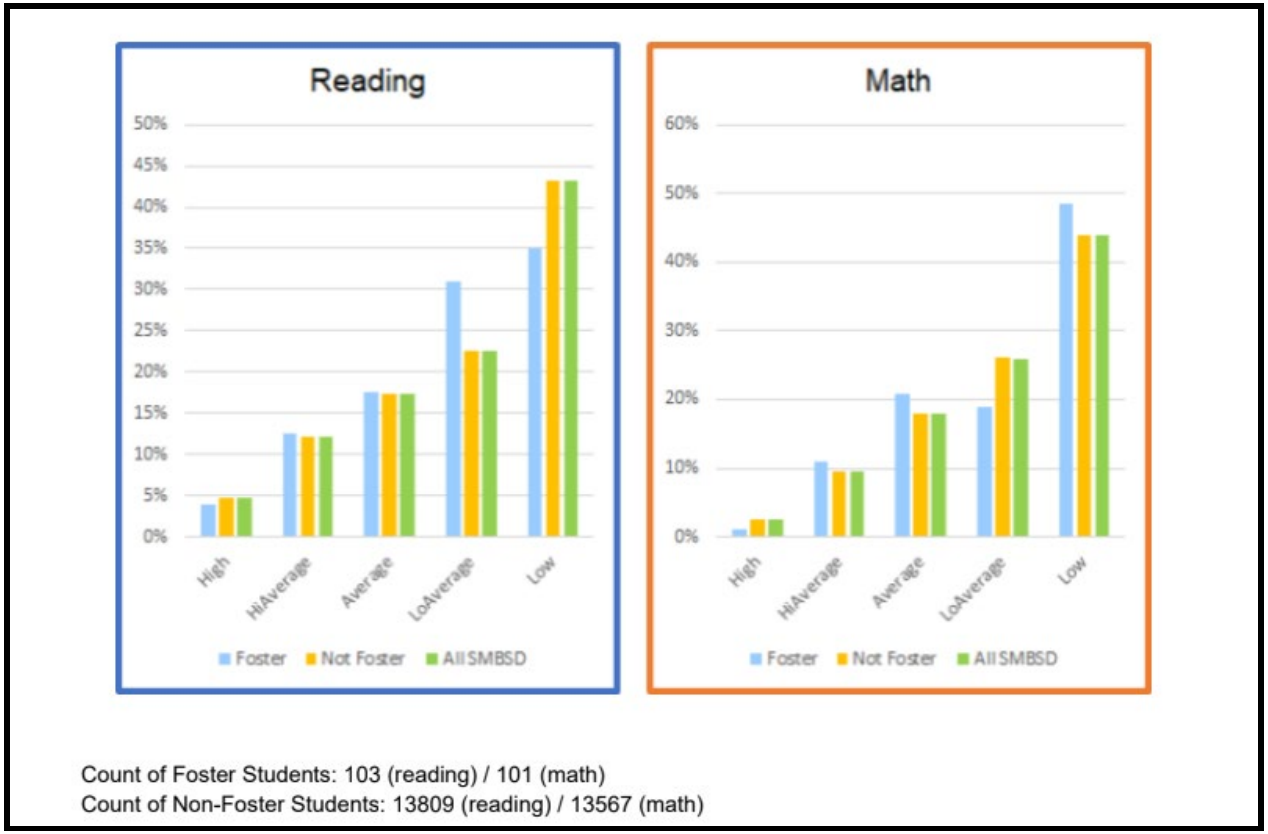
The 2019 California Dashboard data results indicate an achievement gap between SMBSD Students with Disabilities and SMBSD students without disabilities in both English Language Arts (ELA) and Mathematics dashboard results. The Fall 2021 NWEA Benchmark Executive Summary Report shows that an achievement gap continues to exist.

Special Education students (students with IEPs) perform at significantly lower achievement levels than non-special education students on the NWEA Reading Benchmark Assessment. In reading, 18.2% of general education students scored in the top 2 quintiles, compared to 3.16% of special education students. 39.42% of SMBSD general education students score in the lowest quintile, but 81.67% of special education students score in this range. In math, 13.09% of general education students scored in the top 2 quintiles, compared to 3.2% of special education students. 40.13% of SMBSD general education students score in the lowest quintile, but 82.13% of special education students score in this range.



Foster Youth Students

The 2019 California Dashboard data results indicate an achievement gap between foster youth and non-foster youth students. According to the Mathematics dashboard results, foster youth students are 123.1 points below standard and declined 5.6 points. The Fall 2021 NWEA Benchmark Executive Summary Report shows that in reading non-foster students do not have a significant achievement advantage, with 16.87% of non-foster students scoring in the High or High Average Quintiles, compared to 16.5% of foster students. In math, non-foster students do not have a significant achievement advantage, with 12.21% of non-foster students scoring in the High or High Average Quintiles, compared to 11.88% of foster students. We continue to review academic achievement of our foster youth students to ensure they continue to make gains.



Throughout the 2021-2022 academic year, SMBSD consistently collected feedback from our parents, students, and community members. We collaborated with our educational partners and established several focus groups to identify student needs. As a team, we recognized that because students have been through incredible trauma due to the pandemic, we must consider their experiences as we plan for next year. Our priority has been to include actions and services within our plan that support our District's Vision of Student Success and ensure that all students grow at least one grade level every year. In addition, we have been focused on providing support to help students recover from learning loss and gaps, transforming schools to include programs for every four year old student, and providing wraparound services. As we have planned throughout the year, we also consistently reviewed qualitative data including multiple surveys and feedback from our Local Control and Accountability Plan (LCAP) Collaboration Team meetings and District English Learner Advisory Committee (DELAC) meetings. Our parents, students, staff, and community partners indicated that social-emotional wellbeing and support continues to be needed and increased for our students. As students and staff returned to in-person learning during the 2021-2022 school year, there was a need to address anxiety concerns, and questions regarding mental and physical health stemming from the pandemic. There was also a need to help students return to a pre-pandemic sense of normalcy. Overall, the feedback provided by educational partner groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent LCAP process. The feedback gathered from a variety of educational partner groups was a careful and deliberate process. This feedback was gathered through thousands of survey responses, calls by the SMBSD Family Engagement staff, parent meetings, and both virtual and in-person meetings. It was through our intentional pursuit of educational partner feedback that we were able to gain important insight, gather recommendations, and understand the experiences of our students and their families during this time.

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

- increase ongoing professional learning and services focused on high-quality instructional elements with a focus on first instruction and essential standards that are taught at every grade level in a consistent manner in every classroom across the district,
- continue implementation of an effective Multi-Tiered System of Supports to improve outcomes for all students but will particularly benefit those students who have historically lacked the necessary supports to achieve at their highest potential,
- continue to progress monitor the Student Study Team process and the referral process to identify students who may have disabilities and ensure that resources are provided in a timely manner for students who need additional resources – Monitor initial placement of students in their Least Restrictive Environment and the use of inclusive practices.
- ensure that Students with Disabilities are provided services in their least restrictive environment,
- provide a comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Northwest Evaluation Association Assessment (NWEA) Map Growth assessments will continue to be used,
- review data through an equity lens, so we can continue to better understand whether individual students and groups are making adequate growth and reaching grade level national normed standards, are on-track for success in college, or need increased support,
- restructure ongoing support that is consistent at every school site including an alignment of academic, social-emotional, and behavioral learning within every classroom,
- create collaborative teams at the site level including coaches and administrator teams, along with teachers who will monitor progress,
- provide intervention services and provide expanded learning services that target students' individual needs,
- provide a system of support for targeted groups such as co-teaching for high needs students,
- increase services provided for our English learners by hiring full time Bilingual Instructional Assistants for our Transitional Kindergarten, Kindergarten, and juior high Newcomer students, educating our sixth and eighth grade students concerning the importance of reclassification, and ensuring that school site teams continue to work closely with the ELD Instructional Coaches to develop plans of action to support long term English learners with their English acquisition and application throughout the content areas. Our plan also includes further supporting parents of English Learners with workshops, resources and other tools is an on-going effort. SMBSD believes in the collaboration of parents/families, students and staff to provide a quality program for our second language learners.
- increase staff knowledge of strategies to support targeted groups such as scaffolding, ELD strategies, strategies to remove barriers, and strategies to maximize learning for all student groups,

- apply responsive solution efforts to increase student connectedness, school safety, and student achievement and continue to implement and refine these efforts districtwide. These include the coordination of additional staff to maintain clean and safe facilities, the expansion of counseling services to support social and emotional well-being of our students and their families, increased health assistant coverage, and the coordination of school, district, and community resources to meet the needs of the whole child. The District's family engagement and health program specialists support and coordinate varying aspects of community engagement and health services in cooperation with five family outreach advocates and five district community liaisons who connect families to resources, and
- use partnership with Panorama to provide consistent SEL curriculum and survey tools for students, staff and families to ensure we are providing the support needed at all levels.

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

LCAP Highlights

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

The Santa Maria-Bonita School District (SMBSD) LCAP planning efforts over the course of the 2021-2022 year continued to build coherence across and within SMBSD's 21 school sites and the District's supporting departments. A key feature of our LCAP continues to be its grounding in Our Vision for Student Success and overarching Diversity, Equity, and Inclusion Plan. The recognition of the fundamental inequities in our system and the need to confront and interrupt inequities to level the playing field are key elements of multiple LCAP goals. Our commitment, bold stand, and expectation are that all students will move a minimum of a grade level each year through effective high-quality first instruction practices. We continue to pivot, as necessary, due to the COVID-19 pandemic and feel that our actions to maintain high standards, safety, and equity across the district are highlighted within our plan. The robust investment of time into our input processes by our Educational Partners and staff has continued to enhance the actions that support the success of all students and provide targeted services to English learners, low-income and foster youth.

As we returned to in-person instruction, SMBSD continued to work to support students in reaching their potential by cultivating academic and social-emotional skills that support their success and preparedness for college and career. Moving forward from two Covid 19 impacted years, an opportunity remains to focus on our student's academic growth including addressing interrupted learning and providing strategic

assistance to specific student groups in need. By continuing to align expenditures based on our District's core program, we are able to maintain our actions and add some new actions that will lead to a focused and strategic plan. The LCAP features increased academic support and additional opportunities for our students to receive a well-rounded education with a strong early literacy program. Maintaining services for our homeless and foster youth is a priority in order to provide a comprehensive support system to ensure stability and academic success.

The SMBSD 2022-2023 LCAP reflects an intense examination of existing actions in consideration of the needs of unduplicated pupils, baseline metrics, and measurable outcomes. The plan addresses the following main areas based on district needs:

- student achievement including addressing interrupted learning due to Covid-19,
- students performing at proficient or beyond in all academic areas,
- evidence of our shared vision of instruction and inclusive practices in each action,
- engagement of educational partners at all sites and the district level,
- social-emotional wellness, with emphasis on continual enhancements of the multi-tiered system of supports (MTSS),
- implementation of a comprehensive early learning birth through third-grade plan (B3).
- implementation of a college and career readiness (CCR) plan, and
- implementation of a comprehensive parent engagement pathway

The 2022-2023 LCAP includes seven goals that address a variety of needs identified by our educational partners and to achieve the LCAP goals. We believe that the actions and services within these goals will continue to provide a comprehensive system of support for our students and that our ongoing effort to create coherence will provide clear processes and protocols for use throughout our programs.

Below are the key features that are highlighted in our plan:
Maintenance Goal #1 - Provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning. This goal closely aligns with one of our four Key Drivers - ensuring an aligned instructional system, vetted by a range of stakeholders, to support schools in achieving our shared vision.
Highlighted actions and services within this goal include:

- increase in the District’s commitment to leverage investments (people, time, money, etc.) to maximize results, build system coherence around the most important work, and build capacity and practices that support student learning,
- provide system-wide technology maintenance and upgrades to support classroom learning, independent learning, and distance learning which includes additional certificated and classified staff, our Chromebook refresh program for all students, and free internet access to all of our students and families,
- increase of district-wide collaboration and coordination of services,
- increase the quality and quantity of our expanded learning instructional time, and accelerate progress in order to close learning gaps through the implementation, expansion, or enhancement of expanded day learning programs by continuing to build a more robust program and by hiring one classified support staff member at each school site to support of planning and implementation of expanded

learning programs, enrollment and monitoring of attendance, parent outreach, progress monitoring, and provide a liaison with expanded learning staff to include SMBSD staff and staff hired via outside contracts.

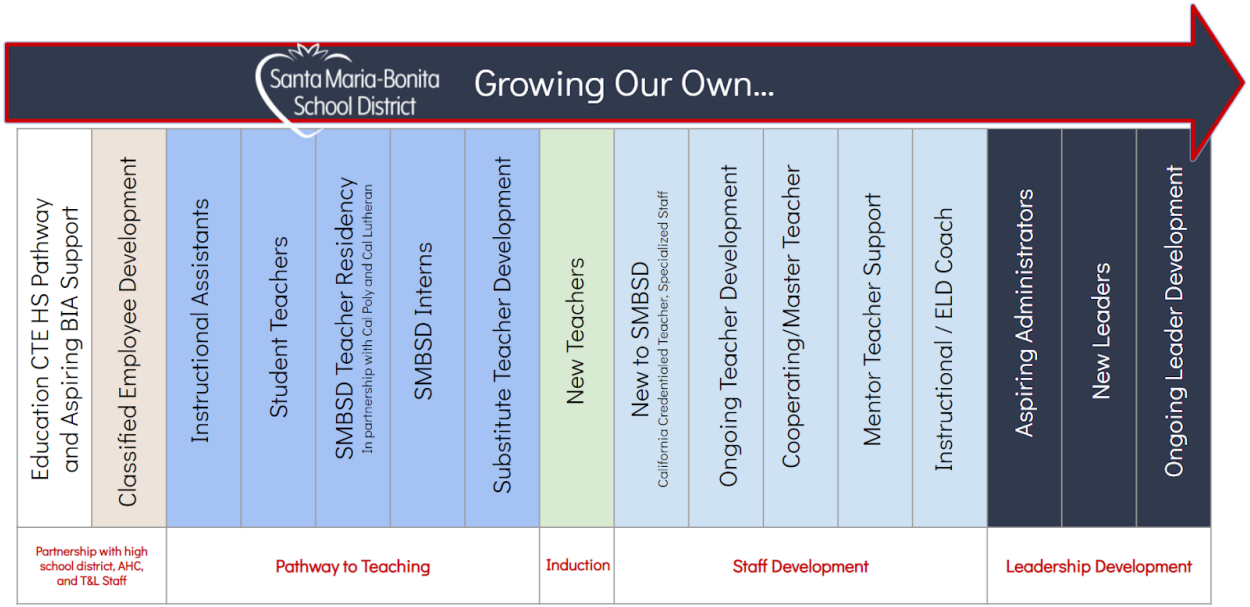
- an increase in the support provided to all school sites during expanded day programs, to include supervision and more evening custodians,
- increase of library media services to support literacy both in the classroom and for students and their families at home,
- maintain support for the elementary and junior high visual and performing arts programs,
- increase support to the GATE program that will provide additional professional development, online assessments, parent education, and further enrichment opportunities for students,
- expand equitable access to resources to address and mitigate learning loss, including technology software, supplemental support programs that are aligned to the core curriculum, fine arts programs, and an increase in enrichment opportunities,
- elementary physical education teachers to provide a more effective physical fitness program and support high-quality grade-level instruction, and
- an increase in supplemental materials and supplies in order to ensure equity and access to programs.

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

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

Highlighted actions and services within this goal include:

- provide ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems,
- provide collaboration time for teachers to review data and plan the next steps to support students who are struggling,
- implement pipeline programs for certificated and classified staff,
- provide district and school site aligned assessment systems to support equity and access through the utilization of multiple sources of quantitative and qualitative data to assess and monitor instruction/improvement, create systems for consistent monitoring, and frequent data collection,
- provide a comprehensive assessment system for grades TK-8 in support of an aligned instructional system. And
- provide staff that supports site leaders, system organization, district and site assessments, and establish leadership and teacher development programs.



Broad Goal #3 - In order to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond, by 2024, all classrooms will show evidence of our shared vision of instruction to include all five of the High-Quality Instructional Indicators (HQIIs) including a culture of learning with high expectations and challenging grade-level standard-based content. This goal closely aligns with one of the Key Drivers and Our Vision for Student Success - having a shared vision of instruction and a deliberate, intentional culture of learning with high expectations where every day, every educator, and every student seeks to learn and strives for growth; ensuring that in every classroom, our students are tackling relevant, challenging grade-level content, taking ownership for their learning, and improving every day.
Highlighted actions and services within this goal include:

- implementing a comprehensive Professional Learning plan with emphasis on universal academic support, high functioning professional learning communities, accelerated learning, equitable access to high-quality instruction, and literacy foundational skills.
- instructional coaches at each school site to provide additional support to English learners, foster youth, and unduplicated students, build the collective capacity to improve instruction, and assist teachers in the implementation of the grade-level core curriculum,
- provide staff (Coordinator of Teaching and Learning and Teachers on Special Assignment) to build the collective capacity and to improve instruction in the areas of technology (2), social studies/literacy (3), GATE (1), VAPA/PE (1), and STEAM/Literacy (3),
- recruit and retain experienced and qualified certificated teachers.

Broad Goal #4 - English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year. This goal closely aligns with two of our Key Drivers and Our Vision for Student Success - having a shared vision of instruction and an aligned instructional system where every day, every educator, and every student seeks to learn and strives for growth; ensuring that in every classroom our students are tackling relevant, challenging grade-level content, taking ownership for their learning, and improving every day.
Highlighted actions and services within this goal include:

- provide ongoing teacher, paraeducator, and administrator professional learning to support Multilingual learners,

- provide Bilingual Instructional Assistants (BIAs) for primary grades and for junior high school Newcomer students,
- provide native language proficiency assessments to newcomers to assess their proficiency in their native language,
- maintain support for the Dual Language Immersion (DLI) program, and
- provide Teachers on Special Assignment (TOSA) for English Learners, a Program Specialist for Multilingual Services, and English Language Development Coaches to support multilingual learners and provide ongoing professional learning to staff.

Broad Goal #5 - All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships.
This goal closely aligns with all of our Key Drivers - having the right people in the right work, a shared vision of instruction, high functioning teams, and an aligned instructional system working together to prepare college and career-ready graduates who have learned at grade level and beyond each year that they attend school in our system.
Highlighted actions and services within this goal include:

- develop culture and climate standards for the district,
- maintain school security and increase supervision to build positive relationships, provide school safety, and a positive learning environment,
- increase collaboration and coordination with outside agencies to provide staffing of counselors for mental health and other social-emotional supports,
- increase services for homeless, foster youth, and truant students,
- maintain health assistants,
- increase parent/family advocates and family support centers at the school site levels,
- provide tuition for Teen Court, and
- provide staff to increase engagement, maintain learning environments, and build relationships with students.

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

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

- increase the number of District and School Site Community Liaisons,
- increase the number of Family Advocates and have one specifically assigned to students experiencing homelessness and in expanded learning hours,
- provide translation/interpretation trilingual and bilingual services,
- increase family engagement programs and parent education classes,
- expand support for parents/guardians to include increased parent education resources and community service resources, and
- increase communication between home and school.

Broad Goal #7 - In order to provide equity and access through all grade-level instruction, all schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture.
This goal closely aligns with two of our Key Drivers - having the right people in the right work and a shared vision of instruction.

Highlighted actions and services within this goal include:

- provide multilingual, culturally relevant professional learning,
- offer pathways to obtaining the State Seal of Biliteracy,
- provide interpreting training to improve language access,
- provide social-emotional learning data instruments,
- support early learning to include preschools, TK, and Kindergarten classes,
- provide supplemental supplies and programs to increase access to elective course offerings for junior high students and for Universal Transitional Kindergarten classrooms,
- provide social-emotional learning support,
- provide college and career readiness experiences, and
- provide staff (District Support Specialist, Culture & Climate TOSA, Junior High Department Chairs, and Junior High Deans) to support the alignment of high-quality instruction, build a caring community, and support site culture and climate teams.

Below are the key features aligned with our district goals and reflected in the planned actions and services for the 2021-2022 school year:

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

Other planned actions to maintain progress include:

- site-specific allocation to support and increase student achievement and increased social and emotional support services through outside agencies and partnerships.

This LCAP continues to represent the district's vision to continue its efforts to level the playing field and provide opportunities so that all students can learn, grow, and reach their greatness so that they are college and career ready when they graduate from high school. We know that in order for our students to accomplish this, we must provide an education that is equitable and teaching that accelerates learning.

To make continued progress toward Our Vision of Student Success laid out in the core value and guiding principle, the district continues to be committed to the continuous and complex work of changing systems.

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.

Not applicable at this time.

Support for Identified Schools

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

Not applicable at this time.

Monitoring and Evaluating Effectiveness

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

Not applicable at this time.

Engaging Educational Partners

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

Ongoing Education Partner engagement is an integral part of the planning process and Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all Educational Partners. The district's efforts continue to exceed statutory requirements. We are committed to substantial educational partner engagement and believe that it is an integral part of developing and implementing a comprehensive plan. The existing structure continues to ensure that information is disseminated and that all Educational Partners are part of a collaborative team. Educational partner engagement for the Local Control and Accountability Plan (LCAP) followed an appropriate communication structure in addition to hosting definitive virtual and in-person meetings and activities. The Vision of Student Success' current goals continued to be clearly identified and articulated throughout the phased process toward the development of the Supplement to Annual Update for the 2021-22 LCAP and the 2022-2023 LCAP.

Virtual, in-person meetings and surveys were vehicles for collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, foster youth representatives, parents of special education students, migratory students, and parents of English learners. Additionally, informal feedback was collected during the process through social media comments and requests, phone calls that were made to the sites and the district office, as well as in-person visits to address questions, requests, and feedback. Staff communications via emails, online platforms, etc., were also considered. Additionally, the process included identified research and data collection. Engaging in outreach and surveying Educational Partners have provided and continue to provide staff valuable input to inform the planning of all of the outlined goals of the plan. All input was recorded as appropriate.

From the feedback, SMBSD quickly ensured that all students had access to technological devices and connectivity, resources and support that addressed student and staff mental health and social-emotional well-being, student and family engagement, outreach that re-engaged students who were absent, not engaged, or at risk of learning loss, school meals for students during distance learning and in-person instruction, and increased/improved services for English learners, foster youth, students experiencing homelessness, students from migratory families, and low-income students.

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

Local Control and Accountability Plan (LCAP) Educational Partner Team – The SMBSD LCAP Educational Partner Team is comprised of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, District English Learner Advisory Committee members, three school board members, and the superintendent). The LCAP Educational Partner Team virtual meetings (including presentations/discussions/input sessions) occurred beginning in August 2021, and ended in March 2022; two in-person meetings were held in April and May of 2022. Superintendent Luke Ontiveros (through December 2021), Interim Superintendent Matt Beecher, Director of Plan Alignment and Implementation Rebecca Herrick, and members of the Instructional Services Department led and participated in the collaboration that took place at each meeting. District leaders also continued to work together as a team and received continuous professional learning at both the county and state levels to ensure that presentations were current and in alignment with updates that were shared. The LCAP Educational Partner Team met on September 29, 2021, November

3, 2021, February 2, 2022, March 30, 2022, April 27, 2022, and May 25, 2022. The first 4 of the 6 meetings were held virtually. The meetings in April and May of 2022 were held in person. All meetings included interpretation in Spanish and Mixtec, as needed. Presentations are available in English and Spanish following all meetings. A rough draft of the LCAP actions and services was reviewed by the LCAP Educational Partner Team at the May 25, 2022 meeting and was posted on the district website. Time was allowed for the Interim Superintendent to post any written comments to educational partner questions (if applicable) prior to June 8, 2022, Public Hearing on the plan and for Educational Partners to continue to provide recommendations and input through the survey, educational partner meetings, DELAC meetings, and by emailing the Interim Superintendent prior to the plan being presented to the School Board of Education for approval on June 22, 2022.

Parents and Students - Parents are an important part of the decision-making process in SMBSD. Our students' parents participate in decision-making at the school and district level in a linguistically inclusive space with appropriate translated materials. School Site Council (SSC) and English Learner Advisory Committee (ELAC) Meetings are held at least six times per year and scheduled at each site by school administrators to gather input from parents of English learners, reclassified students, homeless, foster youth, low-income, and other groups about the student and school needs and make recommendations for improvement. Parents and students also provided their input through surveys.

Parent and Student Surveys - Surveys were administered in digital and print formats between Fall 2021 and Spring 2022. All surveys were available in English and Spanish and through an interpreter for families who speak Mixtec. Parents were invited to participate in the surveys via Parent Square, verbal messages, website posts, text messages, and printed flyers. Students were surveyed using their digital access platform. Students in the 5th and 7th grades participated in the California Healthy Kids Survey during the fall of 2021. In the Fall of 2021 and Spring of 2022, parents and students participated in climate surveys through Panorama Education. Students participated in the Panorama survey one additional time during the Winter of 2022. Both parents and students were offered alternative means of participation if surveys were inaccessible for reasons of language, technology, or literacy. Multilingual staff members were available by phone to assist parents with submitting their survey responses. In addition, specific outreach was conducted to our Mixtec community members, inviting and facilitating their participation in these surveys. Parents and students were surveyed about their distance learning experiences, barriers, needs, communication, and overall input. Overall, the district received in excess of twenty-five thousand survey responses across all of our surveys and across all educational partner groups. The data from these surveys were used as a larger body of information used to create our plan and design high-leverage supports.

Parent Leadership Team - The SMBSD Parent Leadership team was formed during the 2017-2018 school year as a part of the effort to engage parents as partners and expand leadership development among parents in our district. This group of parent leaders, from a variety of school sites, met informally during the 2021 -2022 school year and participated in expanded training, educational partner and advisory committees, volunteering, facilitating training for other parents, and contributing to the development of new parent engagement efforts, including surveys and expanded outreach. The SMBSD Parent Leadership team continues to consult with our Family Engagement department on outreach efforts and provide insight into the challenges families are facing as we seek to refine our efforts and better meet the needs of the community.

District - SMBSD has facilitated many venues for communication regarding the LCAP and the actions and services that have been implemented to increase or improve services. These include the Instructional Services team meetings (ISM), Leading Learning team (LLT), Elementary and Junior High Principal Cluster Meetings, Certificated and Classified Labor-Management Council Meetings (LMC and CLMC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), and School Site Council Meetings (SSC).

District Advisory Council (DAC) and District English Language Advisory Committees (DELAC) - Ongoing collaborations with DELAC leaders include regular, informal telephone conversations to ascertain educational partner concerns, interests, and needs. DELAC leadership met regularly with district administrators to prepare for advisory council meetings and share concerns. DELAC meetings were held virtually on the following dates: **September 15, 2021, October 20, 2021, November 17, 2021, February 16, 2022, April 6, 2022, and in-person on May 18, 2022, and June 1, 2022.** Parents were provided with digital devices and training to connect to these virtual meetings. In addition to contributions to the agenda, informal feedback was provided by the DELAC Chair and Vice-Chair to increase educational partner participation in all meetings.

School Site Council and English Learner Advisory Committee - In 2018, due to the percentage of English learners at all schools throughout the District, both the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) at each school voted to have each SSC absorb the responsibilities of ELAC. At each school, SSC/ELAC meetings are held at least six times per year and scheduled by school administrators to gather input from parents of English learners, reclassified students, homeless, foster youth, low-income, and other groups about student and school needs and to make recommendations for improvement. Site administrators worked closely with Plan Alignment and Implementation to ensure that SSC and ELACs were involved in the LCAP process at the site and district level. These meetings provide key input to ensure the District's plan for improved or increased services is aligned with the academic and mental health needs of students at all schools throughout SMBSD.

The School Board - The school board members have been involved in the LCAP development and approval process. They are an integral part of the District team. All school board members are invited to and consistently attend the LCAP Educational Partner meetings. Board Members Linda Cordero and Ricardo Valencia are official members of the LCAP Educational Partner Team. A draft of the SMBSD LCAP was posted on the district's website with an accompanying survey to solicit broad input across all educational partner groups. This was publicized via the district's website, through an email from the superintendent, and Parent Square messages. Materials were translated to reach Educational Partners that speak languages other than English. The district's efforts to engage Educational Partners in providing input to the LCAP began early so that the information received would meaningfully inform plan development. From the surveys and collaboration team meetings starting in August and through the multiple engagement activities through June, the district gained a tremendous amount of information prior to engaging in plan revisions leading up to and following the public hearing on June 8, 2022. Each of the educational partner groups and their feedback on district surveys contributed valuable input in the development of the LCAP for SMBSD. We continued to solicit educational partner input and communicated on a regular basis throughout the 2021-2022 school year. The list below includes educational partner communications that took place throughout the school year.

Educational Partner Communications

- Regularly distributed communication with up-to-date information including digital and printed formats,
- Videos or short informational graphics posted regularly
- Frequently Asked Questions (FAQs), as needed
- Regular updates and responses to social media posts in Spanish and English
- Expanded outreach using Spanish Radio and Spanish Language TV contracts to share videos and information
- Continuity plan for educational partner feedback
- Multiple surveys

Listed below is an overview of the types of meetings that collected qualitative and quantitative information and data that was incorporated into the LCAP Actions and Services.

Type of Meeting	Frequency	Modality	Educational Partners Involvement
ASES PAC meeting	4 times	Zoom and In Person	ASES Staff and Parents
Aspiring Administrators Academy	7 times	In Person	District Administrators and Teachers
Board Meetings	Monthly	Zoom and In Person	Board Members, Staff, Teaches, and Community Members
Co-Administrator Meeting	7 times	Zoom	Assistant Principals, District and Site Leaders
DELAC Meeting	6 times	Zoom	District Leaders, Parents, and Site DELAC Representatives
DLI Parent Information Meeting	3 times	In Person	DLI Site Leaders and Parents
EPIC-Migrant Parent Orientation	2 times	In Person	Migrant Administrators and Parents
Health Assistants Meeting	7 times	In Person	Health Assistants and Health Office Staff
LCAP Meeting	6 times	Zoom	Parents, Principals, Community members, teachers, administrators
MEP PAC Meeting	2 times	Zoom	Migrant Administrators and Parents
Migrant Board Training	2 times	In Person	Migrant Administrators and Parents
Migrant Education Program (MEP) Board Meeting	2 times	In Person	Migrant Administrators and Parents
Migrant Education Program Parent Advisory Meeting	2 times	Zoom	Migrant Administrators and Parents
Migrant Parent Involvement Follow-Up	1 time	In Person	Migrant Administrators and Parents
Migrant Parent Meeting	3 times	In Person	Migrant Administrators and Parents
Migrant School Readiness Parent Orientation	2 times	In Person	Migrant Administrators and Parents

New Leader Institutes and Support	11 times	In Person	District and Site Administrators
Nurse & LVN Meetings	6 times	In Person	Nurses and Health Office Staff
PE & Music Professional Learning Communities	5 times	In Person	Teachers
PE Advisory Team Meeting	4 times	In Person	District Administrators and Teachers
PE Teachers' Meeting	4 times	In Person	PE Teachers
Preschool Parent Advisory Committee (PAC) Meeting	4 times	Zoom and In Person	Preschool Administrators and Parents
Principal Advisory Group	6 times	In Person	District and Site Administrators
Principal Institute	5 times	In Person	District and Site Administrators
Sig Dis Stakeholders Meeting	7 times	Zoom	County Representatives , District Leaders, Outside Consultants
Special Education Team Meeting	Weekly	In Person	Special Education
Special Education Teacher Advisory Team	1 time	In Person	Special Education
Task Force: Master Plan for Services for English Learners	3 times	Zoom	Staff, Teachers, and Parents
TK Teachers' Meeting	2 times	Zoom	Teaching and Learning Staff and TK Teachers

A summary of the feedback provided by specific educational partners.

Overall, the feedback provided by educational partner groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent LCAP process. The feedback gathered from a variety of educational partner groups was a careful and deliberate process. This feedback was gathered through thousands of survey responses, calls by the SMBSD Family Engagement Staff, parent meetings, and both virtual and in-person meetings. It was through our intentional pursuit of educational partner feedback that we were able to gain important insight, gather recommendations and understand the experiences of our students and their families during this time.

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

- Overall, a majority of parents and community members (84%) agree or strongly agree that children have the materials needed to learn, adequate opportunities to participate in physical education (85%), access to library materials (83%), opportunity to participate in afterschool programs (73%), Summer School (79%), and access to Chromebooks (88%).
- Parents and Community Members agreed or strongly agreed that children are taught by well-trained teachers (84%), have access to WiFi (84%), are being prepared for college and career (74%), and are taught challenging grade-level content (80%) in classrooms with high expectations (79%) and cultures of learning (83%).
- A majority of parents and community members (85%) agree or strongly agree that SMBSD schools are a safe place for learning and that students feel safe at schools (80%), but also feel that bullying (71%) is a problem at schools.
- 78% of our community partners agreed or strongly agreed that teachers listen to students. A majority (79%) agreed or strongly agreed that students trust teachers and school staff, staff and teachers want students to succeed (90%), and that students are treated with respect by teachers (87%).
- With regard to services provided to families, a majority of our Educational Partners (83%) believe that there is good communication between schools and parents (75%), school and district community liaisons help families (72%), there are adequate translation/interpretation services at schools (76%), and that family advocate services help to connect families to resources (68%).
- Within the results of the parent and community member survey free-response sections were requested to allow parents to resume volunteering in the classroom, calls for increased supervision on school campuses, and a focus on anti-bullying training and curriculum for teachers, students, and support staff.
- In addition, the overall theme of providing a welcoming and inclusive school environment for families included specific requests for training for staff to support family partnerships and positive interactions, more Mixtec interpreters, all meetings offered in all languages, more training in cultural responsiveness, and increased or improved means of communication between school and home.

Themes from Staff Surveys:

- Staff surveys revealed strong satisfaction ratings for access to technology (86%), technology tools and software (82%), library media services to support student literacy (70%), and the strengthening of districtwide support systems, processes and practices that support student learning.
- Trends among the responses related to Goal 1 include issues of internet access and transportation for students during extended hours, staffing shortages, and support for core programs.
- Satisfaction ratings for PLCs (53%), paraeducator professional learning (44%), administrator/leader professional learning (42%), District and School Site Aligned assessment system (57%), and School Support Services/Assessment and Accountability Support (53%) all showed moderate levels of satisfaction among those surveyed.
- Within Goal 2 response trends were requests for Tier 2 and Tier 3 supports, PLCs related to providing input on assessment, and appreciation for NWEA information and support.
- Satisfaction among those surveyed for Goal 3 closely mirrors that of Goal 2 as did the response trends, with ratings of 54%, 54%, and 51% for professional learning, Teaching and Learning Support Services, and TOSA support respectively.
- Survey responses among staff for Goal 4 showed an area with the greatest potential for growth. The highest satisfaction ratings received within this goal were for the ELD coaches at 57% and for the professional learning support at 50%. Survey responses call for more bilingual aides in all grades and more support for our multilingual learners at sites with the greatest numbers of students who have recently arrived, (newcomer support) along with more professional learning opportunities for administrators and teachers.

- Within Goal 5 actions and services receiving the highest satisfaction ratings were Outreach Mentors (72%), Full-time Health Assistants (73%), and Student Supervision Aides (61%). For this goal, the trends among responses include requests for increased mental health services and additional resources to ensure the safety of students.
- Broad Goal 6 survey responses for staff, as with parent and community members, showed the highest satisfaction ratings between 85% and 56%, with community liaisons and increased parent communication services earning the highest satisfaction ratings. The themes within this goal include increasing communication and parent education offerings, along with an appreciation for the work of community liaisons and the success of zoom parent education classes.
- Finally, Broad Goal 7 satisfaction ratings among staff were highest for culturally relevant professional learning (59%), increased preschool programs (53%), Culture and Climate services (52%), and Interpretation training (52%). Response themes included requests for a focus on college and career readiness, clarity on the State Seal of Biliteracy work in SMBSD, and more SEL at all grade levels.

Themes from LCAP Collaboration Team Meetings:

- Parent education programs for families who speak Mixteco
- Tier 2 and Tier 3 support during the school day
- Course offerings for students: Honors courses, AVID, Ethnic Studies, College and Career Pathways, art, cooking, music, and PE for kindergarten
- Supports for students that address all areas of their well-being including health and wellness, (e.g., sex education, conflict resolution, drug abuse resistance, self-esteem building, therapists, Outreach Consultants, Council on Alcoholism and Drug Abuse (CADA) representatives, etc.)
- Parent programs such as Parent Institute for Quality Education (PIQE) and others, assist parents in partnering with schools, increasing involvement in schools, and learning about pathways to college
- Expansion of Dual Language Immersion

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

Aspects of the LCAP Influenced by Educational Partner Input

SMBSD's Educational Partners influenced the development of this LCAP significantly. With the transition to a new three-year plan coming after a one-year delay and building upon the experiences of school closures and distance learning, the voice of Educational Partners shaped many aspects of the LCAP, from the high-level goal planning that supports the district purpose to specific metrics.

Goal Statements

The evolution of goals from the prior LCAP to the goals in the 2022-2023 LCAP is primarily due to educational partner input. Building upon the input from 2020-2021 and the Learning Continuity and Attendance Plan process, the 2022-2023 goals reflect key priorities that align with our key drivers and the overarching themes discussed in the previous section.

Goal 1: This goal was developed to reflect our educational partner's commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. Through an equity lens and research-based instructional and intervention practices, SMBSD will close the achievement gaps. We will provide accelerated learning and equitable access to rigorous first instruction grounded in high expectations for all students with a special focus to ensure access for unduplicated

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

Goal 2: This goal stems directly from Educational Partners' call to support ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. It was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional learning to continuously build instructional capacity. This goal was also developed to support the utilization of multiple sources of quantitative and qualitative data to assess and monitor instruction/improvement, to create systems for consistent monitoring, and frequent data collection. Furthermore, it was created to ensure that data is used appropriately to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure that all students will move a minimum of a grade level each year through effective first instruction practices.

Goal 3: This goal was developed to reflect Educational Partners' commitment to student achievement by ensuring that all students will move a minimum of a grade level each year through effective first instruction practices. Our deliberate, intentional culture of learning with high expectations and our expectation that all students in every classroom are tackling relevant, challenging content, taking ownership of their learning, and improving every day is reflected within this goal.

Goal 4: Input received from Educational Partners through the 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. There is a concern with the steady decline in reclassification rates over the past three years which fell to 10.4% in 2020-2021 and an overall ELPAC proficiency rate of 50.4%. By increasing language proficiency and reclassification rates, more students will leave SMBSD on the path to college and career readiness. This goal stems directly from the Educational Partners' call to monitor English Learner (EL) students' progress on a regular basis using local and state assessments to ensure annual progress and to increase and improve services in order to better support our EL students.

Goal 5: Educational Partners identified the need to maintain good attendance rates, reduce suspensions, and implement strategies to promote a positive school culture, physical and emotional positive/appropriate behavior, and overall safety. This goal was developed in response to continued efforts to create a safe and inclusive climate that promotes relationships, involvement, diversity, and values. Educational Partners recognize that attendance and engagement in school are prerequisites for academic success. A meaningful connection to caring adults, friends, engaging subject matter, and activities in class is at the core of what our students need in order to learn and thrive in any environment. Social-emotional and academic supports identified within this goal address the whole child to alleviate mental health and academic barriers that many of our students face.

Goal 6: This goal stems directly from Educational Partners' belief that family engagement is a way to move student achievement and improve student support. This goal was developed to reflect the commitment of SMBSD 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.

Goal 7: This goal stems directly from the Educational Partners' call for more diversity, equity, inclusion, coherence, and consistency across the district's first instruction or foundational educational program. Educational Partners' identified academic standards alignment, fidelity to district programs and practices, and robust and rigorous experiences inside and outside of the classroom as critical factors. This goal has established a key linkage to the district's efforts to implement an effective Multi-Tiered System of Support (MTSS) across all school sites, also a priority voiced by Educational Partners.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The unduplicated student population continues to be some of the lowest-performing groups in the data reflected in the California School Dashboard, required Local Control and Accountability Plan (LCAP) metrics, and local Santa Maria-Bonita School District (SMBSD) metrics. This goal was developed to articulate our District's commitment to student achievement by ensuring all students are challenged to reach high standards in a way that maximizes individual capacity and progress. Through an equity lens and research-based instructional and small group practices, SMBSD will close achievement gaps. We will provide accelerated learning and equitable access to rigorous first instruction, grounded in high expectations.

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

For the 2021-2022 school year, these investments had a direct impact and contributed to all SMBSD goals as shown in both qualitative and quantitative data. In addition, the actions and services within the goal ensured that the District continued to meet its goals in Priority 1 target areas. These include providing all students access to board-adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English learners. Educational Partners have reaffirmed the importance of maintaining progress in these areas to ensure that students are provided the basic conditions of learning necessary to reach the range of other goals set in this LCAP and beyond.

This maintenance goal will continue to include actions that are ongoing without significant changes. SMBSD will maintain these actions and services for the 2022-2023 school year, sustaining the progress that has been made in the 2021-2022 school year. In addition, we will add two actions to the goal. These two new actions will support our Transitional Kindergarten (TK) classrooms and will provide further support for our expanded learning programs. These new actions were created based on feedback from our educational partners, which include teachers, staff, parents, and community members.

We will continue to progress monitor the actions and services and adjust according to both quantitative and qualitative data. The goal will also continue to support our key drivers, including ensuring that we are getting the right people in the right work, a shared vision of high-quality grade-level instruction, high functioning teams that embrace a culture of learning with high expectations, and an aligned instructional system.

The goal also addresses Priority 7: Course Access (Conditions of Learning) and Priority 4: (Student Achievement) which includes the State measure for fifth and seventh grades on the State Physical Fitness Healthy Fitness Test.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% 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% 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)	99.22% Fall 2021 (per Williams Report)			100% Facilities in "Good" Repair (per Williams Report)
State Priority 4: Student Achievement (Pupil Outcomes)	2018-2019 Overall Summary Results Fifth Grade: (percent	2021-2022 Overall Summary Results			State Physical Fitness Healthy Fitness Test - By June 2024, fifth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Physical Fitness Healthy Fitness Test – Fifth and seventh grade students will score in Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test	of students within the HFF Aerobic Capacity 55.9% Body Composition 56.6% Abdominal Strength 48.0% Trunk Extension 71.3% Upper Body Strength 56.3% Flexibility 64.5 Seventh Grade: (percent of students within the HFZ) Aerobic Capacity 51.5% Body Composition 53.0% Abdominal Strength 77.6% Trunk Extension 81.7% Upper Body Strength 54.2%	Fifth Grade: (percent of students within the HZF) Aerobic Capacity: Not collected Body Composition: Not collected Abdominal Strength: 52.28% Trunk Extension: 66.92% Upper Body Strength: 50.08% Flexibility: 62.10% Seventh Grade: (percent of students within the HFZ) Aerobic Capacity: Not Collected Body Composition Not Collected Abdominal Strength 73.31% Trunk Extension: 76.27% Upper Body Strength: 56.94%			grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test. State Physical Fitness Healthy Fitness Test - By June 2024, fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Flexibility 72.0%	Flexibility: 68.30%			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	**Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials**	All students have access to state-aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates that 100% of students have access to standards-aligned materials. In order to provide staff with additional support about how to better meet the needs of students, the District and school sites will continue to provide Common Core State Standards (CCSS) aligned supplemental instructional materials, including English language arts (ELA), mathematics, social studies, and science. In addition, for the 2022-2023 school year, the District will increase this service by providing supplemental curriculum resources to enhance student learning, specifically in foundational skills. Quantitative data reflects a high percentage of our primary grade low income, English learner, and foster youth students are below grade level in reading and foundational skills. In order to provide balanced literacy instruction in all classrooms and ensure that foundational skills being taught are aligned to the reading foundations standards for each grade level, these materials will be provided. These instructional materials that may be used in alignment with first instruction, small group, or Tier 2 instruction. They will provide explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary, and/or fluency. 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 SmartyAnts) during the regular school day and extended learning opportunities. Supplemental programs that are aligned to the core curriculum and on the approved supplemental programs Instructional 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	**$1,012,733.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		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.		
1.2	**Technology - Student Access and Support to Learning Opportunities**	SMBSD will continue to expand the ways in which technology is used to support student engagement and learning by promoting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards. In addition, the District will continue to ensure that students are able to use and access technology during expanded learning hours. Experience has shown that students from low-income families do not consistently have access to reliable technology. During the COVID-19 pandemic, this became more evident and SMBSD immediately increased access to technology equipment for our students and classroom technology Districtwide. In order to continue to ensure equity of access to learning opportunities and that all students are able to remain connected to learning opportunities, SMBSD will continue to provide access through our 1:1 access technology program by providing all students in Transitional Kindergarten through eighth grade with a Chrome Notebook and headset with a microphone. Furthermore, SMBSD will continue to 1) keep students' Chrome Notebooks current at all school sites with a regular refresh program, 2) Chrome Notebooks repair program, 3) maintain classroom technology through a fund for ongoing maintenance and operations, 4) invest in personnel to support the District-level annual refresh technology program, distance learning program, and student equal access program, 5) provide one full-time Computer Laboratory Technician at each school site, and 6) invest in operations cost to support program quality as well as compliance such as extra work agreements for staff and inventory software and helpdesk platform.	**$5,090,842.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		School Site Level School sites will continue to increase technology as appropriate in order to support student engagement and learning. This includes professional development to support technology, communication, and supplemental technological materials and programs that support students in the classroom, during expanded learning opportunities, and parent education programs. Note: All school site increases in technology plans during the school day and expanded learning programs require site administration to identify the changes or additions being used. All requested additional investments must be assessed for research-based, clear application, information technology integration, student privacy, and applicability of State LCFF supplemental funding.		
1.3	**Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning**	To fully prepare students for college and careers, and to provide student-centered and real-world learning opportunities, it is necessary to provide equitable, reliable access to student technology. This action is principally directed toward our low-income students, to increase access to the core curriculum, and other educational resources through technology. SMBSD will continue to provide equal access to all students during expanded learning and distance learning (as appropriate). The District will continue to provide and increase as needed: 1) free internet access to SMBSD students wherever and whenever they are participating in learning (to include hotspots if needed), and 2) personnel for expanded learning and evening support. 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.	**$299,253.00**	**Yes**
1.4	**Technology Tools and Software**	In order to support the implementation of high-quality first instruction and continue to equip teachers for high-quality lesson delivery, the District will provide: 1) digital tools, content-filtering, and device management	**$130,350.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		hardware/software to include: Peardeck, Hapara, Typing Club, EdPuzzle, ScreenCastify, Zoom, and SmartSoftware. School sites will increase access to technology in order to support student engagement and learning including additional: 2) digital tools, content-filtering, and device management hardware/software. The current list of approved programs provided digitally and/or with digital components on the supplemental list includes programs such as Achieve 3000, Brian Pop, Breakout EDU, Classkick, Dreambox, EdPuzzle, ESGI, Hapara, Imagine Learning (Math Fluency, Math), IXL ELA and Math, Kami Extension, Kuta software, Learning.com, LearnZillian, Listenwise, Padlet, Peardeck, Quizlet, Rosetta Stone/Lexia English, Screencastify, Sight Reading Factory (music), SmartSoftware, Smarty Ants, Smarty Ants Espanol, Socrative, Soundtrap, Typing Club, Zearn, and Zones of Regulation.		
1.5	**Library Media Services to Support Student Literacy**	This action is principally directed towards meeting the needs of all students with a focus on English learners, foster youth, students experiencing homelessness, and students of poverty. Evidence from multiple library impact studies concluded that many unduplicated students have limited access to reading materials. Research has shown that students that live in poverty perform poorly on reading tests because they have little access to books at home and in their communities. Having access to reading materials provides a path toward greater academic achievement. In order to support student literacy, students' access to library books, and materials that are aligned to the grade-level curriculum, the District will provide: 1) one full-time Library Media Clerk per site to assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning, integrate curriculum, and host/support instructional programming. 2) one Supervisor, Instructional Materials Center (IMC) - (1) to oversee textbook distribution, oversight of libraries, and of processing District learning materials; (2) support program adoptions through receiving, processing, and distribution of curriculum, library books, and	**$1,593,633.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		technology; (3) support and develop media clerks and library programs through District policy, coaching, and working relationships with site administration; (4) direct collaboration with Teaching and Learning and outside partnerships in support of literacy, which includes digital literacy; and (4) maintain Williams Act textbook compliance in cooperation with Santa Barbara County Education Office (SBCEO). 3) SORA provides students access to digital reading materials during the regular school day, expanded learning, as well as from home during the evenings and weekends. The access to digital reading materials has been regularly utilized by students during weekends, breaks, and summer months. School Site Level - Literacy-Rich Environments School sites will continue to better meet the needs of students by providing a literacy-rich environment to increase the exposure for low-income students, English learners, and foster youth. School sites will purchase additional supplemental instructional resources including text sets, electronic books, magazine subscriptions, school site, and classroom library books, and electronic online books.		
1.6	**Physical Education (PE) Teachers for First through Sixth Grade Students**	In order to provide targeted support for our low income, English learners and foster youth students and to ensure that all other students have high-quality grade-level instruction and increased time for small group instruction provided by the general education teacher within the classroom, and to provide a more effective physical education (PE) program, the District will continue to provide, one primary grade and one upper-grade physical education teacher for first through sixth-grade students for a total of two certified physical education teachers at each elementary school site.There will be a total of thirty-four PE teachers. Grade level teams, administrators, and PE teachers will collaborate in order to ensure that teachers are providing direct instruction and/or small group instruction during PE time. During PE time, classes will be divided into two groups, one group of students will be provided small group instruction with the classroom teacher while the other group goes out for PE with the PE teacher. This supplemental program will provide teachers small group instruction time as well as PE time for students in small groups. School sites and	**$4,088,695.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		the District will continue to monitor the benefit of providing small group instruction during PE instruction. In addition, in order to provide a more effective physical education program, school sites will provide additional district-approved supplemental support materials/programs and additional supplies.		
1.7	**Fine Arts Program - 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 continue to provide nine-band teachers. Five of these teachers will support the elementary supplemental band program and four will support 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 and by contracting with outside agencies in order to support expanded learning fine arts programs. These visual and performing arts personnel would provide students with rich instruction in fine arts (including art, dance, music, and theater). The support of expanded learning 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.	**$1,359,218.00**	**Yes**
1.8	**Student access to Gifted and Talented Education (GATE)**	Often, students experiencing poverty, being placed in the foster system, and experiencing homelessness have been historically disproportionately underrepresented in accelerated programs such as GATE. In order to specifically target these students' needs and to meet the needs of other students, the District will continue to provide and increase this action, including the budget to support the GATE program. The support will include professional development, online assessments, parent education, and further enrichment opportunities for our students. The support will include providing GATE screening for all second-grade students and increasing the number of students assessed by providing a second universal GATE screening for 5th-grade students that were never screened.	**$180,000.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
1.9	**Expanded Learning Opportunity Programs**	Expanding learning opportunities are key elements in addressing unfinished learning or achievement gaps due to the effects of the COVID-19 pandemic. Based on local and state data, achievement gaps will continue to be identified, and expanded learning opportunities will be provided in order to support student academic growth with a focus on English learners, foster youth, students experiencing homelessness, and students from low-income families. These standards-aligned, high-quality expanded learning opportunities will take a whole-child approach and may include a cross-curricular format to support student needs. In addition to providing access to academic classes and other opportunities, these programs will provide personalized and targeted learning support for low-income and other disproportionately affected students through a variety of expanded learning hours. These efforts have been shown to lead to increased student performance on state and local assessments. These classes will be monitored throughout the year and may include: • distance learning opportunities (as appropriate), • expanded day academic classes, • bridge programs, • academies & Saturday schools, • online and small group tutoring, and • summer schools. In order to provide students with rich and varied supplemental educational and enrichment experiences, school sites will provide appropriate and effective supplemental enrichment and educational activities. These services will include grade-level aligned CCSS field trips, fine arts activities, assemblies, and guest speakers to support student learning in history/social studies, science, arts, and technology. Services will also include enrichment and comprehensive expanded learning programs to include opportunities for remediation, enrichment, the arts, and homework support. Classes/programs will be monitored throughout the year. Opportunities such as enrichment science, technology, engineering, and math (STEM) college residential programs, the SMBSD Robotics Program, and science camps may be included according to students' needs.	**$909,990.00**	**Yes**
1.10	**Expanded Learning - After School Education and**	The ASES program has been implemented at each school site and community centers in partnership with local community organizations	**$210,000.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
	Safety Program (ASES)	in order to support grade-level student outcomes. The District will provide increased support to include: • supplemental aligned academic programming and social-emotional learning activities, • additional school site support, • an increase in the number of students who attend the program to include summer school enrichment programs, and • professional learning.		
1.11	**Expanded Learning Support - Increase Evening Custodians**	Due to an expected continuous increase in expanded learning, parent education, and engagement programs, there is an extreme need to continue to increase evening/night custodians to ensure an equitable distribution of support at all school sites. This action has been one of the most effective actions in the past because it has ensured that programs are able to remain open during extended hours - before school, after school, and on many Saturdays. Therefore, the District will continue to provide support for evening custodians according to the needs of our additional expanded learning opportunities for English learners, foster youth, students experiencing homelessness, and low-income students; this also includes any additional family engagement activities and parent education classes. The total number of evening custodians will be maintained at 29. These services will be maintained in order to continue to provide a secure, clean, and productive learning environment that promotes student learning and safety.	**$2,588,344.00**	**Yes**
1.12	**Strengthen districtwide support systems, processes and practices that support student learning**	The District continues to expand and strengthen functions that support systems, processes, and practices that promote student learning by maintaining the following positions at both the District and site schools: 1) one full-time project clerk per school site (21 total), 2) one full-time office clerk per school site (21 total), 3) Plan Alignment, Business, and Expanded Learning department staff, and 4) centralized district operations cost to support program quality as well as compliance to include the following contracts: GOBO Infographics, Crate, and Document Tracking Services (DTS). It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic	**$4,900,364.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		achievement. Additionally, the District will continue to support services assigned to the Project Office. This includes increasing support at the site level by fully funding the Project Clerk position and partially funding several positions in the office that support the implementation of State and Federal programs. The Project Clerks assist with state and federal programs, data entry, English learner compliance, and parent communication. To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, specific roles were established: three Secretary II positions and four Accounting Technicians - Budget Control positions to assist with the increased fiscal activity related to the Local Control and Accountability Plan (LCAP).		
1.13	**Advanced Via Individual Determination (AVID)**	Eight school sites (Tommie Kunst Junior High, Arellanes Junior High, Fesler Junior High, El Camino Junior High, Bonita Elementary, Liberty Elementary, Rice Elementary, and Alvin Elementary) will continue to provide AVID professional development for teachers, including possible attendance at the AVID summer institute (or AVID DigitalXP summer session), or other professional development opportunities. In addition, elementary school sites will continue to move towards site-wide implementation of AVID instructional strategies and will also focus on the AVID Culture, Systems, and Leadership Domains through ongoing coaching opportunities led by site administration. School sites will purchase supplemental and ancillary materials to support AVID strategies.	**$149,001.00**	**Yes**
1.14	**Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program**	In order to implement high-quality instruction, all TK teachers will require additional supplemental materials and supplies. The District will ensure that all students have equal access to these materials and supplies by incorporating professional learning for teachers and will revise the current pacing guides in order to align classroom lessons with these resources.	**$357,000.00**	**Yes**
1.15	**Increase Classified Staff to Support Expanded Learning Programs**	In order to increase the SMBSD quality and quantity of expanded learning instructional time, and to accelerate progress in order to close learning gaps through the implementation, expansion, or enhancement of expanded day learning programs, the District will hire one classified support staff member at each school site to support the:	**$1,685,905.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		• planning and implementation of expanded learning programs, • enrollment and monitoring of attendance, • parent outreach, • program alignment, • progress monitoring, and • provide a liaison with expanded learning staff to include SMBSD staff and staff hired via outside contracts. This action and service will also support before and after school enrichment programs to include but are not limited to, fine arts and STEM classes, academic enrichment camps, physical education, social-emotional learning, and other activities.		

Goal Analysis [2021-22]

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

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

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

- A continuation of increased technology support district-wide to include the SMBSD Chrome notebook refresh program (keeping students’ Chrome notebooks current), providing a Chrome notebook for all students in grades TK through 8, providing a full-time computer site technician at each school site, providing students and families wireless home access, if needed, and evening support services.
- The physical education (PE) teacher’s ability to teach California physical education standards for all students from first to sixth grade, and during PE time, classroom teachers were able to focus on support for struggling students in a smaller environment which allowed for more personal one-on-one assistance in acquiring the skills and knowledge needed to be grade-level appropriate.
- Full-time hours to ensure scheduled library visits, library maintenance, and Williams Act Compliance. Media Clerks best served their sites in textbook distribution, facilitating students in navigating the library, accessing appropriate materials, and enhancing the site’s curriculum and student learning.
- Digital Libraries remained a top circulation modality, our Spanish collection increased, and libraries began to directly support biliteracy goals in our College and Career Ready pathways and State Seal of Biliteracy Pathways.

- The continuation of providing nine-band/music teachers, and the ability of the District to provide a maintenance program to maintain the current band equipment and materials.

Although the actions and services that have been implemented were successful overall and there were no substantive differences in the implementation of planned actions, the District did experience several challenges due to the pandemic. One example, during high periods of staff COVID-related illnesses, caused staffing shortages and delays in hiring for some positions. The District experienced some vacancies in positions within goal one for extended periods of time. These vacancies were filled as soon as possible through the use of our certificated and classified staff who were able to extend their work hours through the use of extra work agreements and by hiring additional classified staff members to cover vacant positions.

Another example of a challenge faced was that, although a robust offering of expanded learning opportunities was provided, the extended day learning programs at many school sites had less of an impact than intended due to the limits of what could be provided. There were challenges providing staff due to many teachers being unable to work extended hours because of at-home obligations for reasons related to the pandemic and due to the fatigue that teachers were experiencing due to such a challenging year. We were also faced with the inability to provide many of our students the necessary transportation they needed in order to go to expanded learning programs due to bussing shortages. From the beginning of the school year through December 2021, many expanded learning extended day programs were postponed due to these challenges. Therefore, extended day programs had less of an impact than intended.

Despite the challenges, we continued to attend to the mission of optimizing educational opportunities for all students equitably and educating the whole child. High-quality instruction anchored in standards-aligned materials continued to be provided following adjustments that were made to support student learning loss in a variety of ways. All programs were designed thoughtfully to allow students the ability to layer supplemental supports and programs. We found technology integration to be one of the most effective practices within the goal because supporting students with greater access to information increased the quality of student work, greater collaboration among students and teachers on projects, and increased student motivation. We also found that our focus on strengthening the systems, procedures, and processes in positive ways, in order to continue to increase student learning, increases our ability to meet the objective of our goal. These tools continue to allow our students to engage in 21st-century skills (critical thinking, communication, collaboration, and creativity).

Other actions and services to be mentioned due to the effectiveness shown in qualitative and/or quantitative data include, continued purchases of supplemental support materials, the increased library supports allowing students more access to necessary reading materials, expansion of the support provided to school sites to include the support services provided by Project Clerks at each school site and centralized district operations that continue to support a quality educational program at the site level.

There is still a need for a continued focus on systematic planning, good first instructional design in every classroom, and an integrated comprehensive framework that aligns academic, social-emotional, and behavioral learning district-wide. Our continued focus on improving school performances and reducing the gap between actual practice and most effective practices will guarantee that we reach our goal of preparing successful citizens who are college and career ready by ensuring that every student learns at grade level and beyond.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal 1. The intended implementation and 2021-2022 budgeted expenditures are reflected below, many of which were impacted due to the pandemic. **The District spent less on the following actions below. The remaining balances were related to the pandemic and not being able to order all supplies due to material shortages.**

- CCSS Aligned Supplemental Instructional Materials - The District spent $819,369 less than the planned expenditure.
- Technology - Student Access and Support to Learning Opportunities - The District spent $575,042 less than the planned expenditure.
- Equity and Access - Free Internet Access and Support to Include Expanded Learning and Distance Learning - The District spent $206,648 less than the planned expenditure.
- Technology Tools and Software - The District spent $30,091 less than the planned expenditure.

SMBSD spent more on the following actions due to negotiated compensation increases for the 2021-2022 and 2021-2022 generated retroactive and one-time bonus payments not originally included in the Adopted Budget.

- Library Media Services to Support Student Literacy - The District spent $16,418 more than the planned expenditure.
- Physical Education (PE) Teachers for First through Sixth - The District spent $17,362 more than the planned expenditure.
- Strengthen districtwide support systems, processes, and practices that support student learning (Project Clerk, Office Clerks, and other Business Department and Plan Alignment Department positions) - The District spent $880,872 more than the planned expenditure.
- Expanded Learning Support - Increase Evening Custodians - The District spent $218,8121 more than the planned expenditure.

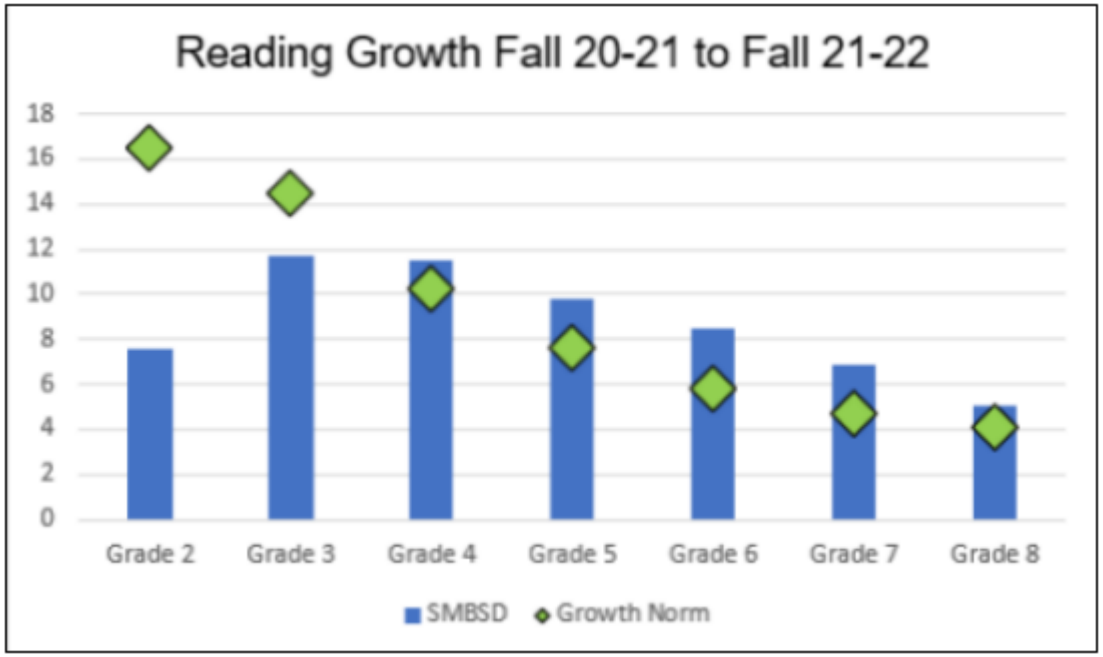
SMBSD spent less on the following actions:

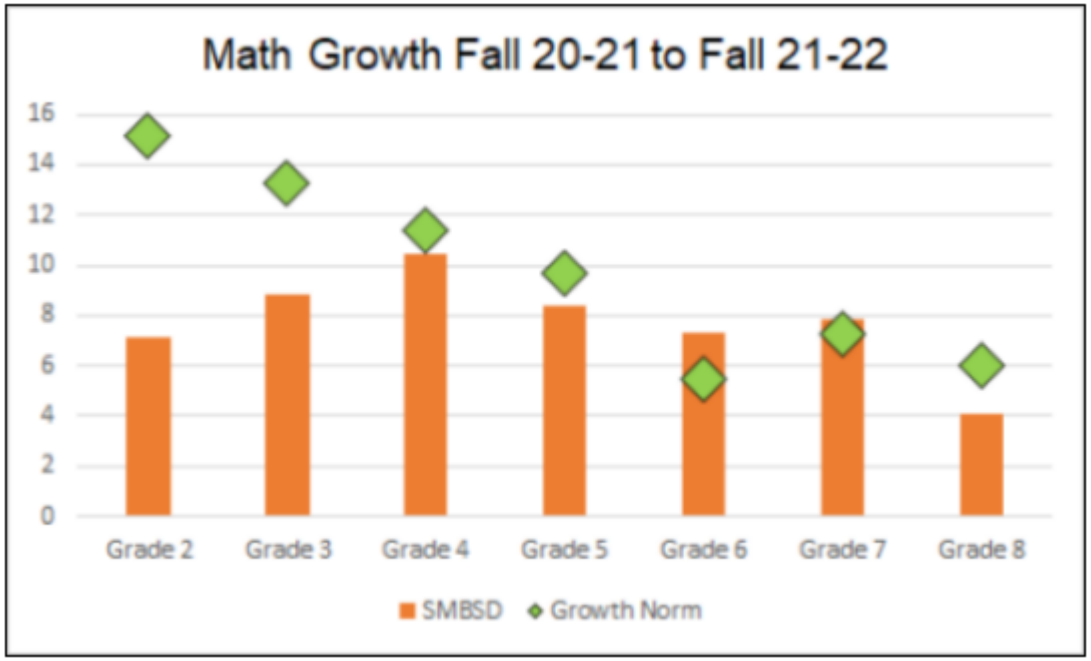
- Fine Arts Program - Visual and Performing Arts - The District spent $151, 258 less than the planned expenditure due to the inability to receive instruments and other equipment
- Student access to Gifted and Talented Education (GATE) - The District spent $138,851 less than the planned budget due to teachers not being able to attend professional learning because of the lack of substitute teachers.
- Expanded Learning Opportunities and After School Education and Safety Program (ASES) - The District spent $1,026,294 and $28,273 less due to using the Expanded Learning Opportunities Grant and program allocations that were provided after the year started.
- Advancement Via Individual Determination (AVID) - The District spent $131,614 less due to teachers not being able to attend conferences because of substitute shortage issues.

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

According to local data, the District saw some growth in English language arts (ELA) and mathematics performance as reported in the Executive Summary District Benchmark Results from the Northwest Evaluation Association (NWEA) Map Growth Data Fall 2021 Report. From Fall 20-21 to Fall 21-22, students in SMBSD showed growth in all grades and subjects. There is no grade or subject that showed a loss in growth, though some grades experienced less growth than the norm.

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





We attribute the performance in these areas to the successful implementation of most of the actions and services within Goal 1.

Although we saw some growth, overall, the achievement of district students is below the national average. The median status score of all assessments given in the Fall of 2021 equaled the 26th percentile (up from the 19th percentile in Spring 2020-2021). Science is above the district median at the 32nd percentile and reading is right on the district median at the 26th percentile. Math is slightly below the district median, at the 25th percentile. Far less than half of all students are projected to meet Proficiency Levels 3 and 4 on the Smarter Balanced Assessment System California (SBAC) in the Spring of 2022. MAP Growth results predict that 26.2% of students will meet or exceed proficiency standards on state summative English language arts (ELA) tests and 15.1% will meet or exceed proficiency levels in math. The goal is for all students to move to Proficient (Level 3 or 4). Although we saw a slight increase according to the NWEA Executive Summary District Benchmark MAP Growth Data Winter 2022 Report, the district median achievement continued to be below average. The median status score of all assessments given in the Winter of 20-21 equaled the 25th percentile (down from the 30th percentile in Fall 2020). Science and reading are slightly above the district median, at the 28th and 27th percentiles respectively. Math is below the district median, at the 24th percentile. Far less than half of all students are projected to meet proficiency levels 3 and 4 on the SBAC in the Spring of 2022. MAP Growth results predict that 20.38% of students will meet proficiency standards on state summative ELA tests and 8.23% will meet proficiency levels in math. The goal is for all students to move to proficient (Level 3 or 4). **We did not meet our goal of increasing the number of students that are at or above the 50th percentile in all academic areas**. We believe the many challenges that continued in the 2021-2022 school year due to the pandemic partially contributed to the district not meeting this goal. We also believe that the actions and services continued to increase our ability to provide a solid foundation for students. Due to the implementation of specific LCAP actions that use a multi-tiered system of support, we were able to minimize the impact of pandemic restrictions on instruction and learning.

SMBSD's continued commitment to maintaining high-quality instruction and completing the implementation of LCAP actions for students district-wide despite the challenges faced, the actions and services within this goal provided necessary and aligned resources to support improvement efforts with a focus on effective practices and responsive student supports.

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

Goal 1 will remain as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2022-2023 plan unless mentioned below. We will continue to examine both qualitative and quantitative data to ensure the maximum impact of each action and service. Progress monitoring for all students will continue to be done more frequently in order to ensure continuous improvement.
One Metric/Indicator that will need to be modified based on collected state data:
Metric/Indicator: State Physical Fitness Healthy Fitness Test
"5th and 7th-grade students will score in HFZ for all six fitness areas measured by the Physical Fitness Test"
On October 14, 2021, the State Board of Education received an update on the Physical Fitness Testing. SB820 suspended PE testing (due to COVID closures) in 2019-2020. It additionally raised concerns "about appropriate accommodations for students with disabilities and the use of body mass index (a weight and height calculation that has come under scrutiny in recent years)." While the PFT study is in progress, the California Department of Education (CDE) is proposing a temporary solution for the administration of the PFT during the 2021–22 and

2022–23 school years: Local Educational Agencies (LEAs) will be required to administer the FITNESSGRAM® without the use of the Body Composition Test component.

- All students in grades five, seven, and nine will continue to be tested on physical fitness using the FITNESSGRAM® assessments and the results recorded.
- PE classes will continue to stress the importance of physical and mental health as well as the importance of exercise according to ability.
- Each pupil with a physical disability and each pupil who is physically unable to take all of the physical performance tests shall be given as much of the test as his or her condition will permit.
- LEAs will be required to submit participation results as part of their annual School Accountability Report Card instead of results by HFZs, as was previously required.

Therefore, the metric for SMBSD changes to delete Body Composition (no longer collected) and Aerobic Capacity (cannot be calculated when collecting the PACER, without the Body Composition score).

The following actions and services will be modified or added as reported in the Actual Actions/Services part of the Annual Update for Goal 1:

In order to increase and improve services for our expanded learning program, which is being implemented according to the Governor's plan for extending learning time for unduplicated pupil count students, we have added an action to our maintenance goal to support our expanded learning day program. We will increase support by using a portion of the 15% Concentration Grant Funds to hire additional classified support staff at each school site.
This new position will enhance our programs by supporting the alignment of services across the district during expanded learning hours and by leading the collaboration that occurs between our school site teams and community partners.

SMBSD will also increase the effectiveness of our Transitional Kindergarten (TK) Program by providing 21st-century supplemental curriculum resources and supplies to enhance the learning experience and increase equity for all of our TK students district-wide.

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

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

An explanation of why the LEA has developed this goal.

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

The California State Dashboard (2019) shows that significant academic performance gaps continue to exist for multiple student groups including foster youth, students with disabilities, African American students, English learners, homeless students, and socioeconomically disadvantaged student groups. Santa Maria-Bonita School District's English learners, foster youth, and socioeconomically disadvantaged students continue to lag behind the district in both Literacy and Mathematics on state and local measures (SBAC/NWEA LCAP benchmark metric).

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) **District Common Assessment Participation Rate (NWEA Math)** Percentage of students completing the District Benchmark Assessments in Math	In Fall 2020 93% of students took the NWEA Math Assessment	In Fall 2021 95.96% of students took the NWEA Math Assessment			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			98% within all grade levels will be tested
Collaboration Time - Percentage of school sites completing collaboration time data collection tool	The baseline from 2020-2021: all sites had grade level meetings one time per	2021-2022: all sites held grade level meetings at least once a month			By 2024 all sites will have grade level meetings one time per month with 100% participation rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students. Source: School Site Meeting Agendas and sign in sheets.	month with 80% participation rate.	2021-2022: we were unable to collect participation rate data due to on going discussions with our labor partners			
New Teacher Institute - the number of teachers who participate during monthly professional learning opportunities for new teachers. Source: agendas, surveys, and sign in sheets.	2020-2021 100% of new teachers participated in the New Teacher Institute professional learning sessions each month.	2021- 2022 98% of new teachers participated in the New Teacher Institute professional learning sessions each month.			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, eleven candidates begain the program that were identified for the first cohort of new leaders to participate in the monthly Aspiring Leader Academy professional learning sessions.	In Spring 2022 ten candidates completed the program that were identified for the first cohort of new leaders in participate in the monthly Aspiring Administrators professional learning sessions. 91% of aspiring leaders			By 2024, 100% of aspiring leaders will participate in the monthly Aspiring Leader Academy professional learning sessions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		participated in the monthly			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	**Professional Learning**	The District will continue to provide ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. There will continue to be an expansion of support through our pipeline programs, onboarding for new teachers and leaders, and ongoing coaching for all administrators with a focus on developing our leaders' capacity to implement change and support the development of teachers in providing high-quality grade level instruction for increased outcomes in student achievement. In addition to the leadership development, professional learning will be provided around the operational structures that support leaders in the day-to-day operations of the school through monthly co-administrator meetings that will continue to take place. At a minimum, professional learning will include the following: • pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers, • weekly collaboration for site coaches, monthly professional learning for new teachers, monthly onboarding for substitute teachers, and ongoing support for student teachers, mentor teachers, and master teachers, • workshops, coaching and conference opportunities, 1:1 coaching, and collaborative time to support the implementation of professional learning communities (PLCs) that will assist in building capacity regarding personnel practices, site management, and instructional leadership,	**$200,000.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		• Year 1: new leader onboarding and monthly and quarterly meetings • Year 2: leader meetings focused on learning specific to SMBSD vision and goals • Lead Learner Team (LLT) meetings and Instructional Practice Walks (IPWs) that focus on high-quality instruction • Clear Administrative Credential Program professional learning with a focus on coaching strategies and techniques • Principal Institutes - six meetings a year for principals to develop their personal leadership skills • New Teacher Onboarding Week - a week devoted to acclimating new teachers and teachers new to SMBSD around district policies, procedures, curriculum, etc. • Pipeline development through professional learning opportunities for our classified staff as well as collaborative efforts with the community college and other outside community agencies. These include learning opportunities for former students and/or community members that might enhance their interest in education and, in turn, support our goal to recruit and hire critical positions such as bilingual instructional aides and bilingual and trilingual translators/interpreters. The modality of professional learning opportunities will include a hybrid learning model, virtual offerings, and in-person classes. The District will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in the cost of professional learning services.		
2.2	**Equity and Access - District and School Site Aligned Assessment System**	The District will continue to expand and strengthen functions that support systems, processes, and practices to more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level. Foster youth, English learners, low-income students, and all student groups are identified through disaggregated data and supported through equity and access goals (transparency, data and assessment literacy, and support for student needs). The Assessment and Accountability team will continue to provide processes to ensure data is gathered accurately to support teachers, administrators, and district staff in implementing aligned and data evaluation across the system.	**$636,045.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		Furthermore, the team will continue to collect and analyze data in order to set targets for students and student groups at the district and site level. The District will continue to provide: • A comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment (NWEA) Map Growth Tool and the Illuminate Education Programs will continue to be used. • Data analysis technical support in the area of data management, statistical analysis and reporting, and assistance in designing data collection projects and activities. • An assessment support team to assist designated staff to plan, organize, and conduct assessment activities for limited or non-English speaking students, including students with special needs, perform language census testing, and record the results as assigned. Administer, monitor, and score a variety of tests including criterion-referenced tests, general aptitude tests, and student proficiency levels. • Centralized district operations cost to support program quality, as well as compliance		
2.3	**Director, School Support Services and Principal on Special Assignment**	The District will continue to provide one Director of School Support and one Principal on Special Assignment to provide direct support and coaching for all site administrators including the development of schoolwide leadership structures, the development and support for aspiring, new, and existing leaders through new leader onboarding, and support administrative teams development and professional learning through instructional practice walks (IPWs). This action to support leaders will ensure that the focus areas of the district are carried out by directly supporting and coaching all site administrators, including the development of schoolwide leadership structures. . In addition we will increase this service by providing one Principal on Special Assignment who will work directly with the Director of School Support Services to provide site administrator support through coaching and by providing professional learning through instructional practice walks.	**$418,336.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
2.4	**Coordinator of Assessment and Accountability & Data Analyst Technician**	The District will continue to provide one Coordinator of Assessment and Accountability. This position will continue to support school sites and the District by providing data to assist in formulating the next steps around student-centered decisions. Furthermore, they will continue to provide professional learning, processes, procedures, and resources to support staff in analyzing and using data to inform instructional practices. In addition, we will increase this service by adding one Data Analyst Technician. This Data Analyst Technician will work directly with the Coordinator of Assessment and Accountability to provide direct services to the school site administrators and professional learning teams by providing data reports, supporting data analysis, and supporting professional learning offerings that will be offered.	**$185,656.00**	**Yes**
2.5	**Teachers on Special Assignment (TOSA) - Assessment and Accountability**	The District will continue to provide one teacher (full-time certificated) on special assignment for Assessment and Accountability and one teacher (full-time certificated) on special assignment for Teacher Development. The TOSA for Assessment and Accountability will provide support and resources for teachers and administrators in the understanding and use of data to inform instruction. The TOSA for Teacher Development will work with both Instructional Services and Human Resources in providing specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices that will support foster youth, homelessness, and English learners and retain/recruit highly qualified teachers.	**$263,647.00**	**Yes**
2.6	**Program Specialists (PS) for Leadership and Teacher Development**	The District will provide one Program Specialist for Leadership Development. This position will assist in planning, organizing, and directing a comprehensive professional development program for district administrators, co-administrators, and aspiring administrators. The position will also assist in developing and coordinating training for site leaders on creating effective learning environments, and communicating with district leaders in a timely manner to provide constructive feedback to improve their effectiveness which will lead to better outcomes for foster youth, low income, and English learners. The District will also provide one Program Specialist for Teacher Development. This position will work with both Instructional Services and Human Resources to provide specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices that would support foster youth, low income,	**$475,413.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		and English learners. This position will also help to retain/recruit highly qualified teachers. In addition, for the 2022-2023 academic year, the District will provide one Credential Analyst and Budget Manager for Teacher Development. This position will closely monitor the credential status of newly hired teachers, residents, and interns. They will monitor their progress throughout the induction process and be responsible for monitoring grants and tracking budgets associated with teacher development and pipeline work. All of these positions will continue to provide a robust system of support for all educators, including a comprehensive teacher pipeline and a district-sponsored induction program.		

Goal Analysis [2021-22]

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.

As with Goal One, all actions and services in Goal Two were implemented according to the strategy outlined in the LCAP descriptions. The actions and services were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions. The District did experience some challenges in providing planned Professional Learning (PL) activities due to a shortage of substitutes. During high periods of staff COVID-related illnesses, the District was forced to cancel or postpone some PL opportunities. Due to staffing shortages and difficulty in recruiting enough applicants, the District experienced delays in hiring for some positions within the Teaching and Learning Supplemental Programs Department and the Teaching and Learning Core Department. Successes included but were not limited to the following:

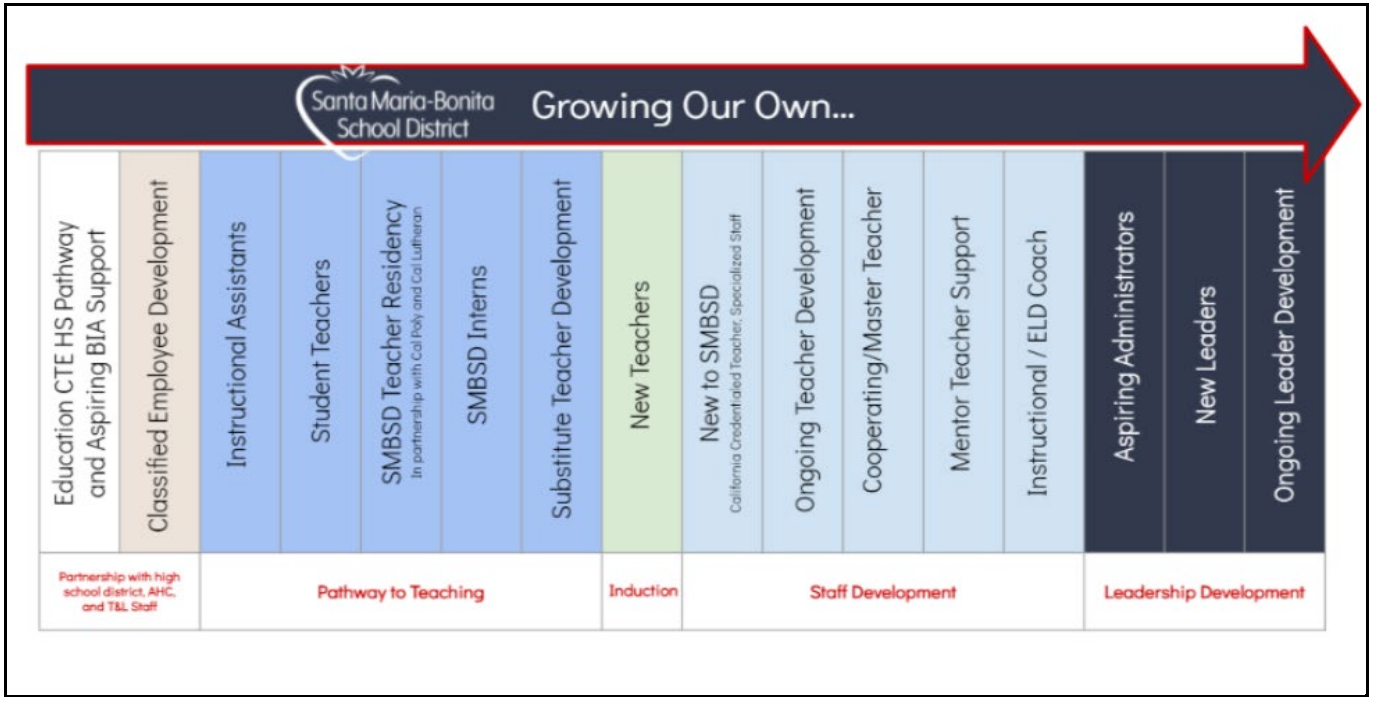
- The development and implementation of the pipeline program.
- A fully implemented system of support between new teachers, site coaches, and teachers on special assignment team members as measured by evidence of the implementation and languaging across our system.
- The development of a New Teacher Academy in an effort to provide new SMBSD educators the support needed to develop into highly effective, data-driven, student-focused educators. Last year, one hundred and three new teachers completed the New Teacher Academy.
- The Instructional Service Department, in partnership with the Department of Human Resources, created a well-designed program of support for ensuring aspiring Bilingual Instructional Assistants (BIAs) meet District expectations for employment.
- The development and implementation of a substitute teacher training program.
- The development of comprehensive professional learning opportunities in support of certified and classified staff members' learning needs.
- Combining efforts with the Teaching and Learning Department of School Support Services and site administrators to implement classroom observations/visits.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal Two. The intended implementation and 2021-2022 budgeted expenditures include the District spending a significant amount more on professional learning due to more teachers and substitute teachers signing up for after contractual hour workshops and spending less on assessment tools due to the cost of the assessments coming in at a lower rate than expected. Additionally, the District was unable to hire a Coordinator of Assessment and Accountability and a Program Specialist for Leadership; therefore, spent less on these actions. These positions were vacant throughout the school year. The District spent more on the following actions due to negotiated compensation increases for the 2021-2022 and 2021-2022 generated retroactive and one-time bonus payments not originally included in the adopted budget: Director, School Support Services ($10,003) and TOSA for Assessment and Accountability ($16,206).

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

As mentioned above, the effectiveness of specific actions and services to achieve the articulated goal included successes in the development and implementation of the SMBSD Pipeline Program which included ongoing professional learning in order to build capacity to ensure that all staff has the required skills necessary to provide high-quality grade-level instruction in every classroom. As seen in the graphic below, in addition to professional learning, the Pipeline Program included building partnerships with the high school district, and Allan Hancock staff providing pathways for classified and teacher recruitment, and the creation of a comprehensive program for new teachers. Although the program was implemented and has been successful thus far, there are still areas of growth that need to be made. The quantitative data used to measure the effectiveness of the New Teacher Institute Program and the Aspiring Leader Academy showed an increase in participation and an increase in the support provided through additional workshops and classes offered.
Qualitative data was used to measure the effectiveness of the actions and services within the goal. In general, teachers and classified staff rated the action including professional learning to create and communicate organizational clarity and effectively build human systems, district and school site aligned assessment systems, school support services, and assessment and accountability support to be satisfied or completely satisfied on the LCAP survey. Due to the lack of substitute teachers, some teachers were not satisfied with the professional learning because they were unable to attend during the school day and choose not to attend workshops offered after school or on Saturdays.



During the school year, there were adjustments made within the Assessment and Accountability Team in order 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 was gathered to support teachers, administrators, and district staff in implementing testing and data evaluation, and frequent data collection. Additionally, there were improvements made in order to ensure that data was used appropriately to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure that all students will move a minimum of a grade level each year through effective first instruction practices. One of the metrics used in Goal #2 which measures the percentage of students completing the District Benchmark Assessments indicated a slight increase in the percent of students who took the NWEA mathematics and reading assessment. The baseline was taken from the fall of 2020 for both mathematics and reading. In the fall of 2020, 93% of students took the mathematics assessment and 94% of students took the reading assessment. In the fall of 2021, 95.96% of students took the mathematics assessment and 97.57% of students took the reading assessment. Thus, we saw a growth of 2.96% and 3.57% respectively between the fall of 2020 and the fall of 2021.

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

Goal Two will remain as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2022-2023 plan unless mentioned below. The vacant positions that were unfilled in the 2021-2022 school year have been or will be filled prior to the start of the new year. We will continue to examine both qualitative and quantitative data to ensure the maximum impact of each action and service. Progress monitoring of professional learning and the pipeline program will continue to provide

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

One Metric/Indicator that will need to be modified is the collaboration time metric. The year one collection of data regarding the percentage of school sites completing collaboration time via the data collection tool and the percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students was not completed during the 2021-2022 school year. Although grade level meetings were held, the outcome was not collected in the 2021-2022 school year. In collaboration with our labor partners, one hour of Professional Learning Community time has been allocated each week beginning the 2022-2023 school year. Another metric that will be slightly modified will be the Aspiring Leader Academy metric. The Aspiring Administrative program is every other year and will not take place during the 2022-2023 school year. The measuring tool will be divided to include both the Year 1: New Leader Onboarding and monthly and quarterly meetings and the Year 2: Leader Meetings focused on learning specific to SMBSD vision and goals.

Under Goal Two, action 2.3, Director, School Support will be changed in the 2022-2023 school year. The title and description of the action will change. The new title will read, Director, School Support & Principal on Special Assignment. Following a review of qualitative data from site administrators, the District made the decision to increase this service in quantity and quality in order to support our administrative staff members districtwide. For the 2022-2023 academic year, the District will provide one Principal on Special Assignment. This Principal on Special Assignment will provide support and coaching for all site administrators including the development of schoolwide leadership structures, the development and support for aspiring, new, and existing leaders through new leader onboarding and support for administrative teams development and professional learning through Instructional Practice Walks (IPWs). By increasing this action to support leaders, we will ensure that the focus areas of the district are carried out by directly supporting and coaching all site administrators, including the development of schoolwide leadership structures.

Another change under Goal Two is within action 2.4, Coordinator of Assessment and Accountability. The title and description of the action will change. The new title will read, Coordinator of Assessment & Data Analyst Technician. In order to further meet the needs to support school sites and provide data to assist in formulating the next steps around student-centered decisions, the District will provide one Data Analyst Technician. This position will support the continuation of the processes, procedures, and resources that are needed by staff to analyze and use data to inform instructional practices.

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

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

An explanation of why the LEA has developed this goal.

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

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

When analyzing the California School Dashboard (2019) and local Northwest Evaluation Association (NWEA) data, the following observations were made in order to support the development of this goal and related actions and services.

The 2019 California Dashboard indicates the academic indicator for English Language Arts (ELA) and Mathematics at the Yellow performance level for our third through eighth-grade students.

- For ELA, the academic indicator for students in the District, indicates they are scoring at 39.1 points below standard yet increased 8.4 points.
- For ELA Students with Disabilities student group, the performance level is Orange, with the group scoring 126.9 points below standard with an increase of 8.4 points.
- For ELA, the African American, English Learners, Foster Youth, Hispanic, Homeless, Two or More Races, and Socially Disadvantaged student groups, performance level is Yellow with groups scoring:
    - African Americans are 45.1 points below standard with an increase of 14.8 points
      English learners are 53.6 points below standard with an increase of 3.6 points

    - Foster youth are 60.3 points below standard with an increase of 34 points
    - Hispanics are 41.5 points below standard with an increase of 8.4 points
    - Homeless are 49.1 points below standard with an increase of 7.8 points
    - Two or More Races are 4.6 points below standard with a decline of 5.39 points
    - Socioeconomically Disadvantaged are 42.8 points below standard with an increase of 8 points
    - Note: Although all groups saw a small increase, except the Two or More Races student group, there was not a significant increase to be noted and scores tend to be flat in comparison to the last four years.
- For Mathematics, the academic indicator for students in the district indicates they are scoring at 59.9 points below standard with an increase of 7.8 points.
- For Mathematics, the foster youth student group performance level is Red, 123.1 points below standard with a decline of 5.6 points. Additionally, the Students with Disabilities student group performance level for mathematics is Orange, with the group scoring 151.3 points below standard with an increase of 8.4 points.
- For Mathematics, African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and White student groups with groups scoring:
    - African Americans are 60.4 points below standard with an increase of 5.1 points
    - English Learners are 70 points below standard and with an increase of 3.9 points
    - Hispanics are 62 points below standard and with an increase of 7.7 points
    - Homeless are 63.1 points below standard and with an increase of 7.8 points
    - Socioeconomically Disadvantaged are 62.6 points below standard and with an increase of 7.3 points
    - Whites are 27.6 points below standard and increased 14.2 points
- All groups maintained or improved performance levels with the exception of the foster youth student group which declined by 5.6 points below standard.

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

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

- providing all students with high-quality grade-level instruction every day in every classroom,
- supplying all students with a standards-aligned core curriculum,
- building capacity with instructional coaches,
- monitoring the correlation between professional learning and student growth,
- monitoring best practices,
- delivering appropriate and relevant professional learning district-wide,

- recording professional learning opportunities,
- providing training for mathematics and technology,
- using data and applying it to instruction,
- differentiating and scaffolding supports to meet the needs of all students including culturally responsive teaching practices, inclusionary practices, and social emotional learning, and
- training teachers that need help with student engagement.

By continuing the actions and services within this goal and by improving the quality of these actions and services, we expect to continue to see increased access to effective tier one instruction which will translate to improved scores on state assessments from 2019-2020 for our low-income, foster youth, and English learner student population. Furthermore, we have added actions to this goal in order to ensure that we provide the best education possible by reducing the impact of elementary school combination classes to better support students and ensure students living in poverty have optimal conditions for success. SMBSD will add additional teachers above school baseline staffing levels as space and staffing allow.

We expect to further close the achievement gap that is reflected on the California State Dashboard 2019-2020 and on NWEA benchmark data among all students and among specific student groups that need the most support. The actions and metrics outlined within this goal will help achieve SMBSD's goal of preparing successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024.

The goal addresses State Priority 4: Student Achievement (Pupil Outcomes) and State Priority 2: Implementation of Content and Performance Standards California Dashboard Local Indicator, Implementation of Academic Standards.

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	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	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data below).			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: Low (53.6 points below standard) Change: Increased +3.6 points Foster Youth - Yellow Status: Low (60.3 points below standard) Change: Increased Significantly +34 points Homeless - Yellow Status: Low (49.1 points below standard) Change: Increased +7.8 points Socioeconomically Disadvantaged - Yellow Status: Low (42.8 points below standard) Change: Increased +8 points Students with Disabilities - Orange Status: Very Low (126.9 points below standard) Change: Increased +8.9 points African American - Yellow				improve to Green for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: Low (45.1 points below standard) Change: Increased +14.8 points American Indian - None Status: Low (35.9 points below standard) Change: Maintained +1.1 points Asian - Blue Status: High (32.5 points above standard) Change: Increased Significantly +23.3 points Filipino - Green Status: High (18.4 points above standard) Change: Maintained +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)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Change: Declined -5.9 points White - Green Status: Medium (0.1 points above standard) Change: Increased +15.4 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)			By 2024, SMBSD students will improve in school readiness, as demonstrated by an increase in the % of students scoring "Mastery" on the KSEP Rating scale, to an overall rate of 60% of students.
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 distance from proficiency target RIT *Baseline data is from all students.*	Kinder (Winter 20-21) +1 above the national norm Grade 1 (Fall 20-21) -2 below the national norm	Kinder (Winter 21-22) - 8.13 below national norm Grade 1 (Fall 21-22) - 9.78 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.*

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					As there is no linking study in K-1, we are targeting the National Norm RIT
State Priority 4: Student Achievement (Pupil Outcomes) **Grade: K - NWEA Map Growth Reading -** Average (Mean) RIT score *Baseline data is from all students.*	Winter 2020-2021: 147.4 Average RIT score	Winter 2021-2022: 138 Average RIT score -9.4 below the Winter 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Reading Grade: 1st** NWEA Map Growth Reading Average RIT National Norm	Fall 2020-2021: 153.1 Average RIT score	Fall 2021-2022 146 Average RIT score -7 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Grades: 2nd - 8th** - NWEA Map Growth Reading - Average (Mean) RIT score distance from proficiency target RIT *Baseline data is from all students.*	2nd – 8th (Fall 2020-2021) -12 to - 13.1 from target RIT score	2nd-8th (Fall 20-21) -8 to -16 from target RIT score			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) **Grade: 2nd – NWEA Map Growth Reading -** Average (Mean) RIT score *Baseline data is from all students.*	2nd grade Fall 2020-2021: 163 Average RIT score	2nd grade Fall 2021-2022 159 Average RIT score -4 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes)**Grade: 3rd - NWEA Map Growth Reading -** Average (Mean) RIT score *Baseline data is from all students.*	3rd grade Fall 2020-2021: 175.9 Average RIT score	3rd grade Fall 2021-2022 174 Average RIT score -2 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Grade: 4th - NWEA Map Growth Reading -** Average (Mean) RIT score *Baseline data is from all students.*	4th grade Fall 2020-2021: 185.7 Average RIT score	4th grade Fall 2021-2022 186 Average RIT score No change from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Grade: 5th - NWEA Map Growth Reading -** Average (Mean) RIT score	5th grade Fall 2020-2021: 193.8 Average RIT score	5th grade Fall 2021-2022 195 Average RIT score +1 from Fall 2020-2021 year			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.

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) **Grade: 6th - NWEA Map Growth Reading** - Average (Mean) RIT score *Baseline data is from all students.*	6th grade Fall 2020-2021: 199.8 Average RIT score	6th grade Fall 2021-2022 201 Average RIT score +1 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Grade: 7th - NWEA Map Growth Reading** - Average (Mean) RIT score *Baseline data is from all students.*	7th grade Fall 2020-2021: 204 Average RIT score	7th grade Fall 2021-2022 205 Average RIT score +1 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Grade: 8th - NWEA Map Growth Reading** - Average (Mean) RIT score *Baseline data is from all students.*	8th grade Fall 2020-2021: 206.8 Average RIT score	8th grade Fall 2021-2022 208 Average RIT score +1 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes)	Mathematics (3-8) California School Dashboard 2019	Unavailable - Local Benchmarks are being used until			By 2024, SMBSD students will improve in Mathematics, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades 3rd - 8th; CAASPP Math CA Dashboard Academic Indicator	Performance on the California School Dashboard Mathematics Indicator (grades 3-8) was Yellow for all student groups. The status Low 59.9 points below standard. The change was Increased by +7.8 points. Student Groups - Performance as reported on the California State Dashboard: All students - Yellow Status: Low (59.9 points below standard) Change: Increased +7.8 points English Learners - Yellow 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	CAASPP/Dashboard results are available (see local benchmark data below).			demonstrated by an increase of 60 points scored, so that students are at or above standard overall. Performance on the Dashboard Mathematics Indicator will improve to Green for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: Low (63.1 points below standard) Change: Increased +7.8 points Socioeconomically Disadvantaged - Yellow Status: Low (62.6 points below standard) Change: Increased +7.3 points Students with Disabilities - Orange Status: Very Low (151.3 points below standard) Change: Increased +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				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: Medium (2.6 points below standard) Change: Increased Significantly +15.5 points Filipino - Blue Status: High (0.8 points above standard) Change: Increased Significantly +16.6 points Hispanic - Yellow Status: 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				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) **Grade: TK- K: Math Kindergarten Student Entrance Profile (31 RS)** Above 71% = Mastery overall *Baseline data is from all students. *	Fall 2019* Note KSEP not administered in Fall 2020: 38.88% of students scored "Mastery" on the KSEP rating scale	In Fall 2021, 14% of students scored "Mastery" on the KSEP rating scale (-24.88 from Fall 2019; -46 from Target percentage)			By 2024, SMBSD students will improve in school readiness, as demonstrated by an increase in the % of students scoring "Mastery" on the KSEP Rating scale, to an overall rate of 60% of students.
State Priority 4: Student Achievement (Pupil Outcomes) **Math Grades: K-1st: NWEA Map Growth Math -** Average (Mean) RIT score distance from proficiency target RIT *Baseline data is from all students.*	Kinder (Winter 20-21) +1 above the national norm Grade 1 (Fall 20-21) +2 above the national norm	Kinder (Winter 21-22) – 6.76 below national norm Grade 1 (Fall 21-22) – 7.31 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.*	Kinder Winter 2020-2021: 152.6 Average RIT score	Kinder Winter 2021-2022 143 Average RIT score -10 from Fall 2020-2021 year			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)	1st grade Winter 2020-2021: 160.7 Average RIT score	1st grade Fall 2021-2022 153 Average RIT score			By 2024, SMBSD students will maintain or improve their academic readiness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade: 1st: NWEA Map Growth Math – Average (Mean) RIT score *Baseline data is from all students.*		-8 from Fall 2020-2021 year			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 Grades: 2nd – 8th: NWEA Map Growth Math –** Average (Mean) RIT score distance from proficiency target RIT *Baseline data is from all students.*	2nd – 8th grade (Fall 20-21) -5.2 to -18.8 below the national norm proficiency target	2nd – 8th grade (Fall 21-22) -8 to -19 below the national norm proficiency target			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Math Grade: 2nd: NWEA Map Growth Math -** Average (Mean) RIT score *Baseline data is from all students.*	2nd grade Fall 2020-2021: 169.8 Average RIT score	2nd grade Fall 2021-2022 167 Average RIT score -3 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Math Grade: 3rd: NWEA Map Growth Math** - Average (Mean) RIT score	3rd grade Fall 2020-2021: 179.1 Average RIT score	3rd grade Fall 2021-2022 178 Average RIT score -1 from Fall 2020-2021 year			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
Baseline data is from all students.					at or above the NWEA Target RIT.
State Priority 4: Student Achievement (Pupil Outcomes) **Math Grade: 4th: NWEA Map Growth Math -** Average (Mean) RIT score *Baseline data is from all students.*	4th grade Fall 2020-2021: 188.8 Average RIT score	4th grade Fall 2021-2022 188 Average RIT score -1 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Math Grade: 5th: NWEA Map Growth Math -** Average (Mean) RIT score *Baseline data is from all students.*	5th grade Fall 2020-2021: 196.8 Average RIT score	5th grade Fall 2021-2022 196 Average RIT score -1 from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Math Grade: 6th: NWEA Map Growth Math -** Average (Mean) RIT score	6th grade Fall 2020-2021: 201.9 Average RIT score	6th grade Fall 2021-2022 203 Average RIT score +1 from Fall 2020-2021 year			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.

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) **Math Grade: 7th: NWEA Map Growth Math** - Average (Mean) RIT score *Baseline data is from all students.*	7th grade Fall 2020-2021: 209 Average RIT score	7th grade Fall 2021-2022 209Average RIT score No change from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Math Grade: 8th: NWEA Map Growth Math -** Average (Mean) RIT score *Baseline data is from all students.*	8th grade Fall 2020-2021: 213.2 Average RIT score	8th grade Fall 2021-2022 213 Average RIT score No change from Fall 2020-2021 year			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.
State Priority 4: Student Achievement (Pupil Outcomes) **Science Grades: 7th - 8th: NWEA Map Growth Science -** Average (Mean) RIT score	7th - 8th grade (Fall 20-21) -5.7 to -6.5 below the national norm proficiency target	7th – 8th grade (Fall 21-22) -7 below the national norm proficiency target			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.*	7th grade Fall 2020-2021: 200.9 Average RIT score	7th grade Fall 2021-2022 200 Average RIT score -1 from Fall 2020-2021 year			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.*	8th grade Fall 2020-2021: 203.1 Average RIT score	8th grade Fall 2021-2022 203 Average RIT score No change from Fall 2020-2021 year			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 – Implementation of Academic Standards	2020-2021 All California State Academic Standards have been implemented	2021-2022 All California State Academic Standards have been implemented			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	**Professional Learning**	In order to continue to build collective capacity and growth toward the achievement of district/school goals, the District will continue to provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards (CCSS), and effective high-quality first instruction, and to build capacity in reference to: • high functioning professional learning communities (PLCs) and Culture and Climate Teams, • mathematical practices (TK-8), • student goal setting as part of student ownership (HQII) - junior high level, • student engagement through effective use of technology for all instructional models, • accelerated learning and equitable access to high-quality instruction, • best practices for implementing Social Emotional Learning (SEL) student supports, • PL specific to all elective teachers that align with their content area, and • literacy foundational skills for grades K-5. Professional learning for our teachers and administrators is critical to maximizing impact on student learning. We will continue to provide a baseline of professional learning that all teachers and administrators receive. This learning will be coupled with targeted learning for specific job roles (i.e. Instructional Coaches, ELD Coaches, PE teachers, etc.) as well as additional optional learning for those seeking learning in specific areas. This comprehensive plan allows for all SMBSD educators to ensure they are meeting the needs of all of their students. The District will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in the cost of professional development services.	**$1,126,761.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		School sites will continue to provide educators time to meet regularly, share expertise, and work in collaboration with a focus on student evidence, content standards, improved teaching strategies, reviewing site trends in academics, behavior, and attendance, Professional Learning capacity building, and district adopted curricular programs.		
3.2	**Instructional Coaches**	**DISCONTINUED FROM LCAP** - English learners, foster youth, and socio-economically disadvantaged students represent a diverse group of learners. Feedback from our educational partners has consistently returned a need for additional academic support within the classroom for students in these groups. Furthermore, these groups of students lag behind the national average in both literacy and mathematics on state and local measures. In order to provide additional support to English learners, foster youth, and socio-economically disadvantaged students, we will build the collective capacity to improve instruction and assist teachers in the implementation of the grade-level core curriculum. The District will continue to provide one Instructional Coach (full-time certificated teacher) at each school site. Site Instructional Coaches are critical in their role as they support teachers at their site with the planning and implementation of high-quality grade-level instruction. As the Site Instructional Coach support increases (to a level where the support will impact all teachers) and becomes systematic throughout the school site, the positive impact on student learning will continue to increase**. The funds to support Instructional Coaches will come from Title I funds that are to be used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. The action has been included in the LCAP Federal Addendum.**	**$0**	**Yes**
3.3	**Coordinator of Teaching and Learning**	In order to support English learners, foster youth, and socio-economically disadvantaged students and build the collective capacity to improve teaching and learning, the District will provide one Coordinator of Teaching and Learning position. This position will continue to assist the Director of Teaching and Learning with the overall organization, administration, and supervision of teaching and learning programs, and oversee and lead the district Teachers on Special Assignment who support the implementation of CCSS aligned,	**$192,488.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		grade-level standards, through effective high quality first instruction teaching practices.		
3.4	**Teacher on Special Assignment (TOSA)**	In order to continue to provide additional support to English learners, foster youth, and socio-economically disadvantaged students and to build the collective capacity to improve instruction, the District will provide nine Teacher on Special Assignment positions. The specific areas of support include technology (2), social studies/literacy (2), GATE (1), VAPA/PE (1), and STEAM/Literacy (3). These areas have been reviewed and changes have been made to ensure that positions developed would nurture highly effective professional learning, understand the new curriculum, and support teachers districtwide. Teachers on Special Assignment will continue to provide direct support to site coaches, school leaders, and directly to classroom teachers or teams, in the implementation of the effective good first instruction.	**$1,198,833.00**	**Yes**
3.5	**Recruit and Retain Experienced and Qualified Certificated Teachers**	SMBSD's English learners, foster youth, and socio-economically disadvantaged students lag behind the national average in both ELA and mathematics on state and local measures (SBAC/NWEA LCAP metrics]). Feedback from our educational partners indicates that a smaller class size, with a high-quality teacher, provides for a more personalized class environment in order to better impact the academic outcomes for English learners, foster youth, and socioeconomically disadvantaged students. SMBSD will add additional teachers above school baseline staffing levels as space and staffing 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 2022-2023 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,	**$1,104,883.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		as well as reducing class size in early grades as much as spacing allows at each site.		

Goal Analysis [2021-22]

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

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

The actions/services intended to support Goal 3 were implemented according to the strategy outlined in the LCAP descriptions. The District did experience some challenges in providing planned professional learning (PL) activities due to a shortage of substitutes. During high periods of staff COVID-related illnesses, the District was forced to cancel or postpone some PL opportunities. Due to staffing shortages and difficulty in recruiting enough applicants, the District experienced delays in hiring for some positions. Overall, despite the learning loss of instructional time during the 2020-2021 year, assessment data indicates students maintained, or only slightly increased, their skill levels in English language arts (ELA) and mathematics. Due to the implementation of specific LCAP actions that use a multi-tiered system of support, we were able to minimize the impact of pandemic restrictions on instruction and learning. The District's commitment to in-person learning was a key driver in maintaining the integrity of our educational system and completing the implementation of LCAP actions for students. There were many challenges due to staffing issues and interruptions to instructional time because of a large increase in absences resulting from quarantines and positive COVID-19 results. We continued to attend to the mission of equitably optimizing educational opportunities for all students and educating the whole child. High-quality instruction anchored in standards-aligned materials continued to be provided following adjustments that needed to be made to support teaching and learning. Although students came back to brick and mortar school at the beginning of the 2021-2022 year, the learning environment and strategies were designed with agility to ensure high-quality instruction continued whether we were in a physical or remote learning space.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal 3. The intended implementation and 2021-2022 budgeted expenditures include the District spending a substantial amount of $420,211 less on professional learning due to the inability of teachers to attend workshops and training due to the lack of substitute teachers.

The District spent more on the following actions due to negotiated compensation increases for the 2021-2022 school year and generated retroactive and one-time bonus payments not originally included in the adopted budget - Instructional Coaches ($28,289), Coordinator of Teaching and Learning ($9,515), and Teachers on Special Assignment (TOSAs) ($83,397).

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

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

- Combined efforts with the Teaching and Learning Core and Supplemental teams and School Support Services staff further developed coaching capacities of Instructional Coaches and English Learner Coaches as measured by coaching logs of support, site feedback, and evidence of High-Quality Instructional Indicators (HQIIs), and aligned classroom practices gathered through Instructional Practice Walks (IPWs).

- Development of the 2021-2022 school year's clear, comprehensive professional learning opportunities for certificated staff, in support of implementing with fidelity, District core adopted curriculum, as measured by consistent evidence of practice gathered during IPWs and qualitative data acquired through staff surveys.

Specific successes for the year included but were not limited to: A New Teacher Day that provided a brief overview of all core adoptions for new teachers and volunteer participants, a professional learning focus on the implementation of the adopted science curricula when teaching in-person, an established relationship with California Association for Bilingual Education (CABE) in an effort to identify best practices for English learners, and clear communication to the system about professional learning opportunities available, or to be made available.

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

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

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

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

Goal 3 will remain as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2022-2023 plan unless mentioned below. Progress monitoring of professional learning will continue in order to provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time) to

support the implementation of the Common Core State Standards (CCSS), effective high-quality first instruction, and to continuously build capacity in order to increase student achievement.

There will not be any modification to the metrics or indicators for Goal 3. However, the California Dashboard data will not be available until the dashboard is updated following the Spring 2022 Smarter Balanced Assessment - California (SBAC) results being published and Local Indicators which will go to the school board in June 2022 and be updated on the California Dashboard in the early fall of 2022.

The following changes will be made in the action below:

- **3.1 Professional Learning -** the professional learning offerings have been updated for the 2022-2023 academic year in order to better serve the most current needs of our staff and students.

- **3.2 Instructional Coaches – DISCONTINUED FROM LCAP -** English Learners, foster youth, and socio-economically disadvantaged students represent a diverse group of learners, and feedback from our educational partners has consistently returned a need for additional academic support within the classroom for students in these groups. Furthermore, SMBSD's English learners, foster youth, and socioeconomically disadvantaged students lag behind the national average in both literacy and mathematics on state and local measures. In order to provide additional support to English learners, foster youth, and unduplicated students and build the collective capacity to improve instruction, and assist teachers in the implementation of the grade-level core curriculum, the District will continue to provide one Instructional Coach (full-time certificated teacher) at each school site. Site instructional coaches are critical in their role as they support teachers at their site with the planning and implementation of high-quality grade-level instruction. As the site instructional coach support increases (to a level where the support will impact all teachers) and becomes systemic throughout the school site, the positive impact on student learning will continue to increase. Following a recommendation from the California Department of Education (CDE) Federal Program Review Team for the 2022-2023 school year, the funds to support Instructional Coaches will come from Title I funds, although the action will continue to be written into the LCAP. Title I funds are to be used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. This action has been included in the LCAP Federal Addendum.

In order to recruit and retain experienced and qualified certificated teachers, the following action has been added to Goal 3

- **3.5 Recruit and Retain Experienced and Qualified Certificated Teachers -** SMBSD's English learners, foster youth, and socioeconomically disadvantaged students lag behind the national average in both English language arts 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 above school baseline staffing levels as space and staffing allows. All new additional hires to SMBSD, starting with the 2022-2023 school year, will have their verified and relevant certificated public school prior 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 previous verified and relevant certificated public school/non SMBSD years of service considered and applied at the start of the 2022-2023 school year. The 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.

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

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

An explanation of why the LEA has developed this goal.

Input received from educational partners through the Local Control and Accountability Plan (LCAP) development process indicates a strong desire for students to increase their English language proficiency rates on the English Language Proficiency Assessments for California (ELPAC), so that a greater number of students may be reclassified. There is a concern with the steady decline in reclassification rates over the past three years which fell to 4.3% in 2020-21 and an overall ELPAC proficiency rate of 5.61% in the 2020-21 school year. By increasing language proficiency and reclassification rates, more students will leave SMBSD on the path to college and career readiness.

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

In 2018-2019, the California Department of Education (CDE) allowed for an overall score of 3 or 4 on the Summative ELPAC assessment to meet Criterion 1 (Assessment of English Language Proficiency) of the state's reclassification criteria. During this year, SMBSD had a reclassification rate of 25.9%. For the 2019-2020 school year, the CDE changed the requirement; an overall score of 4 was required to meet Criterion 1. Due to the change, SMBSD's reclassification rate decreased to 10.4%. Summative ELPAC testing was not completed for all English learners in the spring of the 2020 school year due to distance learning; the CDE waived standardized testing during this timeframe. In the fall of 2020, students that were close to reclassifying took the Optional Summative ELPAC assessment. For the 2020-21 school year, SMBSD's redesignation rate was 4.3%.

Furthermore, an analysis of the Academic Performance in English Language Arts (ELA) and Mathematics for the English learners' subgroup on the 2019 California Dashboard for ELA was Yellow, 53.6 points below standard and with an increase of 3.6 points. For mathematics, it was Yellow, 70 points below standard and with an increase of 3.9 Points. It is important to note that the English learner subgroup included all English learners and reclassified students in grades 3-8. The 2019 California Dashboard also provides a comparison of the academic performance of current English learners, Reclassified English learners, and English Only student groups. During the 2020-2021 school year, state law suspended the reporting of state and local indicators on the 2020 Dashboard.

The 2018-2019 data shows that Current English learners were 112 points below standard in ELA and 115.8 points below standard in mathematics. The achievement gap between current English learners, Reclassified English learners, and their English Only peers increased in 2019. While Reclassified English learners and English Only Students maintained or increased their scores, current English learners are still far below standard and only increased by 5.7 points in ELA and 4.5 points in mathematics.

Though the State Dashboard was suspended, we continue to monitor our English Language Learner students' progress on local benchmarks. EL students continue to perform below grade level standard, and below English Only SMBSD students. However, winter

benchmark data shows a much smaller gap between the two groups. Average RIT Scores on the NWEA MAP Growth assessment showed EL students averaging just 6 points lower than all SMBSD students. Additionally, 71% of EL students showed growth on MAP from fall to winter 2021-2022, and 41% met their individual target growth metric. Our focus on hiqh quality tier one instruction for all students is showing incremental impact for ELs, and we predict that with continued focus, our reclassified fluent English proficient rates will rise and we will meet the target in 2022-2023.

Through a further review of our most recent quantitative data (shown in the Reflections of Identified Needs section of the plan), we feel an urgent need to continue to implement, monitor, and increase programs to support language acquisition for English learners. From our most recent data analysis of the NWEA Growth Reading and Mathematics scores, the SMBSD Average Mean RIT scores were reviewed. The scores in Reading showed that English learner students had a significant achievement gap, compared to English Only (EO), Initial Fluent English Proficient (I-FEP), and Redesignated Fluent English Proficient (R-FEP) students. In Mathematics, the average mean RIT scores showed that English learner students had a significant achievement gap, compared to English Only (EO), Initial Fluent English Proficient (I-FEP), and Redesignated Fluent English Proficient (R-FEP) students. In Science (taken by 7th and 8th graders only), English learner students show a highly significant achievement gap, compared to English Only (EO), Initial Fluent English Proficient (I-FEP), and Redesignated Fluent English Proficient (R-FEP) students. However, R-FEP and I-FEP students show a significant outpacing of both ELs and EOs.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) **% of English Learner who made progress toward English Proficiency Indicator** *Baseline data is from English learner students.*	50.4% making progress towards English language Proficiency Performance level: Medium	2020-21: 20.28% making progress towards English language Proficiency			By 2024, SMBSD EL students will improve to 60.4% of them making progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) **State Dashboard- English Learner Progress Indicator (ELPI) Student English Language Acquisition Results % of English Learner who made progress toward English Proficiency measured by ELPAC**	2019 CA Dashboard 49.2% progressed at least one ELPI level + 1.1% Maintained Level 4	2020-21: 19.36% progressed at least one ELPI level + 0.92% Maintained Level 4			By 2024, the percentage of SMBSD ELs who progress at least one ELPI level or maintain ELPI level 4 will increase to 65%.
State Priority 4: Student Achievement (Pupil Outcomes) **English Learners Annual Reclassification (RFEP) Counts and Rates Reclassification Rate**	10.4% Student were reclassified during the 2019-2020 school year	4.3% of students were reclassified during the 2020-2021 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**	CA Dashboard 2019 Yellow: 112 points below standard	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are avilaibale (see local benchmark data below).			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average distance from standard Grades 3-8					
State Priority 4: Student Achievement (Pupil Outcomes) **English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grade K-1 distance from proficiency target RIT** *Baseline data is from English learner students. *	Kinder EL (Winter 20-21) +1.2 above the national norm Grade 1 EL (Fall 20-21) -5.7 below the national norm	Kinder EL (Winter 21-22) -10 below the national norm Grade 1 (Fall 21-22) -12 below the national norm			By 2024, SMBSD EL students will maintain or improve their academic readiness for ELA, by improving at or above the NWEA Target RIT.
State Priority 4: Student Achievement **(Pupil Outcomes) English Language Arts (ELA) NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grade K** *Baseline data is from English learner students.*	Kinder EL Winter 2020-2021: 145.1 Average RIT score	Kinder EL Winter 2021-2022: 136.53 Average RIT score -8.57 from Winter 2020-2021 year			NWEA Goal RIT score of at least 146.3. This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.*	1st grade EL Fall 2020-2021: 150.2 Average RIT score	1st grade EL Fall 2021-2022: 144 Average RIT score -6 from Winter 2020-2021 year			NWEA Goal RIT score of at least 155.9. This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes) **English Language Arts (ELA)** **NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score** **Grades 2-8** *Baseline data is from English learner students.*	2nd – 8th grade EL (Fall 20-21) -15.4 to -27 below the national norm	2nd – 8th grade EL (Fall 21-22) -16 to -23 below the national norm			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)	2nd grade EL Fall 2020-2021:	1st grade EL Fall 2021-2022:			NWEA Goal RIT score of at least 175. 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 2 *Baseline data is from English learner students.*	159.6 Average RIT score	157 Average RIT score -3 from Fall 2020-2021 year			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 3** *Baseline data is from English learner students.*	3rd grade EL Fall 2020-2021: 172.8 Average RIT score	3rd grade EL Fall 2021-2022: 169 Average RIT score -4 from Fall 2020-2021 year			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 students.*	4th grade EL Fall 2020-2021: 178.8 Average RIT score	4th grade EL Fall 2021-2022: 182 Average RIT score +3 from Fall 2020-2021 year			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
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.*	5th grade EL Fall 2020-2021: 182.3 Average RIT score	5th grade EL Fall 2021-2022: 188 Average RIT score +6 from Win Fall ter 2020-2021 year			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.*	6th grade EL Fall 2020-2021: 188.3 Average RIT score	6th grade EL Fall 2021-2022: 191 Average RIT score +2 from Fall 2020-2021 year			NWEA Goal RIT score of at least 211 This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes) **English Language Arts (ELA) NWEA Map Growth Reading - SMBSD**	7th grade EL Fall 2020-2021: 190.2 Average RIT score	7th grade EL Fall 2021-2022: 194 Average RIT score +4 from Fall 2020-2021 year			NWEA Goal RIT score of at least 213 This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average EL (Mean) RIT score Grades 7 *Baseline data is from English learner students.					
State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) **NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score Grades 8** *Baseline data is from English learner students.*	8th grade EL Fall 2020-2021: 191 Average RIT score	8th grade EL Fall 2021-2022: 195 Average RIT score +4 from Winter 2020-2021 year			NWEA Goal RIT score of at least 218 This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes) SBAC Mathematics CA Dashboard Academic Indicator Average distance from standard Grades 3-8	CA Dashboard 2019 Yellow: 115.8 points below standard	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data below).			By 2024, SMBSD EL students will improve in Mathematics, as demonstrated by an increase of 116 points scored, so that students are at or above standard overall. Performance on the Dashboard English Language Arts Indicator will improve to Green

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	**Professional Learning to support the Multilingual Program**	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. 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.	$211,879.00	Yes
4.2	**Bilingual Instructional Assistants for Primary Grades**	The District will continue to provide Bilingual Instructional Assistants (BIAs) for the primary grades (TK-2). For the 2022-2023 academic year, the District will increase the services and use the 15% supplemental concentration grant funds to provide: • Transitional Kindergarten (TK) - one full-time BIA per classroom (6.5 hours) • Kindergarten - one full-time BIA per classroom (6.5 hours) We will prioritize the full-time BIAs by adding them to the full-day TK and K classes first. For the 2022-2023 academic year, the District will use supplemental/concentration grant funds to provide: • 1st Grade - one part-time BIA per classroom (3.5 hours) • 2nd-grade - one part-time BIA per classroom (3.5 hours) If all BIA positions are filled in 1st and 2nd grades, the BIAs serving in the primary grades may be used at the elementary school campuses to support the upper-grade newcomer students (at the discretion of the school site principal). BIAs support certificated teachers in providing small groups or 1:1 instructional reviews to English learners. Additionally, the BIAs support the certificated teacher by:	$10,071,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• monitoring and reporting student progress regarding performance, • assisting in the guidance and support to the student in English and Spanish, • translating and interpreting for students, parents, counselors, teachers, and others as assigned, and • Supporting the administration of assessments. Having this support would benefit our primary multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support.		
4.3	**Bilingual Instructional Assistants for Jr. High Schools**	The District will increase the services and use the 15% supplemental concentration grant fund to provide one full-time Bilingual Instructional Assistant (BIA) to each junior high school to support newcomer students for the 2022-2023 academic year. 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 student in English and Spanish, • translating and interpreting for students, parents, counselors, teachers, and others as assigned, and • supporting the administration of assessments. Having this support will benefit 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.	$278,498.00	Yes
4.4	**Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)**	The District will not be providing each junior high school with one certificated Limited Assignment Teacher (LAT) for the 2022-2023 academic year. This particular FTE had not been following the LCAP actions and services and had a different function at each site; therefore, we could not ascertain the effectiveness of these positions in support of our English learners. Within the new junior high master schedule design, EL students now have more opportunities and		Yes

Action #	Title	Description	Total Funds	Contributing
		choices in getting their academic needs met. These choices expand beyond traditional dELD and include AVID Excel, Spanish A-G, etc.		
4.5	**Native Language Proficiency Assessments**	The District will continue to provide assessments to newcomers to assess their proficiency in their native language. These assessments will help determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having native language proficiency assessments to assess our newcomers' language abilities and providing this data to classroom teachers is beneficial to the students' social and academic success.	$20,000.00	Yes
4.6	**Teachers on Special Assignment (TOSA) for English Learners**	The District will continue to provide two Multilingual TOSAs (full time certificated teachers) that will provide support to district staff, students, and parents in the following areas: • District English learner advisory committee (DELAC), • dual language immersion (DLI) program, • Multilingual (ML) Masterplan, • ELD site coaches, • pacing guides, • State Seal of Biliteracy Pathways, • training, and • native language assessments. The areas of support will reinforce the principles of the California English Learner Roadmap, designated and integrated English language development (ELD), ELD standards, and the variety of English learner profiles that are served in grades PK-8. Providing these two positions directly benefits ELD Site Coaches and students through the support these positions provide.	$221,430.00	Yes
4.7	**Program Specialist (PS) for Multilingual Services**	The District will continue to provide two Program Specialists for Multilingual Services. These positions will support district staff, students, and parents that include the following focus areas: • assessment and progress monitoring, • compliance, • continuity of learning for equitable access, • educator professional development, • English language development, and	$329,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• responsiveness to EL profiles. By having these positions, SMBSD will be able to provide direct support to all levels of the district regarding multilingual learners and provide guidance around federal, state, and district policies.		
4.8	**Dual Language Immersion Program**	The District will continue to support the Dual Language Immersion (DLI) program by building the capacity for bilingual educators and leaders to address the needs of our dual language learners. This support will include professional learning for dual immersion teachers and staff, implementation of the elementary and junior high DLI master plan, and Spanish literacy materials. These supports will allow for continued learning around best practices for DLI programs and the expansion of culturally relevant literacy materials.	$18,000.00	Yes
4.9	**English Language Development Coaches**	The District will provide one full-time certificated English Language Development (ELD) Coach for each site (21). This position will support the development of the school's designated and integrated ELD program through: • instructional modeling of best practices for first instruction in both iELD and dELD, • co-teaching and co-planning, • one-on-one coaching, and • assisting in leading professional learning opportunities at staff and/or grade level meetings. By providing these positions, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.	$2,902,195.00	Yes

Goal Analysis [2021-22]

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

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

Most actions/services intended to support Goal #4 were implemented according to the strategy outlined in the LCAP descriptions. The District did experience some challenges in providing planned Professional Learning (PL) activities due to a shortage of substitutes. During high periods of staff COVID-related illnesses, the District was forced to cancel or postpone some PL opportunities. Due to staffing shortages and difficulty in recruiting enough applicants, the District experienced delays in hiring for some positions that specifically support our English learner students. Feedback from our educational partners continued to indicate the need to invest in support for ongoing professional learning in order to build capacity to ensure that staff and classroom teachers have the required skills to support English learner students. Educational partners also indicated a strong desire for students to increase their English language proficiency rates on the English Language

Proficiency Assessments for California (ELPAC), so that a greater number of students may be reclassified. Additional input included but was not limited to providing further support for newcomer and Mixtec students, professional learning for Integrated and Designated English Language Development (ELD), continuing Bilingual Instructional Assistants for primary grades, and continuing to provide ELD Coaches at every site.

One of the successes under this goal continues to be the support our English Learner Coaches provided throughout the year. These coaches supported the continuous development of the school sites' designated and integrated ELD program by co-teaching and co-planning, assisting in leading professional development and/or grade level meetings, and providing one-on-one coaching as needed. Providing the Bilingual Instructional Assistants (BIA) to our primary grades (TK, Kindergarten, first, and second grades) and junior high school Newcomer students continues to be additional support that teachers rate high on the LCAP survey. Teachers and other Educational Partners rated the support of Bilingual Instructional Assistants at a satisfactory or very satisfactory level at over 60%. The only challenge with having the BIAs was to keep all of the positions filled throughout the year. Due to the pandemic, there were some vacant positions or their staff members were absent for long periods of time.
Another success was that school sites were able to purchase supplemental materials that further supported our English learners, which were used to support an increase in achievement proficiency levels through individualized and small group instruction, and addressed and mitigated learning loss through analysis of individual areas of need.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal 4. The intended implementation and 2021-2022 budgeted expenditures include the District spending $131,724 less on professional learning due to the inability of teachers to attend workshops and training due to the lack of substitute teachers. The District also spent less on assessment materials due to the materials coming in at a lower price versus what was anticipated ($20,000 less).

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

- Bilingual Instructional Assistants (BIAs) for Primary Grades ($555,499)
- Bilingual Instructional Assistants (BIAs) for Junior High Schools ($37,207)
- Limited Assignment Teachers (LATs) ($22,580)
- Teachers on Special Assignment (TOSA) for English Learners ($139,757)

The District spent more on the following action due to negotiated compensation increases for the 2021-2022 school year and generated retroactive and one-time bonus payments not originally included in the adopted budget; the cost coming in at a higher amount versus what was anticipated - Program Specialists for Multilingual ($176,894). Other positions within the goal also generated the retroactive and one-time bonus payment but we did not see the material difference as being more because of the amount that we saw less for many of the actions and services that had vacant positions throughout the year.

It should also be noted that the District spent $266,962 less on English Learner Coaches due to the recommendation made by the California Department of Education Federal Review Team not to split the cost with other federal funding sources.

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

According to local data, the District saw some growth in English language arts (ELA) performance for our English learners, as reported in the Executive Summary District Benchmark Results from the Northwest Evaluation Association (NWEA) Map Growth Data Fall 2021 Report. From Fall 20-21 to Fall 21-22, students in SMBSD showed growth in 4th, 5th, 6th, 7th, and 8th grades.

- 4th = 3.06 point increase
- 5th = 4.82 point increase
- 6th = 2.41 point increase
- 7th = 3.65 point increase
- 8th = 4.4 point increase

We contribute this growth to several of the actions and service within goal four. An example of one of the actions and services, that we feel contributed to this success is the support that our Bilingual Instructional Assistance (BIA) provided to our primary grade English learners throughout the year. These BIAs were provided professional learning throughout the year in order to build their capacity so that they may better serve our English learners. Topics included but were not limited to culturally responsive teacher and language, translanguaging practices, giving feedback to students, and small groups literacy skills to include supporting phonemic awareness and orthographic mapping and language scaffolds. Qualitative data gathered from our BIAs following professional learning throughout the year was rated high, in that the BIAs felt that the workshops helped build their capacity and therefore they were better able to support students in the classrooms they served. Another helpful aspect that we feel contributed to the success of our English learner students was the ability of the District to provide assessments to Newcomers to assess their proficiency in their native language. These assessments helped to determine a Newcomer's placement for the appropriately designated support, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having the data from these native language proficiency assessments is beneficial to the student's social and academic success.

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

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

We will **increase the hours of BIAs in transitional kindergarten (TK) and kindergarten (K) to full time (6.5) hours for each classroom. We will use the 15% supplemental concentration grant funds to fund the increase**. BIAs support certificated teachers in providing small groups or 1:1 instruction to English learners. Additionally, the BIAs support the certificated teacher by:

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

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

We will also provide one full time BIAs to each junior high school to support newcomer students for the 2022-2023 school year. The 15% supplemental concentration grant funds to fund this action. The BIAs support certificated teachers in providing small groups or 1:1 instruction 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 student in English and Spanish,
- translating and interpreting for students, parents, counselors, teachers, and others as assigned, and
- supporting the administration of assessments.

Having this support would benefit our junior high multilingual learners, especially newcomer students, in having additional academic and linguistic support. In order to provide further support at the site level for newcomer students, each junior high will increase the service by one BIA, if needed.

We will not be providing each junior high school with one certificated Limited Assignment Teacher (LAT) – LATs have been discontinued.

To support the implementation of actions and services for our multilingual students, the District will add a second Program Specialist position to the Multilingual Department. These two positions will support district staff, students, and parents that include the following focus areas:

- assessment and progress monitoring,
- compliance,
- continuity of learning for equitable access,
- educator professional development,
- English language development, and
- responsiveness to EL profiles.

By having these positions, SMBSD will be able to provide direct support to all levels of the district regarding multilingual learners and provide guidance around federal, state, and district policies.

In the 2022-2023 plan, a change in funding for ELD Coaches will occur. During the 2021-2022 school year, the ELD Coaches were split funded with Title 1, Part A. During the District's Federal Program Review, it was suggested that the ELD Coaches be moved out of Title 1, Part A funds. For the 2022-2023 school year, these positions will be fully funded with LCAP funds.

Finally, for the 2022-2023 academic year, we will continue to work on and will continue to work on a more coherent system both using the English Learner Roadmap and a Multi-Tiered System of Support (MTSS) approach to support our English learners.

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

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

An explanation of why the LEA has developed this goal.

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

Analysis of student data from the California School Dashboard (2019) shows that 3.4% of students were suspended at least once during the 2018-19 school year. In 2019-2020, the Suspension Rate showed a slight decrease to 3.2% of students being suspended at least once. We acknowledge that this direct comparison is incomplete, as the district moved to emergency closure/shelter in place precautions on March 13, 2020. For the remainder of the 2019-2020 school year, there were no student suspensions. A more accurate comparison of suspension trend data can be obtained by comparing the equivalent instructional period to 2018-2019. The March 2020 closure occurred on the 128th day of instruction/student attendance. If we compare the 2018-2019 data (including only the first 128 days of instruction), we can more accurately make statements about the effectiveness of strategies and goals implemented in the 2019-2020 school year. In 2018-2019, the SMBSD Suspension Rate for the 128 days was 2.2%. In 2019-2020, the Suspension Rate was 2.1%, a decrease of 0.1%.

SMBSD students began a gradual return to in-person instruction in March 2021, if families chose this option. Families and students that did not feel safe returning to school, due to the pandemic, could continue synchronous and asynchronous instruction from home. Those students that chose to return to in-person instruction, could do so two days a week. From the months of March, April, and May, there were two out-of-school suspensions. Three hundred students began the 2021-2022 school year on Independent Study, while 16,300 students returned to in-person instruction. At the current time, there are close to 100 students that continue to be on Independent Study. All other students are attending school five days a week. During the months of March, April, and May 2022, there have been 93 out-of-school suspensions.

Overall, while suspension rates plummeted during 2019-2020 and 2020-2021 when learning from home began, this year's suspension rates and disproportionality of suspension applications have returned to pre-COVID levels. To continue to reduce suspension and disproportionality of suspension, several actions and services under this goal are either continuing or being implemented in the 2022-2023 academic year.

Analysis of student data from the California School Dashboard (2019) shows that almost 6% of students were chronically absent during the 2018-2019 school year. Data from the 2019-2020 school year, prior to school closures, was comparable, with 5.8% of students chronically absent through March 13, 2020.

During the 2020-2021 school year, the attendance average for the District was 96.33%. This percentage accounts for synchronous instruction, as well as the blended learning that occurred when students had the opportunity to return to class in March of 2021. During the 2021-2022 school year, SMBSD returned to full in-person instruction. Families that did not feel comfortable returning to in-person instruction, were given the opportunity to enroll in the Independent Study program. With SMBSD and other schools in California following the Department of Public Health Guidelines, in order to prevent the spread of the Coronavirus (COVID), students were excluded from school for 10 days if they were symptomatic. If students were exposed to someone living in the household that was exhibiting symptoms, they could be excluded for up to 21 days. Santa Barbara County adjusted this guidance in January 2022, allowing positive and symptomatic students to test on day five and return on day six if they tested negative. At the same time, close contact with students could also shorten their quarantine period. This impacted our overall attendance rate, which is currently set at 90.5%. Providing COVID testing locations at our school sites for students and families has reduced the number of students being absent, as they can test for COVID, and return to school if they test negative and are asymptomatic after 5 days.

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

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

Survey results from students, staff, and parents indicate the need for students to continue to demonstrate improvement in social-emotional learning outcomes, as demonstrated by Panorama data, the CHKS, student attendance, and student discipline records. Results from a Panorama survey which was given to all educational partners in May 2021, showed the need to increase or create new services within this goal to build students' social-emotional competencies, create an environment where students thrive and develop adult competencies for social-emotional learning.
Additionally, due to the COVID-19 pandemic, the District recognizes the need to continue to increase and improve the services listed below and continue to pivot whenever needed, depending on our students' and families' safety and social-emotional needs. The following services prioritize student safety, social-emotional learning, stress management, and the overarching need to continue to support the well-being and long-term academic success of students.

Key influences in these services include:

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey	75% of 7th graders felt that there were caring adults in school 69% of 7th graders reported academic motivation	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			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 results are not yet available. Winter 2022 results are 50% 20-29th percentile.			By 2024, SMBSD students will increase their sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, such that results are comparable to the 80 to 99th percentile compared to others nationally.
State Priority 6: School Climate (Engagement) **Social-Emotional Panorama Education Survey (All Respondents)**	May 2021 "Percent Favorable" = 66%	May 2022 results are not yet available Winter results are 70%			By 2024, SMBSD will increase the staff's sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff - Classified Respondents Panorama SED Survey Topic: **Sense of Belonging, how much faculty and staff feel that they are valued members of the school community**					by 10% to a Percent favorable of at or above 76%.
State Priority 6: School Climate (Engagement) **Social-Emotional Panorama Education Survey (All Respondents)** **Staff - Certificated Respondents Panorama SED Survey** Topic: **Sense of Belonging, how much faculty and staff feel that they are valued members of the school community**	May 2021 "Percent Favorable" = 63%	May 2022 "Percent Favorable" = 62% (-1%) 40-59th percentile compared to others nationally			By 2024, SMBSD will increase the staff sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, by 13% to a Percent favorable of at or above 76%.
State Priority 6: School Climate (Engagement) **California School Dashboard 2019**	All Students - Orange. 3.2% suspended at least once Maintained -0.2% African America - Red	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available			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
Suspension Rates for all and applicable Student Groups	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% 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	(see local benchmark data below) Local Suspention Data for the 2021-2022 year: All Students: 3.21% suspended at least once			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5.6% suspended at least once Declined 1% Asian - Green 2.5% suspended at least once Declined 2.5% Filipino - Green 2.1% suspended at least once Decline 0.5% American Indian - no color 0% suspended at least once Declined 7.4% Pacific Islander - N/A				
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	Unavailable - Local Benchmarks are being used until CAASPP/Dashboard results are available (see local benchmark data below) Local Chronic Absenteeism Data for the 2021-2022 year: All Students: 42.4% chronically absent			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
	absent and Maintained 0.3% Socioeconomically Disadvantaged - Yellow 5.9% chronically absent and Maintained -0.2% 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				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	13.9% chronically absent and Increased 1.2% White - Orange 14.6% chronically absent and Increased 2.8%				
State Priority 6: School Climate (Engagement) **Student Expulsion Rates**	2020-2021 All Student Group 0.00606%	2021-22= 0.02% (3 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 desired outcome for 2023-24 is a zero (0) student dropout rate.
State Priority 6: Student Attendance Rates	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 desired outcome for 2023-24 is 96.50%.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	**School Safety and Security**	The District will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The District will provide a safe school environment for all students. This will be done by providing two School Security Guards per junior high school. SMBSD is working with the Classified Union (California School Employees Association) to create Campus Safety Assistants (CSAs)	**$349,912.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		at each junior high school, which would be district employees. Until the new position is approved, SMBSD will continue to provide two security guards per junior school site, along with two security supervisors, one per two junior high schools through an outside contract. These two school security guards will work at their assigned junior high school and support the feeder elementary schools, thus building relationships with students throughout their elementary and into their junior high school years. In this process, they will be familiar with these students, their parents, and siblings and have bonded as students move from the elementary to the junior high school level. These specially trained school security guards will continue to serve as educators, mentors, and support figures for students while maintaining the physical security of our schools. They play a vital role in ensuring that SMBSD schools are safe and welcoming places where all students can learn.		
5.2	**Outreach Mentors (ORM)**	To maintain a safe, secure, and healthy learning environment for our low-income, foster youth, homeless, and English learner students, the District will continue to implement and expand social-emotional, psychological, and academic support. The District will continue to increase services by providing one full-time Outreach Mentor (ORM) to each school site. ORMs conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. ORMs help students with peer interactions and build their self-esteem so they have positive relationships with others. They also support integrated first instruction with social-emotional learning. Qualitative data, before and during the pandemic, has demonstrated a significant positive relationship between students feeling supported by ORMs and engaging more at school and at home. Due to this positive trend and the need to increase the service, many school sites have funded another ORM in order to better serve their students.	**$2,843,600.00**	**Yes**
5.3	**Junior High Counselors**	The District will continue to provide nine counselors to the junior high sites. In addition, the District will add counselors. The District will provide eleven total. These positions have been ongoing services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provisions of services	**$1,768,721.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		to all students but specifically targeting our English learners, foster youth, and low income students. These positions continue to grow in both quantity and quality. Junior High Counselors prepare and assist students to be successful, lifelong learners, and provide career and academic counseling to enable students to make informed decisions toward achieving their future goals.		
5.4	**District Program Specialist (6) and Teacher of Special Assignment (1) to support Pupil Personnel Services and Special Education Services**	The District will continue to provide one full-time Program Specialist (PS) of Health Services. This PS will serve under the Director of Pupil Support Services and is responsible for assisting with the administration and evaluation of health programs. The position also provides support to site administrators, teachers, and other service providers to ensure compliance with health and safety guidelines district-wide. The District will increase this action by providing a Program Specialist of Pupil Personnel Services. This PS will oversee discipline, attendance, homeless and foster youth programs, as well as all of the contracts with outside agencies that provide service to SMBSD students. The district will also continue to have four full-time Program Specialists of Special Education (25%) and High-Needs Students (75%). These positions assist in planning, developing, and implementing support programs and provide support for professional development, co-teaching, and other supplemental services for students who are identified as having high needs. The positions also provide support to site administrators, teachers, and other service providers to ensure compliance with special education law and policy. These PS also support related service staff such as school psychologists, speech and language pathologists, mental health specialists, board-certified behavior analysts, and adapted physical education teachers. In addition, this PS plans and coordinates Extended School Year (ESY) services for students with individualized learning plans (IEPs), oversees the requisition of specialized supplies, materials, software, and equipment for students per their IEP in order to receive a Free Appropriate Public Education (FAPE). The District will continue to provide one Teacher on Special Assignment (TOSA). The TOSA for Special Education serves as a teacher leader and specialist in specially designed instruction, program compliance and facilitates professional development related to the department and district's instruction and curriculum goals. As a	**$965,977.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		leader and specialist, the TOSA supports other specialists, teachers, school leaders, and support staff in identifying, developing, and implementing curriculum, assessment and instructional strategies designed to improve student learning in specific areas. As a TOSA, they may work in a variety of elementary and/or secondary educational, individual, or team teaching settings.		
5.5	**Student Supervision and Safety Aides**	Student Supervision and Safety Aides are responsible for ensuring that the school's health and safety rules are followed, interacting with students, encouraging appropriate play, managing student behavior, and working with teachers and administration where appropriate. Due to positive qualitative data and a need to increase coverage of the playground and lunch campus areas that need to be supervised, the District will continue to increase the number of aides in order to support school safety and to increase students' sense of connectedness to their school site. Increasing the number of staff members, as needed, also increases the ability of caring adults to build positive relationships with students as they interact with them on campus and provide needed support.	**$2,037,426.00**	**Yes**
5.6	**Community Partnership for Foster Students**	Foster youth face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, the District will continue to participate in a community partnership to provide resources and support to help foster youth students. This partnership will include one full-time staff member to case manage foster students. This position will meet with administrators, at each site, once a month to review the caseload of each site and what resources each student is accessing, based on need.	**$70,000.00**	**Yes**
5.7	**Community Partnership for Truancy Mentors**	Truant students face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, SMBSD will continue to partner with a community agency to provide four full-time program specialists that work with truant students using evidence-based interventions to assist them to get to school every day and on time. Truancy Mentors also assist and	**$348,064.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		advise parents in good attendance practices and habits to decrease student truancy and improve academic access.		
5.8	**Community Partnership to Support Students who are Experiencing Homelessness**	Students who are experiencing homelessness face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, SMBSD will continue to partner with a community agency to provide two full-time homeless liaisons that are dedicated to SMBSD to assist homeless students and families with their basic needs. This is an increase in the partnership and the two liaisons are funded out of Title funds and one is funded out of LCFF supplemental/concentration grant dollars.	**$118,186.00**	**Yes**
5.9	**Full time Health Assistants**	The District will continue to provide one full-time health aide to each school site. This position will assist students with health issues and work with families to make sure their needs are addressed. Health assistants ensure that students are compliant with their immunizations, order the proper supplies to deal with any type of health issues or incidents that arise, administer basic first aid, assist students in the COVID Appraisal, Response, and Evaluation (CARE) room on campus, and take direction from the school nurse in handling student health issues/concerns.	**$1,256,311.00**	**Yes**
5.10	**One Certificated Teacher for each Junior High Opportunity Class**	The District will continue to provide one full-time certificated opportunity teacher at each junior high school. This position will provide a small classroom environment for students who need additional support. Individual academic and behavioral needs will be addressed in this class and support will be provided to best meet students' needs.	**$482,593.00**	**Yes**
5.11	**Teen Court**	The District will continue to provide tuition for SMBSD students that enroll in Teen Court. Students who enroll in Teen Court receive a restorative justice approach to address the behaviors they are exhibiting that are interfering with learning and are taught skills to address these behaviors. By addressing these issues, students who attend Teen Court will have fewer disciplinary issues and maximize time in the classroom, accessing their education.	**$193,000.00**	**Yes**
5.12	**Marriage and Family Therapist (MFT)**	Due to the pandemic and an overall increase of students who have social-emotional concerns and mental health issues which include	**$1,470,288.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
	and/or School Based Therapist	depression, anxiety, loss/grief, and have experienced negativity, the District will continue to provide one Marriage and Family Therapist (MFT) or School-Based Therapist (SBT) to each school site (21). The MFTs/SBTs will work with students who have the highest level of social-emotional needs and will maintain a caseload of up to 20 students. These students will be referred through the Coordination of the Services Team (COST) or the Student Study Team (SST) and have goals set when they begin counseling. At the end of 6-8 weeks, the MFTs/SBTs will review the goals and determine whether to maintain, decrease, or increase services. In addition, school sites may continue to increase the service by funding additional MFTs/SBTs, as appropriate.		
5.13	**Fitzgerald Community School**	The District partners with the Santa Barbara County Office of Education (COE) and the Santa Maria Joint Union High School District to provide a community school to students in grades 7-12. The District will continue to provide one junior high classroom, for up to 20 students, for students with at-promise behaviors in grades 7th and 8th. Students will be referred through the site-level School Attendance Review Board (SARB) Administrative process after all Tier 1, 2, and 3 interventions/supports have been exhausted, at the site level. This class will provide small group and individualized instruction designed with the students' interests, as well as academic and social-emotional needs in mind.	**$450,000.00**	**Yes**
5.14	**Assistant Principals**	In order to continue to support leadership adequately to serve staff and our unduplicated student population, the District will continue to provide one Assistant Principal (AP) at 15 elementary, 4 junior high, and 1 specialty school site. These positions assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. These positions also support the principal in forming a stronger leadership team that improves academic and social-emotional learning outcomes. The APs support the implementation of school plans, policies, and programs and ensure that the needs of disadvantaged student populations are met. They also support state and local testing and lead professional learning communities as they monitor and use data to drive instruction.	**$3,443,945.00**	**Yes**
5.15	**Elementary School Counselors**	Due to the pandemic and an overall increase of students who are	**$2,379,954.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		at-promise, have social-emotional concerns, and/or mental health issues, the District will provide one 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 will improve our students' academic development, college and career readiness, and social-emotional development.		

Goal Analysis [2021-22]

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

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

The actions/services intended to support Goal Five were implemented according to the strategies outlined in the actions and services of the goal. The Santa Maria-Bonita School District (SMBSD) continued to provide well-maintained, up-to-date facilities to enhance student safety. SMBSD continued to provide students and their families with a supportive, inclusive, and welcoming school environment during the year, even though the pandemic caused some changes on campuses throughout the District. The actions outlined supported the progress in meeting the goal to improve student engagement, increase student attendance, reduce student discipline, and increase students' perception of a positive school climate. However, the District did experience some challenges during the 2021-2022 school year due to the pandemic. School closures in the 2020-2021 school year also continued to cause SMBSD Educational Partners to think critically about how to support the social-emotional wellbeing of staff, students, and families during the 2021-2022 academic year. The District recognized the need to continue to increase and improve services within the goal, as well as the need to continue to pivot whenever needed depending on our students' and families' safety and social-emotional needs. The specific actions and services were successful within the goal being we prioritized student safety, social-emotional learning, managing stress, and the overarching need to continue to support the well-being and long-term academic success of students.

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

The actions/services intended to support Goal Five were implemented according to the strategies outlined in the actions and services of the goal. The Santa Maria-Bonita School District (SMBSD) continued to provide well-maintained, up-to-date facilities to enhance student safety. SMBSD continued to provide students and their families with a supportive, inclusive, and welcoming school environment during the year, even though the pandemic caused some changes on campuses throughout the District. The actions outlined supported the progress in

meeting the goal to improve student engagement, increase student attendance, reduce student discipline, and increase students' perception of a positive school climate. However, the District did experience some challenges during the 2021-2022 school year due to the pandemic. School closures in the 2020-2021 school year also continued to cause SMBSD Educational Partners to think critically about how to support the social-emotional wellbeing of staff, students, and families during the 2021-2022 academic year. The District recognized the need to continue to increase and improve services within the goal, as well as the need to continue to pivot whenever needed depending on our students' and families' safety and social-emotional needs. The specific actions and services were successful within the goal being we prioritized student safety, social-emotional learning, managing stress, and the overarching need to continue to support the well-being and long-term academic success of students.

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

Overarching successes included:

- The promotion of a social-emotional learning districtwide plan designed to integrate conditions for positive interactions in the classroom and school. The plan included establishing effective and sustainable school site Culture and Climate teams, and a district wide understanding of the tiers of support to include behavior and academic support, as well as interventions provided at different levels.
- The ability to provide academic and social-emotional wrap-around services to support the diverse needs of students, in an effort to mitigate learning loss.
- The ability to provide professional learning for staff to support the mental health needs of our students.
- The ability to address physical health needs of students and staff through wellness activities and health education.
- The ability to provide social and emotional learning (SEL) professional learning systematically with whole site professional learning sessions as was planned, and Program Specialists were able to provide informal individual professional learning for teachers, depending on the needs of the teachers and their students.
- We found that hiring school security guards at the junior high level made a positive impact. Students felt that there were more adults on campus that cared about them and felt safer at school.
- Parents and students indicated their appreciation of social-emotional support, in addition to the identification of community resources during the pandemic and health care to include COVID testing centers. Additional supplemental safety supplies were sent home with students whose families were homeless or parents were unable to work.
- Individualized mentoring and counseling supported students in meeting their unique social/emotional and academic needs.

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

- monitoring/supporting students' mental health and addressing trauma,
- creating safe environments and conditions,

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

Although there were many successes to the work moving in support of students, we still met challenges to fully implement all actions and services due to the pandemic and the after affects of schools being closed during the 2020-2021 school year were high periods of staff COVID-related illnesses and the District was forced to cancel or postpone some of the planned social-emotional professional learning opportunities that aligned with the actions in Goal Five. Additionally, due to staffing shortages and difficulty in recruiting enough applicants, within the district and within our community partners workforce, the District was unable to hire many of the additional positions that support our students well-being. Counselors saw and continued to see an increase in student referrals for anxiety, especially from our junior high school students. It was important this year to have an increased counseling support as students returned to full-time, in-person learning. When we were unable to fill all of the positions, counselors were hired that were able to meet with students via Zoom meetings.

The District also had challenges with transportation throughout the year, thus creating some safety issues with there being many more students who had to walk to and from school on a daily basis that had normally ridden the bus. According to feedback from students, parents, and teachers, this added a lot of anxiety for both students and their families.

Overall Implementation Challenges:

Quarantining of staff and students during the pandemic increased the difficulty of attendance follow through and home visitations. Social distancing reduced the number of certain enrichment activities and celebrations intended for groups of staff and students. Increasing students' sense of safety and school connectedness as measured by the California Healthy Kids Survey and Panorama survey data was a constant challenge throughout the year. Many students had a hard time adjusting to being back at school and many continued to need additional support due to trauma related issues.

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

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

The District spent more on the following actions due to negotiated compensation increases for the 2021-2022 school year and generated retroactive and one-time bonus payments not originally included in the adopted budget - Assistant Principals ($43,196), Junior High

Counselors ($40,064), District Program Specialists ($70,108), Student Supervision & Safety Aides ($114,118), and a Certificated Teacher for each Jr. High Opportunity Class ($40,547).

The District also spent more on outside service contracts due to changes in the contract related to extended time or an increase in cost - Santa Maria Police Department School Resource Officers/Outside Security Service Contract ($31,671), Family Services Agency - Outreach Mentors ($19,836), Community Partnership for Foster Students ($8,307), and Community Partnership for Truancy Mentors ($70,729). The District spent less on the following contracted services due to the contracts coming in at a lower cost, hours not used on the contract, or staffing shortages - Community Partnership for students who are experiencing homelessness ($133,385), Teen Court ($278), CADA - Marriage and Family Therapist (MFT) and/or School Based Therapist ($315,353), and Fitzgerald Community School ($277,718).

The District also spent less ($147,480) on full time Health Assistants due to not being able to fill all of the positions; vacancies were open throughout the year.

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

The actions outlined in Goal Five supported the progress in meeting the goal to improve student engagement, increase student attendance, reduce student discipline, and increase students' perception of a positive school climate. Outreach Mentors and counseling services have allowed for many students to receive 1:1 sessions, group sessions, and classroom based lessons. Mentors and counselors have also been able to focus more on behavioral and attendance issues. They help all students in the areas of academic achievement, personal social development, and having feelings of caring adults on campus. They also serve on the site based Multi-Tiered System of Support (MTSS) and oftentimes, they are part of the Coordination of Services Teams (COST). The District has established a focus area on safe schools to increase the level of student connectedness and a sense of feeling safe at school directly related to this goal. When reviewing the 2021-2022 California Healthy Kids survey data for our fifth grade students, we saw that school connectedness increased by 13% from 59% to 72%. This is lower than what it was in the Fall of the 2019 prior to the COVID closure. Feelings that there are caring adults in school decreased by 2% and are down overall by 26% from the Fall of 2019. In addition, high expectations from adults increased slightly from last year by 2% and academic motivation increased by 8% to 82%. Although our seventh grade data for school connectedness showed a slight decrease, as did their feelings of caring adults on campus, we contributed the decrease to the parent and student qualitative data that indicates that students in the junior high grades felt disconnected in many ways due to COVID, social distancing and quarantine.

We feel that many of the actions under Goal Five provided social-emotional support to students and families, connected families and students to resources based on assessed needs, fulfilled all mandated reporter duties, provided caring adults on campus (fe.g, recess supervisors and junior high school security staff), and were a support system that facilitated connections for students at school.

We also contributed to students' feeling of connectedness to the support received from our Truancy Mentors, Community Liaisons, and Health Assistants. These staff members helped to reduce the chronic absenteeism rates and increase the sense of school connectedness for low-income students.

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

Goal Five will remain as previously written. Overall, the actions and services in the goal were effective in achieving our goal to engage students, provide additional support, and ensure a safe, healthy and positive learning environment at school. SMBSD continued to provide well-maintained, up-to-date facilities to enhance student safety. SMBSD continued to provide students and their families with a supportive, inclusive, and welcoming school environment during the year, even despite some challenges that were brought on by the pandemic. Appropriate and responsive solution efforts to increase student connectedness, school safety, and student achievement continued to be implemented and refined districtwide. They include the coordination of additional staff to maintain clean and safe facilities, the expansion of counseling services to support social-emotional wellbeing of our students and their families, increased health assistant coverage, and the coordination of school, district, and community resources to meet the needs of the whole child. The District staff continued to be committed to the academic achievement and social and emotional wellbeing of all students through school safety and connectedness.

After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2022-2023 plan unless mentioned below.

- Action 5.1 - The name of the action and services has changed as well as the description. The name of the action which was previously named School Resource Officers will now be changed to School Safety and Security. As mentioned above, these positions could not all be filled and there was discussion at several school board meetings concerning the need to establish new procedures to support campus safety and security. Following the winter break, the District contracted with a company in order to hire two security guards per junior high school site. Although all sites were still serviced by the City of Santa Maria Police Department, when needed, the security guards were on the junior high school campuses on a daily basis and qualitative data shows that both students and staff established relationships with the guards and that the community in general were satisfied with the service provided. For the 2022-2023 academic year, the District will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services by providing campus security by contracting with a company at the beginning of the year. We will continue to provide a safe school environment for all students by providing two school security guards per junior high school and asking the Santa Maria Police Department for assistance at the elementary campus when needed. In addition, SMBSD is working with the Classified Union (California School Employees Association) to create campus safety assistants (CSAs) at each junior high school, which would be district employees. Until the new position is approved, SMBSD will continue to provide two security guards per junior school site, along with two security supervisors, one per two junior high schools through an outside contract. These school security guards will work at their assigned junior high school and support feeder elementary schools, thus building relationships with students throughout their elementary and into their junior high school years. In this process, they will be familiar with these students, their parents, and siblings and have bonded as students move from the elementary to the junior high school level. These specially trained school security guards will continue to serve as mentors and support figures for students while maintaining the physical security of our schools. They play a vital role in ensuring that SMBSD schools are safe and welcoming places where all students can learn.

- Action 5.3 - The District will continue to provide nine counselors to the junior high sites. In addition, the District will add counselors. The District will provide eleven total. These positions have been ongoing services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provisions of services to all students including 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.

- Action 5.4 - The District will increase this action by continuing to fund a Program Specialist (PS) of Pupil Personnel Services. This position will oversee discipline, attendance, homeless, and foster youth programs, as well as all of the contracts with outside agencies that provide service to SMBSD students. In addition, a Program Specialist of Health Services was added in 2021-2022; this position will continue to be funded and is responsible for assisting with the administration and evaluation of health programs. The four Program Specialists for Special Education were previously in Goal 7, and they have been moved to Goal 5. These positions assist in planning, developing, and implementing support programs and provide support for professional development, co-teaching, and other supplemental services for students who are identified as high needs. The positions also provide support to site administrators, teachers, and other service providers to ensure compliance with special education law and policy.
- Action 5.5 - Due to positive qualitative data and a need to increase coverage of the playground and lunch campus areas that need to be supervised, the District will continue to increase the number of aides in order to support school safety and to increase students' sense of connectedness to their school site. Increasing the number of staff members, as needed, also increases the ability of caring adults to build positive relationships with students as they interact with them on campus and provide needed support. For the 2022-2023 academic year, we will add aides to all full-day Transitional Kindergarten and Kindergarten classes. The aides interact with students, encourage appropriate play, manage student behavior, and work with teachers and administration where appropriate.
- The District will use Concentration Grant Add-on funds to hire full-time Elementary Counselors (Action 5.15) at all of our elementary schools which all have a 55% or higher enrollment of unduplicated students. The counselors will provide 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, the connecting of families to community support, and parent engagement opportunities. This in turn will improve our students' academic development, college and career readiness, and social-emotional development

Metrics – We have added a local suspension data to ensure to include this data for the 2020-2021 and 2021-2022 academic school years under the suspension California School Dashboard year one outcome in order to be transparent concerning our suspense rates.

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

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

An explanation of why the LEA has developed this goal.

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

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

Qualitative data collected from parents and parent groups including District English Learner Advisory Committee (DELAC), School Site Councils (SSCs), English Language Advisory Councils (ELACs) (assumed by SSCs), and the LCAP Collaboration Team indicate a need to increase and enhance parent education, and family engagement. Furthermore, feedback from students, teachers, parents, and community members indicated the need to further invest in support for parent engagement, education, and communication during the pandemic. Recommendations were made for greater consistency across the school sites to provide all programs at all school sites.

Parent attendance at site and district events, both virtual and in-person, continues to indicate a need to increase attendance rates and parent participation (eg: parent education classes, family engagement activities, special events, and presentations). Through both qualitative and quantitative data, the district has identified a need to increase communication in all modalities between schools/district and parents/community members. As measured by the Panorama Family Engagement evaluation tool, there continues to be a need to increase

SMBSD families' sense of connectedness and engagement to their school sites and the need to make further progress in creating welcoming environments for all families in the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3: Parent Involvement (Engagement) **Panorama Social-Emotional Development Survey Parent Survey: All Parents** Topic**: Family Engagement: The degree to which families become involved with and interact with their child's school**	May 2021 "Percent Favorable" = 9% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 7% 0-19th percentile compared to others nationally			By 2024, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by the Panorama Family Engagement evaluation, such that results are comparable to the 40 to 59th percentile compared to others nationally.
State Priority 3: Parent Involvement (Engagement) **Panorama Social-Emotional Development Survey Parent Survey: All Parents** 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			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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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**			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.
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**			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.
State Priority 3: Parent Involvement (Engagement) **All Grades** Topic**: Building Partnerships: progress in providing professional**	Metric is in development; baseline will be collected in 2021-22	**May 2022 - Stage of Implementation = 4 Full Implementation**			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 -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
learning and support to teachers and principals to improve a school's capacity to partner with families.					Full Implementation and Sustainability.
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**.	May 2020 Stage of Implementation = 3 - Initial Implementation	**May 2022- Stage of Implementation = 4 Full Implementation**			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.
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**	May 2020 Stage of Implementation = 3 - Initial Implementation	**May 2022 - Stage of Implementation = 3 Initial Implementation**			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					levels. The rating will be 5 - Full Implementation and Sustainability

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	**Community Liaisons**	In order to continue to provide parent/caregiver outreach, education, and centralized resources for parents/caregivers, the district will continue to fund one full-time Community Liaison at each school site. In addition, the district will hire an additional full-time Community Liaison for each school site. School site Community Liaisons connect families with schools, encourage attendance at parent education events, refer families to district/school programs, and connect them with community organizations to access available resources. The District will continue to provide five full-time, district-level community liaisons for district-level student services and family outreach. The district will increase the district-level support as needed. These district-level Community Liaisons will provide additional school site support for events such as parent meetings, parent education, parent and community activities for the parent resource center, and district-wide parent events.	**$2,764,857.00**	**Yes**
6.2	**Family Outreach Advocates (FOA)**	The role of Family Outreach Advocates (FOAs) is to bring support in a case management style and act as a liaison between schools, families, and the community. Our FOAs educate all family members on how to become advocates for their children and family. SMBSD will continue to contract with the Family Service Agency in the 2022-2023 school year to increase services to include eight Family Outreach Advocates:	**$735,120.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		One trilingual (English, Spanish, and Tagalog) Supervisor/ Family Outreach Advocate (FOA) is assigned to the District Office. The Family Outreach Advocate Supervisor provides professional support to the FOAs, ensuring the highest level of advocacy for children and their families. Four bilingual (English and Spanish) Family Outreach Advocates (FOA); one assigned to each cluster. The FOA serves as a liaison between the family and school to support student success in the school environment. The FOA will work collaboratively with parents, school personnel, and public and private agencies to guide families in overcoming obstacles to self-sufficiency. Through advocacy, case management, parent education, and linkage to community resources, the FOA will identify risks, promote strengths, and equip parents with the skills and knowledge needed to overcome sources of stress and provide nurturing environments as well as progress towards economic stability. Services are provided in the home, school, and community setting. One Trilingual (Mixteco, Spanish, and English) Family Homeless Advocate to support students who are experiencing homelessness. These advocates also support students and families during the expanded learning day. The Family Homeless Outreach Advocate serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. The Family Homeless Outreach Advocate coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically. The McKinney Vento Homeless Assistance Act ensures the educational rights and protection of children who are experiencing homelessness. **Two Mixteco Family Outreach Advocates** were hired in February 2022. The goal of Family Outreach Advocacy is to assist families in learning ways to communicate their children's needs and access resources. The Family Outreach Advocates will assist the school site in meeting the various needs of identified students and families. The advocates		

Action #	Title	Description	Total Funds	Contributing
		also act as a liaison between school and community to further the academic success of students. In addition to providing Family Outreach Advocates, the District will provide supplemental resources and supplies in order to ensure that children experiencing homelessness are able to participate fully in school activities and that barriers to identification, enrollment, and retention in school are identified and removed.		
6.3	**Translation / Interpretation Services - Trilingual and Bilingual Translators / Interpreters**	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 continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. In addition, the District will increase this service by hiring more translators/interpreters, if we are able to maintain the positions already established. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level.	**$503,510.00**	**Yes**
6.4	**Translation/ Interpretation Services**	Interpretation at SMBSD continues to be a priority as we seek to improve our communication with families. We have worked to complete our team of interpreters and use a variety of methods to fill the needs at the school site and district level. Processes have been refined and streamlined to improve the outcomes and access for families. Translation/interpretation services will be used to provide equitable language access for students and families. The District will continue to dedicate resources to improving translation/interpretation services. A stipend will be provided to the designated bilingual staff member(s) at each school site and within departments to provide translation and interpretation support for students and families. In addition, school sites will increase support during expanded learning hours by providing extra work agreements	**$36,000.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		to bilingual/trilingual qualified staff members in order to support further translation/interpretation services for students and their families. The District will also continue to research further ways to provide more translation/interpretation services and use outside services/agencies in order to increase the ability to communicate effectively to our parents and other family members during expanded learning hours.		
6.5	**Family Engagement Programs, Parent and Community Involvement**	Non-English-speaking families and families living in poverty are not always aware of the education system and resources available to support their child's learning experience. By providing engagement programs and supporting parent and community involvement, families will become informed regarding navigating the District's resources and become more involved in their children's education. By being informed partners in education, non-English-speaking families will seek support and early interventions to support their child's educational needs. The District will continue to work with school sites and parent leaders to build capacity among parent groups, reach out to the families of our students, promote engagement at the site level and provide access and equity. Resources will be allocated to continue to develop the district's family engagement and outreach programs. Parent support centers will provide additional access points for parents to receive assistance with enrollment and access to resources, programs, and services. There will continue to be an expansion of outreach and communication using an inclusive lens to increase parent participation.	**$568,224.00**	**Yes**
6.6	**Parent Education Services**	SMBSD's low-income student populations are some of the lowest-performing student groups on state and local assessments. Parent education and involvement have been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement. Based on local survey data and educational partner feedback, the district will expand upon its promotion and recruitment strategies to increase parent participation in parent/family education classes and activities. These activities will include parent education offerings such as offsite/hybrid parent education, district-wide parent education events, and multi-faceted/multi-tiered whole child events. The District will continue to provide parents with child care, interpretation, materials, and resources to increase participation and attendance at events.	**$578,833.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
6.7	**Increased Parent Communication Services**	The District will continue to increase parent communication between schools, parents, and community members. The District will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, texts, Parent Square messages, 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.	**$131,000.00**	**Yes**
6.8	**Coordinator of Family and Community Engagement**	The District will continue to provide one Coordinator of Family and Community Engagement. The Coordinator will serve as a liaison between district leaders, school site administrators, and SMBSD families. The Coordinator of Family and Community Engagement will work with the Plan Alignment Department and the Director of Pupil Personnel Services to help support educational partner engagement and activities, districtwide enrollment processes, collection of required income and housing data, parent education, communication efforts, community collaboration, and parent advisory teams.	**$193,211.00**	**Yes**

Goal Analysis [2021-22]

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.

Due to the implementation of safety measures associated with the COVID-19 pandemic, planned parent education and family engagement opportunities related to Actions 6.5 and 6.6, were held less frequently for the first half of the year. These opportunities included parenting workshops, site-hosted parent engagement activities, student recognitions, and parent training. All of our parent education offerings were virtual for the first half of the year and many continued to be virtual through the remainder of the year. As safety restrictions lessened in Spring 2022, school sites across the District were able to host a few in-person parent workshops and parent engagement activities to include a focus on technology support for parents, social-emotional support, and literacy. Parent-Teacher Conferences were held both virtually and in person and Open House was held on campuses in late May through early June, which allowed families and community members to return safely to campuses to view student work and engage with school staff. Feedback from parents following restrictions being lifted was a mixture of some parents wanting to continue to have hybrid sessions and others requesting that some offerings be fully in person. Recommendations were made for greater consistency across the school sites to provide all programs at all school sites. Overall, SMBSD continued to provide a variety of parent education opportunities based on the needs as determined by parent input, site needs, state and federal requirements, and current educational trends. Parents have responded positively to our offerings and have attended in record numbers given the additional support and technical assistance provided by the Office of Family Engagement and the flexibility that the new digital platforms have provided. Recommendations continue to be made for greater consistency across the school sites to provide all

programs at all school sites. Interpretation at SMBSD remained a priority as we continued to seek to improve our communication with families. We have worked to complete our team of interpreters and use a variety of methods to fill the needs at the school site and district level. Processes have been refined and streamlined to improve the outcomes and access for families. We continue to expand communication efforts and access to content in multiple languages. Parent Square continues to be the primary means by which parent communications are distributed. YouTube broadcasts and Zoom meetings are other platforms that help school sites and the District distribute information to large groups of members of the school community. The District website has been updated and staff is being trained to keep the information on the site current and correct. The District interpreters have worked to ensure that all messages are available in multiple languages. Multilingual content is available on our YouTube Channel, and there is an additional need for expansion into radio communication for our 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 intended strategies and activities within Goal 6. The intended implementation and 2021-2022 budgeted expenditures included:

- 6.1 Community Liaisons - The District spent $35,864 less due to not hiring two of the Community Liaisons (CLs) at the beginning of the year.
- 6.2 Family Outreach Advocates (FOA) - The District spent $30,555 less due to the contract coming in at a lower cost because one FOA was hired after the year began. Families needed continued help connecting to outside services for food, shelter, and mental health needs due to the pandemic.
- 6.3 Translation/Interpretation Services - Trilingual & Bilingual - The District spent $14,603 less due to one translator vacancy for a short amount of time.
- 6.4 Translation/Interpretation Services - The District spent $13,289 less due to the inability to contract out as many services due to outside agencies' staffing issues because of the pandemic.
- 6.5 Family Engagement Programs, Parent and Community Involvement - The District spent $109 more due to outside contracts costing a higher amount due to the pandemic.
- 6.6 Parent Education Services - The District spent $193,509 less due to having classes and workshops virtually for the first half of the year, thus not spending funds on childcare supervision and snacks.
- 6.7 Increased Parent Communication Services - The District spent $139,685 less due to using other COVID-related ESSER funds to support increased parent communication services.
- 6.8 Coordinator of Family and Community Engagement - The District spent $19,001 more due to negotiated compensation increases for the 2021-2022 academic year and 2021-2022 generated retroactive and one-time bonus payments not originally included in the Adopted Budget.

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

The intended strategies/activities were to increase family and community involvement in our schoolwide programming. Most actions/services planned to support Goal 6 were implemented according to the strategy outlined in the LCAP descriptions. At times during the pandemic, families felt disconnected. Not all parents were able to access resources through Parent Square, therefore, some of the actions that were implemented were adjusted due to these measures. We increased our Community Liaison staff at both the site and District level and hired

three additional Family Advocates including two Mixteco Family Advocates and one Family Advocate to specifically support students experiencing homelessness. Throughout the year, due to the pandemic and the adjustments of students being back on campus after the 2020-2021 school year of distance learning, service providers and staff were continuously making adjustments in order to increase parent engagement and outreach support.

Additionally, we were able to continue meaningful family and community outreach support in support of improving student outcomes by implementing a comprehensive and robust SMBSD Parent Engagement Plan by developing, supporting, and scheduling parent/family education opportunities that augment classroom instruction, student achievement, and family engagement, and the development of parent leaders. Successes included our ability, to provide consistent, clear, and routine communications and engagement opportunities, in multiple modalities and languages, in order to keep our parents/guardians and community informed, despite the pandemic. We also provided our community with accurate information and resources with timely, consistent, clear, accessible, and routine communications and engagement opportunities in multiple modalities and in our primary languages of English, Spanish, and Mixteco. The Family Engagement Bulletin provided information to families digitally, on paper, and in multiple languages. Multilingual videos uploaded to our SMBSD Family YouTube Channel provided information to parents about resources in the community and ways to support their child's learning. Parent/guardian Resource Guides and centralized phone numbers for multilingual timely parent support were provided along with online education resources available on the District website. We were also able to refine district-wide efforts to facilitate increased two-way communication between families and schools and create welcoming environments for all families.

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.

Although Goal 6 will remain as previously written, there is one change within the goal that will be made. The California Department of Education (CDE) received feedback from Native American communities that they found the use of the term "stakeholder" offensive, as it suggests the practice of "staking a claim" to land. As such, the use of the term "stakeholder" in the LCAP template and instructions has created a barrier to engagement for some Native American communities. To remove this barrier, the CDE is recommending that, throughout the LCAP template and instructions, the term "stakeholder" be replaced with a like term that encompasses the stakeholder groups that districts are required to engage with in developing the LCAP. Therefore, the term stakeholders will be replaced with Educational Partners in Goal 6 and throughout the LCAP plan.

After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained or increased in quality or quantity in the 2022-2023 plan unless mentioned below.
The District support of school site Community Liaisons (CLs) will be increased by adding an additional District CL at every school site. We will continue to increase our Family Advocates according to need. Furthermore, we will continue to increase and enhance parent communication by providing professional learning for our Bilingual Instructional Assistants (BIAs) and Translators/Interpreters. We will continue to contract with outside agencies that provide both translation and interpretation services.

The Local Indicator under State Priority 3, Parental Involvement and Family Engagement, is supported by Goal 6. In order to increase the effectiveness of the actions in this goal and to ensure that SMBSD meets its goal of providing a variety of parent education opportunities based on the needs as determined by parent input, site needs, state and federal requirements, and current educational trends, SMBSD has enhanced our Family Engagement Program which includes six areas of focus to include parent leadership opportunities, communication and

outreach, parent education, community connections and family support, engagement and advisory, and professional learning. To ensure alignment with the Local Indicator under State Priority 3, the metric for Goal 6 is the rubric developed by the Califronia Department of Education for this indicator. It is designed to measure the progress of our district as we seek to build relationships between school staff and families, build partnerships for student outcomes and seek input for decision makings. This change is reflected in the Baseline column ofthe metric section above.

Steps have been made in the 2022-2023 budget to adjust the increased costs associated with delivering parent education and engagement activities virtually. Steps have also been made to ensure a large-scale outreach effort is made to maintain and strengthen connections with SMBSD families.

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

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

An explanation of why the LEA has developed this goal.

This goal was developed to support our efforts to facilitate Diversity, Equity, and Inclusion (DEI) toward eliminating disproportionality through cultural proficiency, culturally proficient practices, multicultural experiences, and social action. We continue to address the achievement gaps head-on and support our efforts to arrive at a new and necessary level of cultural proficiency and instructional effectiveness at all levels within the District.

From the Executive Summary Winter 2021-2022, our NWEA data showed that female students show a slightly stronger overall academic performance. Male students showed higher percentages in the lowest quintile, with the gap being largest in reading. In reading, females had a slight achievement advantage, with 17.14% of females scoring in the High or High Average Quintiles, compared to 14.14% of males. In math, males have a slight achievement advantage, with 13.74% scoring in the highest two quintiles, compared to 10.45% of females. More males scored in the lowest quintile in reading but females scored in the lowest quintile in math, with 49.96% in reading and 46.78% in math, as compared to females who scored 40.14% in reading and 47.28% in math. Our special education students (students with IEPs) performed at significantly lower achievement levels than non-special education students. In reading, 16.75% of general education students scored in the top 2 quintiles, compared to 3.64% of special education students. 41.81% of SMBSD general education students scored in the lowest quintile, but 80.61% of special education students scored in this range In math, 12.98% of general education students scored in the top 2 quintiles, compared to 3.46% of special education students. 43.79% of SMBSD general education students score in the lowest quintile, but 80.65% of special education students score in this range. SMBSD's English learner students show a significant achievement gap in reading and math, compared to English Only and Redesignated Fluent English Proficient students. In reading, non-English learner students have an achievement advantage, with 28.65% of non-ELs scoring in the High or High Average Quintiles, compared to 5.77% of English learners. In math, non-English learner students also have an achievement advantage, with 18.95% of non-ELs scoring in the High or High Average Quintiles, compared to 7.01% of English learners. Our students experiencing housing insecurity show a significant achievement gap in reading and math, compared to non-homeless students. In reading, non-homeless students have a slight achievement advantage, with 16.23% of non-homeless students scoring in the High or High Average Quintiles, compared to 11.71% of homeless students. In math, non-homeless students have a slight achievement advantage, with 12.33% of non-homeless students scoring in the High or High Average Quintiles, compared to 11.01% of homeless students. Students in foster care showed no significant achievement gap in reading and math, compared to non-foster students. While there are noticeable differences in the proportion of students falling into each achievement quintile, the differences are not significant enough (given the relatively small sample size of foster care students within the overall student population) to warrant definitive conclusions about the effect of foster status on performance. In reading non-foster students do not have a significant achievement advantage, with 15.65% of non-foster students scoring in the High or High Average Quintiles, compared to 9.52% of foster

students. In math, non-foster students do not have a significant achievement advantage, with 12.16% of non-foster students scoring in the High or High Average Quintiles, compared to 8.82% of foster students.

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

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7: Course Access (Conditions of Learning) **Seal of Biliteracy**	For 2020-2021, 0 students in preschool, 0 students in elementary, and 0 students in junior high	Preliminary data: For 2021-2022: 342 PreK students in 12 PreSchool programs earned Biliteracy			By 2024 50 students in preschool, 35 students in elementary, and 20 students in junior high

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	have earned a service and participation award or biliteracy award.	PreSchool Pathway Award, 12 students in the 6th-grade DLI program at Jimenez met the criteria for Biliteracy Attainment Pathway (English/Spanish), and 3 students in 6th grade at Jimenez met criteria for Biliteracy Services and Participation Award (Spanish/English)			will receive a service and participation award or a biliteracy award.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion **Panorama Education Survey (All Respondents) 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			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	May 2021 "Percent Favorable" = 55%	May 2022 "Percent Favorable" = 53% 0-19th percentile			By 2024, SMBSD students will increase their social awareness, as measured by the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Education Survey (All Respondents) Students 6-8 Topic: **Social Awareness: How well students consider the perspectives of others and empathize with them**	0-19th percentile compared to others nationally	compared to others nationally			Panorama Social Awareness evaluation, such that results are comparable to the 60 to 79th percentile compared to others nationally.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion **Panorama Education Survey (All Respondents) Teacher and Staff** 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% 0-19th percentile compared to others nationally			By 2024, SMBSD staff will increase their preception of students' 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	May 2021 "Percent Favorable" = 44%	May 2022 "Percent Favorable" = 46% 0-19th percentile compared to others nationally			By 2024, SMBSD staff will increase their commitment to diversity, equity, and inclusion, as measured by the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Education Survey (All Respondents) Classified Staff Topic: **Cultural Awareness and Action (Adult Focus)**	0-19th percentile compared to others nationally				Panorama Cultural Awareness and Action evaluation, by 10% to a Percent favorable of at or above 54%.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion **Panorama Education Survey (All Respondents) Certificated Staff** Topic: **Cultural Awareness and Action (Adult Focus)**	May 2021 “Percent Favorable” = 45% 0-19th percentile compared to others nationally	May 2022 "Percent Favorable" = 54% 20-39th percentile compared to others nationally			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%			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%.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	**Multilingual, Culturally Relevant Professional Learning**	To actualize equity, access, and inclusion for all students, especially those who are most marginalized, the District will continue to provide ongoing professional learning opportunities for all staff. This professional learning will deepen self-awareness and inclusionary practices to ensure that there is common district messaging, understanding, and an approach to addressing systemic policies and practices. For the 2022-2023 school year, the District will provide targeted training to all site Culture Climate Team members, specific to supporting all students in equitable access to high-quality learning environments. Teachers will also continue to be supported in building their understanding of how to develop student social-emotional development competencies through the delivery of grade-level instruction. In addition, we will continue to support the district's Diversity, Equity, and Inclusion team.	**$628,735.00**	**Yes**
7.2	**Teacher on Special Assignment (TOSA) Culture and Climate**	The District will continue to provide one Teacher (full-time certificated) on Special Assignment for Culture and Climate. This position will provide support and resources for the full implementation of the social-emotional learning program in support of high-quality instruction, along with direct support from the site culture and climate teams. Additionally, the TOSA of Culture Climate will work alongside site administrators and staff to provide support to what resources and professional development are available to assist in supporting the whole child.	**$120,664.00**	**Yes**
7.3	**State Seal of Biliteracy Pathways Program**	The District will continue to provide supplies to support the program, and the Department of Teaching and Learning - Supplemental Programs will oversee the Seal of Biliteracy Pathway Program for all district sites and English Language Development Coaches will promote the program at the site level. The pathway program will begin in prekindergarten with four additional opportunities throughout elementary and junior high. Two will be at the end of elementary school (6th grade) and the other two at the end of junior high (8th grade). Students who successfully complete one of the elementary or junior high pathways will be supported in high school to maintain	**$21,000.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		pathway involvement, resulting in the student obtaining the California Seal of Biliteracy upon graduation.		
7.4	**Junior High Department Chairs**	The District will continue to provide four junior high schools with a department chair for each of the core instructional areas, which include English language arts, mathematics, science, and social science/history, at both the 7th and 8th grade level, in an effort to align core subject offerings across school sites. In addition, for the 2022-2023 school year, the District will provide one Physical Education Department Chair at each site (4), a Spanish Department Chair to support all sites, a Drama/Art Department Chair to support all sites, and three Career and Technical Education Department Chairs to include family/consumer science, computer science/business marketing, and engineering and product development. Since Junior high chairs are instrumental in supporting the work of their content area teams, it is critical to have their voices as members of the site Instructional Leadership Teams. In addition, junior high chairs support the implementation of high-quality, grade-level instruction, for all students. Resources and professional learning will be provided in order to build capacity and ensure time for collaboration.	**$160,319.00**	**Yes**
7.5	**Junior High Deans**	The District will continue to provide one dean (full-time certificated) at each junior high school and at our K-8th school. Additionally, the District is researching the possibility of changing the position of Dean to an Assistant Principal position. These positions will assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. They will help to build a sense of belonging and an engaging and caring atmosphere. They will promote a healthy junior high community by providing programming and leadership opportunities that enable students to flourish and proactively and effectively communicate with parents. In addition, this position will continue to support the whole child, ensuring that their academic and social-emotional needs are met and that they receive referrals to the necessary resources if they struggle.	**$682,218.00**	**Yes**
7.6	**Interpretation Training to Improve Language Access**	Strong family-school relationships are an indicator of student success. Communication with Limited English Proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community; it provides these parents with access to all the necessary information	**$100,000.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		about their child's education. The District will continue to improve translation/interpretation services by providing further opportunities for training for our staff to standardize our practice across the district and improve language access for SMBSD families. Translation/interpretation services will be used to provide equitable language access for students, families, and community educational partners. Bilingual and multilingual staff, including bilingual instructional aides, community liaisons, and other office staff will be provided with the opportunity to participate in interpreter training.		
7.7	**Social Emotional Learning (SEL) Data Instrument**	In order to increase the practice of evaluation of programs and student achievement, the District will continue to provide a data instrument to all school sites that will evaluate resources to build social emotional-learning (SEL) competencies, create supportive classroom cultures, and develop teacher and staff SEL and well-being. The data sources that are provided to sites allow them to see where their areas of strength are (in regards to culture and climate) and areas of need are across campus. As culture climate teams meet and discuss these items, they can determine how to address issues, with which resources, and what lessons (for behavior) need to be retaught to students.	**$85,160.00**	**Yes**
7.8	**Preschool Programs**	Santa Maria-Bonita School District is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing child-centered environments and high-quality educational programs that value and respect culture, language, and the needs of all students, families, staff, and communities. We are committed to providing safe environments to our youngest students where they can explore, play, and learn skills that will lay the foundation for long-range social and academic success. The District will continue to offer preschool programs (PK) at 10 of the 17 elementary sites serving our most at-promise, eligible students. As the district transitions to transitional kindergarten (TK) for all four year olds, our preschool program will be absorbed into transitional kindergarten. SMBSD will not expand its current preschool offerings beyond what is currently provided.	**$939,059.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		This support includes one preschool Midday Assistant per classroom, supplemental supplies and materials, professional learning, field trips, seven Bilingual Instructional Assistants (BIAs), seven classroom teachers, and operations costs to support program quality, as well as compliance.		
7.9	**Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Jr. High Students**	The District will continue to support college and career readiness, to include A-G/Career Technical Education (CTE) elective courses at all junior highs. Three additional CTE elective courses will be offered which include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. These new courses will require a substantial investment to support the newly selected CTE coursework including, technical support, lab modules, supplemental materials, setup and assembly for eight labs (2 per site), College and Career Ready expendables, and additional supplemental supplies for all four junior high school sites. In addition, the District will purchase textbooks to support A-G Spanish courses for 8th graders.	**$787,560.00**	**Yes**
7.10	**Social Emotional Learning (SEL) Support**	In order to provide staff with additional support about how to better meet the needs of students, the District and school sites will continue to provide CCSS aligned supplemental instructional materials to support social-emotional learning (SEL). Supplemental support materials will be used to support teachers in providing instruction and expanded learning opportunities. These items will supplement Panorama lessons and surveys that are provided to each school site. Based on data received from these surveys, as well as the AERIES discipline dashboard, school sites will use these instructional materials to support the SEL needs of their students.	**$419,079.00**	**Yes**
7.11	**College and Career Readiness Experiences**	The District will continue to provide College and Career Readiness (CCR) experiences to enhance college and career opportunities for low income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups. Resources will be allocated to support college and career-ready, grade-level standard-aligned opportunities and field trips to close achievement gaps. College field trips provide students the opportunity to explore and experience the college atmosphere, which may lead to career development opportunities at secondary levels. CCR learning experiences will be included in the larger CCR district plan to ensure equity across all sites.	**$999,447.00**	**Yes**

Action #	Title	Description	Total Funds	Contributing
		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.		
7.12	**District Support Specialist**	The District will provide six District Support Specialists. These specialists will be under the guidance of the Special Education Office Administrative Team. They will provide professional learning on evidence-based practices in the area of specially designed instruction, behavior, interventions, data collection, progress monitoring, and inclusive practices in order to build the capacity of staff to support students in the least restrictive environment. District support specialists will work as a multi-disciplinary team to support the whole child by conducting observations, collecting data, developing individual student intervention plans utilizing evidence-based practices, attending IEP meetings when necessary, and providing follow-up with staff and families for students with our most extensive needs.	**$200,319.00**	**Yes**
7.13	**Universal Transitional Kindergarten - Equity and Access Program**	In order to increase access to a full day of learning for our unduplicated, low income, and foster youth students, SMBSD will support Transitional Kindergarten and Kindergarten classes by increasing the learning to a full day program at elementary school sites, as space allows. The District will support this expansion by purchasing supplemental instructional materials, manipulatives, and other necessary resources to enhance learning in every classroom. By providing these resources teachers will be able to better provide our youngest learners an opportunity to learn and grow in an environment tailored to meet their academic and social needs.	**$450,000.00**	**Yes**

Goal Analysis [2021-22]

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

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

The actions/services intended to support Goal Seven were implemented according to the strategies outlined in the actions and services goal. The Santa Maria-Bonita School District's (SMBSD) commitment regarding equity strategies and actions aligned within the actions and services within this goal. Throughout the year, our focus was evident as we built organizational capacity, increased community engagement, researched and evaluated programs the promoted equity, and provided programs the integrated diversity, equity, and inclusion (DEI).

SMBSD provided professional development in the areas of social-emotional learning, equity, and implicit bias in order to create learning environments based on educational best practices and support cultural sensitivity and culturally responsive pedagogy as students transitioned back to in person learning.

Other successes included:

- the creation of a Diversity, Equity and Inclusion (DEI) Team
- outreach to diverse populations which included multilingual workshops to support college attendance and digital literacy, language access for meetings, and coordination of Mixtec community organizations,
- the purchase of books that reflect the diversity of our student populations and that support culturally-responsive instruction,
- inclusion plan that returned K-3 students with individualized education plans (IEPs) back to the general education classrooms
- training for teachers and support staff was provided on the inclusive instructional practices,
- districtwide book study: Culturally Responsive Reaching & the Brain where all staff members engaged in deeper learning of culturally responsive teaching practices,
- interpretation training to improve language access, and
- the use of a social-emotional learning data instrument used consistently districtwide.

SMBSD experienced challenges in the ability to consistently provide college and career readiness experiences to students across the grade levels. Due to transportation and health and safety issues, we were unable to provide students all of the planned field trip experiences. Also, professional learning was impacted due to the lack of substitutes available so that teachers could attend professional learning opportunities during their contracted hours.

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

Overall, the budgeted expenditures were in alignment with intended strategies and activities within Goal 7. The intended implementation and 2021-2022 budgeted expenditures include the District spending a substantial amount of $302,212 less on multilingual, culturally relevant professional learning due to the inability for teachers to attend workshops and trainings due to the lack of substitute teachers.
The district also spent less on the following actions (the amount shown):

- State Seal of Biliteracy Pathways Program ($27,970)
- Increase Preschool Programs ($33,766) less due to
- Supplemental supplies and programs to increase access to electives ($27,196)
- Social Emotional Learning Support supplies and materials ($20,000)
- Interpretation training equipment to improve language access ($17,500)
- Social Emotional Learning (SEL) Data Instruments ($8,805)

The remaining balances were related to the pandemic and not being able to order all supplies due to material shortages
The District spent more on the following actions due to negotiated compensation increases for the 2021-2022 school year and generated retroactive and one-time bonus payments not originally included in the adopted budget - Junior High Department Chairs ($4,048) and Junior High Deans ($27,414). It should also be noted that the District spent a substantial amount less ($473,000) on College and Career Readiness

Experiences, due to the lack of busses being available and to the fact that at the beginning of the school year, due to health and safety reasons classes were unable to take field trips and visitors were unable to come onto our school campuses for extracurricular activities. We also experienced a short vacancy for one of our Teacher on Special Assignment positions and therefore spent $20,634 less.

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

According to local data, *as shown* by the survey completed by students and adults (including classified and certificated staff, the District saw some growth that was reflected in the Panorama winter 2022 survey results. Overall, the percent of favorable responses remained steady with all focus areas experiencing a decrease in favorable responses no more than 3 points, and an increase in favorable responses no more than 7 points. The largest gain in favorable ratings (+7%) was seen in Social Awareness (Teacher Perception of SEL Survey K-2). We also saw small gains in the areas of Cultural Awareness and Action.

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

- School staff used data collected from the California Healthy Kids Survey, results from Panorama surveys, as well as information from the AERIES discipline dashboard, to determine areas of strength on the campus, as well as areas of need. Site Culture and Climate teams examined this data which helped them make informed decisions on how to address these areas of need on campus and in the classroom.
- The Teacher on Special Assignment for Culture and Climate provided support and resources for full implementation of the social-emotional learning program in support of high-quality instruction, along with the direct support of the site culture and climate teams.

In order to address Priority 7: Access to a Broad Course of Study, the District has been and will continue to be committed to expand our College and Career Readiness Program and College Technical Education (CTE) opportunities for all students, with special attention to demographics that have been historically marginalized. Using data provided by our Assessment and Accountability department, we evaluated current CTE programs for our underrepresented junior high school students and have continued work to address any unintended challenges or barriers for students. One of the changes made within this goal includes the offering of trimester elective courses for all of our junior high school students. Additionally, the next steps include a further review of our junior high Honors English and Algebra 1 classes and equity and access to field trips and other school activities on all of our campuses.

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

Goal Seven will remain as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will be maintained during the 2022-2023 plan unless mentioned below. Progress monitoring of professional learning will continue in order to provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards (CCSS), effective high-quality first instruction, and to continuously build capacity in order to increase student achievement.

The following changes will be made in the action below:

- **7. 4 Junior High Department Chairs -** The District will continue to provide four junior high schools with a department chair for each of the core instructional areas, which include English language arts, mathematics, science, and social science/history, at both the 7th and 8th grade level, in an effort to align core subject offerings across school sites. In addition, for the 2022-2023 school year, the District will provide one Physical Education Department Chair at each site (4), a Spanish Department Chair to support all sites, a Drama/Art Department Chair to support all sites, and three Career and Technical Education Department Chairs to include family/consumer science, computer science/business marketing, and engineering and product development. Since Junior high chairs are instrumental in supporting the work of their content area teams, it is critical to have their voices as members of the site Instructional Leadership Teams. In addition, junior high chairs support the implementation of high-quality, grade-level instruction, for all students. Resources and professional learning will be provided in order to build capacity and ensure time for *what's missing here?*
- **7.8 Increase Preschool Programs** - the title will change to Preschool Programs, and the District will continue to offer preschool programs (PK) at 10 of the 17 elementary sites, serving our most at-promise, eligible students. As the District moves towards transitional kindergarten (TK) for all four year olds, our preschool program will be absorbed into transitional kindergarten. SMBSD will not expand its current preschool offerings beyond what is currently provided. These action and services will continue to *support* our current preschool programs to include providing one preschool Midday Assistant per classroom, supplemental supplies and materials, professional learning, field trips, seven Bilingual Instructional Assistants (BIAs), seven classroom teachers, and operations cost to support program quality, as well as compliance.
- **7.9 Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High School Students** - this action and service will increase the amount of support for college and career readiness which includes A-G/Career Technical Education (CTE) elective courses at all junior highs. Three additional CTE elective courses will be offered which include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. These new courses will require a substantial investment to support the newly selected CTE coursework including, technical support, lab modules, supplemental materials, setup and assembly for eight labs (2 per site), College and Career Ready expendables, and additional supplemental supplies for all four junior high school sites. In addition, the District will purchase textbooks to support A-G Spanish courses for 8th graders.

The following actions have been added to goal seven:

- **7.12 District Support Specialist -** The District will provide six District Support Specialists. These specialists will be under the guidance of the Special Education Office Administrative Team. They will provide professional learning on evidence-based practices in the area of specially designed instruction, behavior, interventions, data collection, progress monitoring, and inclusive practices in order to build the capacity of staff to support students in the least restrictive environment. District support specialists will work as a multi-disciplinary team to support the whole child by conducting observations, collecting data, developing individual student intervention plans utilizing evidence-based practices, attending IEP meetings when necessary, and providing follow-up with staff and families for students with our most extensive needs. These support specialists will be funded out of LCFF supplemental concentration grant funds at 25 percent.
- **7.13 Universal Transitional Kindergarten - Equity and Access Program -** In order to increase access to a full day of learning for our unduplicated, low income, and foster youth students, SMBSD will support Transitional Kindergarten and Kindergarten classes by

increasing the learning to a full day program at elementary school sites, as space allows. The District will support this expansion by purchasing supplemental instructional materials, manipulatives, and other necessary resources to enhance learning in every classroom. By providing these resources teachers will be able to better provide our youngest learners an opportunity to learn and grow in an environment tailored to meet their academic and social needs.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$60,630,082	$7,877,171

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
41.48%	8.93%	$12,571,776.00	50.41%

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

Required Descriptions

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

As a result of Santa Maria-Bonita School District's (SMBSD) 91% unduplicated count for foster youth, English learners, and low-income students, we are receiving supplemental and concentration grant funds for the 2022-2023 school year. The total LCFF allocation of supplemental and concentration grant funds for the 2022-2023 school year is $60,630,082. There is also an additional $12,571,776 of supplemental and concentration grant carryover funds from 2021-2022. These funds will be utilized districtwide to increase or improve services for all students with attention being given to the neediest students who are identified as foster youth, English learners, and/or low income students. SMBSD will provide increased or improved services for foster youth, English learners, and low income students through the Local Control and Accountability Plan (LCAP). The increased services are at least equal to the 50.41% (minimum proportionality percentage [MPP]) of the total Local Control Funding Formula (LCFF) budget. This proportionality percentage is met by analyzing the difference between the LCFF base program and the additional or improved services articulated in the LCAP that are designed to meet the needs of the District's unduplicated count. These supplemental and concentration grant resources that are used (per State regulation) to increase services (grow services in quantity) or improve services (grow services in quality) for unduplicated pupils district wide are aligned in the District LCAP as well as the sites' Single Plans for Student Achievement (SPSA).

SMBSD has proportionally increased and/or improved services for its unduplicated pupils on a districtwide and schoolwide level. The funded amount and the support services provided have been included below in the "Action and/or Services being Funded and Provided on a School-Wide or LEA-Wide Basis" section. All actions described in the LCAP, and identified as contributing to increased or improved services, will

benefit foster youth, English learners, and low-income students by adding staff and services focused on these specific groups. Data utilized in the annual update is primarily based on performance measures that reflect 2020-2021 and 2021-2022 measures, the effectiveness of those actions and services designed for implementation in 2022-2023 must be analyzed against more current data to progress monitor the impact of the identified actions and services throughout the 2022-2023 and adjustments to actions and services made in response to information gathered and applied accordingly. Consequently, a schedule and process for ongoing progress monitoring have been established and maintained through which data will continue to be collected and applied to each element for each action and service identified within the LCAP. Adjustments and enhancements to actions and services will be applied through the process of progress monitoring, which will also serve as the basis for the Annual Update of the 2022-2023 plan, as well as the next three-year plan. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and low income students, the District will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s). In addition, we will continue to monitor the progress of our programs so we can ensure our students, especially our underserved populations, are being monitored so that programming can be enhanced and/or improved.

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

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

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

Goal 1

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

The investments within the goal have direct input and contribute to all Santa Maria-Bonita School District's goals. An analysis of data has shown that the District has, overall, continued to meet or nearly meet its goals in Priority 1 target areas. These include providing all students access to board-adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English learners. All of the actions in Goal One are being provided on an LEA-wide basis and we anticipate that all students benefit from them. After reviewing academic quantitative data from the 2021-2022 academic school year, we continue to still see an achievement gap in both reading and mathematics for the majority of our students including our low-income students, English learners, and foster youth students. We have implemented these actions to meet the needs of our students.

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

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. The SMBSD 2021-2022 LCAP Staff Survey showed that staff members continued to report the service to be 82% effective; they were satisfied or completely satisfied with access to Common Core aligned supplemental and support materials. 2021-2022 LCAP Parent and Community Member Survey results showed that we maintained the effectiveness. 84% of parents and community members agreed or strongly agreed that children have the materials needed to learn at school. Furthermore, local qualitative data from staff members surveyed in the 2021-2022 school year show a continued need to purchase supplemental materials that teachers are able to use during class time and that students are able to use on their own or with support during expanded learning hours. The effectiveness of this action is based on Williams Report Findings in September; 100% of students have access to the core instructional materials in English language arts (ELA), mathematics, science, and social studies (SS). Every school site had extra books and materials so that all students, including English learners, have current textbooks compliant with state standards to use in the classroom and to take home to complete assignments. Supplemental materials purchased throughout the year, in order to support the core curriculum, have proven to support classroom teachers in tandem with other investments, which improved student outcomes in state assessments for English language arts and math. There continues to be a need to purchase further Spanish supplemental materials for our Dual Language Immersion (DLI) school.

Technology - Actions 1.2, 1.3, 1.4

Although we have provided various upgrades and continue to increase student access to technology, after assessing the needs, conditions, and circumstances of our students who are low-income, English learners or foster youth, we continue to show that the digital divide is real due to a continued lack of technology resources and internet access during expanded learning hours. During the COVID-19 pandemic, this became more evident. SMBSD immediately increased access to technology equipment for our students and classroom technology districtwide. In order to continue to ensure equity of access to learning opportunities by understanding and targeting the specific needs of our

low-income, English learners or foster youth and to ensure that all students are able to remain connected to learning opportunities and have access to technology materials, we have continued to include these actions and services in our plan and have increased them by quantity and quality. The SMBSD 2021-2022 LCAP Staff Survey showed that staff members continued to report the service to be 86% effective. They were satisfied or completely satisfied with students and teachers having adequate access to technology tools, software, and online access to technology during expanded learning hours. 2021-2022 LCAP Parent and Community Member Survey results showed that we increased the effectiveness; 88% of parents and community members agreed or strongly agreed that children have adequate access to technology tools, software, and WiFi during expanded learning hours. Although a similar technology action was in our 2021-2022 plan, the three actions in our current three-year plan have been enhanced to meet the needs of our low-income, English learners, or foster youth. We continue to address these needs by providing students support and access to learning opportunities (through our refresh and repair programs and ongoing maintenance and operations), free internet access, and support to include expanded learning hours and technology tools and software. In addition, we have been able to increase support by providing full-time computer technicians, evening support staff, and school site-approved supplemental programs**.**

Library Media Services to Support Student Literacy - Action 1.5

This action continues to be carried over from the 2021-2022 LCAP due to its effectiveness. It has grown in both quality and quantity. Because of our high percentage of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. In the "School Library Impact Studies" (Gretes, 2013), evidence from multiple library impact studies concluded that many unduplicated students have limited access to reading material and technology. Research has shown that increased access to reading material and technology provides a path toward greater academic achievement. Children who live in poverty typically perform poorly on reading tests because they have very little access to books at home and in their communities. McQuillan (1998) showed that the only behavior measure that correlates significantly with reading scores is the number of books in the home. SMBSD school libraries have bridged the learning gap between privileged and at-promise unduplicated students by providing equal access and resources for learning. Support for libraries, in tandem with other investments, has resulted in improved student outcomes in state assessments for English language arts. Our LCAP 2021-2022 survey results from staff and educational partners, indicated that most staff members were satisfied or very satisfied with children having access to library materials. A majority of parents and community members surveyed also reported being satisfied or very satisfied with children having access to library materials. Although there has always been a need to increase this action, there was a strong need for electronic books for students to use at home due to school closures in March 2020 and students learning via distance learning for the majority of the 2020-2021 school year. Students needed both electronic books and printed books to read at home. Although students returned to school in 2021-2022, there was still a need to increase literacy resources and continue to provide books within the classroom, school libraries, and for students to read at home. There also continues to be a need to increase our eLibrary collection and increase librarian support.

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

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. 2020-2021 quantitative data shows improved first through sixth grade student outcomes in local Northwest Evaluation Association (NWEA) assessments for reading and mathematics. The 2021-2022 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the expansion of physical education (PE) and the ability to lower class size during PE at a rate of 61%. A majority of parents and community members surveyed (85%) reported being satisfied or very satisfied with the expansion of PE and the ability to lower class size during PE. Qualitative data (distance learning PE

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

Fine Arts Program - Visual and Performing Arts - Action 1.7

This action is carried over from the 2021-2022 LCAP due to its effectiveness when implemented. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. The 2021-2022 LCAP Staff Survey data indicated that staff members were not as satisfied this year compared to years in the past, due to the many health and safety measures that were in place because of the pandemic. During the 2020-2021 school year, band teachers provided instruction to our elementary students. This instruction had to occur outside until after winter break. In the spring, when some of the health and safety measures were lifted, some of the classes resumed inside. There were very few student performances due to the continued health and safety protocols brought about by the pandemic. Some student performances were shared with school sites using various technology platforms or were conducted outside. Qualitative feedback from staff members included a request to resume outside contract services in order to better meet the needs of our students. SMBSD is currently updating the Visual and Performing Arts plan which will call for support for our unduplicated student groups and address the needs of all of our students with a goal of strengthening 21st century collaboration, communication, innovation, critical thinking, and academic skills.

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

This action is carried over from the 2021-2022 LCAP due to its effectiveness when implemented. Because of our high number of unduplicated students (91%), these students' needs were considered prior to creating this action. In reviewing qualitative data from previous years, we know that our District's foster youth, English learners, and low-income student populations have been historically disproportionately underrepresented groups in the GATE program. An investment in expanding this program has led to greater representation of disadvantaged students in GATE. Support for GATE, in tandem with other investments, has improved student outcomes in state assessments for English language arts and math. GATE screening did not occur during the 2019-2020 and the 2020-2021 school years due to school closure. Although we resumed screening in the 2021-2022 school year, we were still unable to offer teachers many of the professional learning opportunities that had been offered in the past. The screening that took place included students that did not have the opportunity to be assessed during the 2019-2020 and 2020-2021 school years. Qualitative data showed that teachers appreciated the program but that they continued to express disappointment concerning not being able to attend GATE conferences due to the lack of substitute teachers. In the 2022-2023 year, we will continue to screen students to ensure equal access and we will resume parent education workshops and expand enrichment opportunities for our students.

Expanded Learning Opportunities - Action 1.9

This action is carried over from the 2021-2022 LCAP due to its effectiveness when implemented, as seen through attendance data, enrollment data, staff data, and student work from programs that were offered. Because of our high number of unduplicated students (91%), these students' needs were considered prior to creating this action. The 2021-2022 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the increase in expanded learning opportunities at a rate of 76%. A majority of parents and community

members surveyed (73%) reported being satisfied or very satisfied with the District providing enough opportunities for children to participate in afterschool programs. It should be noted that due to the pandemic, many of our in-persoon expanded learning opportunities did not start until after the winter break due to health and safety measures. Many were offered via Zoom and some remained via Zoom, such as our tutoring program. Following the winter break, we increased the expanded learning programs as well as offering some enrichment activities. There were still some activities that we were unable to resume due to health and safety measures. For the 2022-2023 school year, we plan to increase our expanded learning summer school programs and will continue to increase our expanded learning programs that are offered before and after school. Programs that will be markedly increased include expanded day classes, summer school, Saturday school, and academies. Both the Expanded Learning Opportunities (ELO) grant plan and the Local Control and Accountability Plan (LCAP) will continue to support these programs. For after-school programs at the elementary level, there is a process that includes selecting students that are furthest below grade level first, followed by input from teachers and administrators. Students identified as homeless or foster youth are given priority enrollment into the afterschool programs per California Assembly Bill (AB) 1567. Expansion of tutoring services will ensure priority for all disadvantaged student groups. Support for tutoring, in tandem with other investments, has supported improving student outcomes in state assessments for English language arts and math.

Expanded Learning - After School Education and Safety Program (ASES) - Action 1.10

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. We have continued to provide extended day tutoring both in person and virtually (Tutor.com). To assist our English learners, we provided tutoring in Spanish, as well as in English. We know this service is successful according to student and parent surveys. Additional school site support was provided and was effective due to staff flexibility fulfilling a variety of needs from academic to community-oriented support, which resulted in an additional layer of support for our foster youth, English learners, and low-income students. Feedback from site administrators has been overwhelmingly positive. The number of students who attend the programs including summer school enrichment programs, have increased. Parents have repeatedly requested this summer support, through parent communication and surveys, that previously has not been able to be offered due to restrictions with the ASES grant. We also provided professional learning. Afterschool staff, at sites without grant funding, have benefitted from professional learning that otherwise would not have been funded, resulting in effective implementation of new programs and instilling confidence in staff as shared in staff and parent surveys, attendance, and employee retention.

Expanded Learning Support - Increase Evening Custodians - Action 1.11

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Additional Evening Custodians continued to ensure that classrooms, cafeterias, and other school facilities were clean and functioning in the 2021-2022 year. These positions monitored and ensured that facilities including school restrooms were sanitary and accessible for students during the extended day classes, evening student activities, and family engagement activities throughout the year. The evening custodians continued to ensure health and safety within the classrooms and throughout the school facilities. The workload drastically grew for evening custodians due to the degree of cleanliness that had to be maintained in order for students to attend school during the pandemic. According to the 2021-2022 LCAP Staff Survey, a majority of those affected were satisfied or completely satisfied (72%) with the role of night custodians in maintaining a safe, secure, healthy, and positive learning environment for all students and staff. Due to the expected increase in expanded learning, parent education, and engagement programs for our unduplicated student groups, we continue to have a need to increase evening/night custodians to ensure an equitable distribution of support at all school sites. We have seen that this service is effectively supporting Expanded Learning Opportunities

districtwide as seen through staff survey data, student participation, and participation in family engagement activities. Furthermore, in order to continue to increase summer school and our expanded learning programs, we need to continue to provide this much needed support.

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

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over this action. This action has been put into place so that we can continue to maintain and enhance school support. This school site support directly affects the work of the school site teachers, administrative teams, and our students and their families. LCAP staff survey data shows that when administrators and teachers are able to focus more on teaching and learning and less on school site business, students benefit academically. Administrators are able to provide more coaching and direct support to teachers and leadership teams are able to spend more time reviewing student data and planning according to students' needs. During the 2021-2022 academic school year, the Plan Alignment Department continued to provide support to all sites to manage the use of Supplemental and Concentration funds that were allocated to school sites. Specific site needs continued to be identified through individual school site's needs assessment. This year, we have greatly increased the alignment of services and support for schools in the areas of data analysis and information management in order to enhance academic outcomes. Increased fiscal services management will maximize the impact of facilitated functions, including procurement, distribution, and evaluation of instructional materials and programs to support the District's schools. We continued to provide the necessary services and support, and a continuation of the reorganization of support services within the central office that will further generate the functions, roles, and positions needed to provide the identified levels of service.

Advancement Via Individual Determination (AVID) - Action 1.13

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Based on the results from the annual survey regarding the impact of AVID professional learning at our sites, the following was shared by site administrators: students showed an increase in their note taking ability, ability to critically read and cite evidence from the text, use of organizational tools, improved confidence with writing tools, and ability to collaborate. The 2021-2022 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the increase in AVID professional development and the materials to support AVID strategies at a rate of 67%. The elementary school sites that offered AVID focused on developing academic habits that will help students be successful in school. These habits include organization, study skills, communication, and the ability to speak up for yourself. In addition, students are encouraged to think about their college and career plans. In our junior high programs, students received additional academic, social, and emotional support to help them succeed in school. English learners have the opportunity to apply for the AVID Excel class that helps to accelerate their academic language acquisition.

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

This action is a new action for the 2022-2023 plan. Because of our high number of unduplicated students (91%), these students' needs were considered prior to creating this action. In order to ensure that all of our Transitional Kindergarten (TK) classrooms have extra books, materials, and supplies so that all students, including English learners, have current supplemental books, materials, and supplies compliant with state standards to use in the classroom and to take home to complete assignments we have added this action and service. Supplemental materials purchased throughout the year, in order to support the core curriculum, have proven to support classroom teachers in tandem with other investments, which improved student outcomes in state assessments for English language arts and math. Our TK

classrooms will be updated to ensure that as we move into our full day program for all four year olds, students and teachers will have the supplemental materials and supplies that are needed in order to increase student engagement and success.

Increase Classified Staff to Support Expanded Learning Programs - Action 1.15

This action is a new action for the 2022-2023 LCAP plan. Because of our high number of unduplicated students (91%), these students' needs were considered first prior to creating this action. In order to ensure that all of our expanded day learning programs increase in both quantity and quality, we have added this action. This action will increase the number of staff members supporting the program and providing direct services to our students and their families. In turn, this will increase the effectiveness of the program for our low-income students, English learners, and foster youth students. The tasks under this new position will include but not be limited to supporting the coordination of academic and extracurricular programs between the District and our outside service contract providers, monitoring enrollment and attendance, providing parent outreach, and being a liaison between the expanded learning staff and the school site staff members.

Goal 2

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

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

This action is carried over from the 2021-2022 LCAP due to its effectiveness in building capacity around the lens of equity and access to data. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. This has been done by looking at data specifically for our unduplicated student groups. With our aligned assessment system, we have implemented a district benchmark system (NWEA), administered the assessment three times during the 2021-2022 academic year in grades 1-8, and two times in kindergarten. We have also administered district benchmark assessments both remotely and in hybrid instruction, administered family surveys, staff surveys, equity and inclusion surveys, SEL competency student surveys, developed a team of test site coordinators (1 per site) to oversee all assessment administration (state, district, SED), and developed a district assessment data team to begin to create a system for collection of data to address the whole child.

Director, School Support Services & Principal on Special Assignment - Action 2.3

This position is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. The position provided support to 21 site teams (43 principals/APs/deans) building the instructional leadership skills to support staff in providing high quality grade level instruction. This support

included over 80 hours of leadership professional learning, bi-weekly coaching provided to 21 site teams, and site administrative feedback from two Instructional Practice Walk (IPW) Sessions. The training and coaching provided are geared toward providing constructive feedback to improve leaders' effectiveness which will lead to better outcomes for foster youth, English learners, and low income students. Due to the effectiveness of this action and the need to increase the action in quality, we will increase this action during the 2022-2023 academic year by adding a Principal on Special Assignment who will work directly with the Director of School Support Services to provide site administrators coaching and by providing professional learning through IPWs.

Coordinator of Assessment and Accountability & Data Analyst Technician - Action 2.4 –

This position is carried over from the 2021-2022 LCAP due to its effectiveness and due to the high number of unduplicated students (91%); These students' needs were considered prior to extending and updating this action. This position supports school sites and the District by providing data to assist in formulating the next steps around student-centered decisions. Within this work, the position also provides professional learning to site and district leaders on how to use data to better support our unduplicated student groups. During the 2021-2022 school year, this position led the district-wide implementation of district benchmark and SED assessment tools and ELPAC remote testing. This position also created and distributed data for the system including district, cluster, school, grade, and class level reports with analysis of achievement and growth trends. These reports included 3 executive summaries, 15 cluster and junior high summaries and analyses, and multiple individual data requests for sites and departments. Due to the effectiveness of this action and the need to increase the action in quality; in the 2022-2023 academic year, we will increase this service by adding an additional Data Analyst Technician. This Data Analyst Technician will work directly with the Coordinator of Assessment and Accountability to provide direct services to the school site administrators and professional learning teams by providing data reports, supporting data analysis, and supporting professional learning opportunities that will be offered.

Teachers on Special Assignment (TOSA) - Action 2.5

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. The TOSA for Assessment and Accountability supported the districtwide implementation of new district benchmark and SED assessment tools, ELPAC remote testing, created and distributed data for the system, provided professional learning and support for teachers with student goal setting, and provided daily office hours that were regularly accessed by teachers for support with assessment and data use. From surveys that were sent out to educational partners involved with assessments, most were satisfied or completely satisfied with the ELPAC Initial training documents provided by Assessment and Accountability and they rated the materials provided helpful or very helpful. The TOSA for Teacher Development worked with aspiring, new, and existing teachers to assist with teaching practices that support foster youth, English learners, and low-income students. During the 2021-2022 school year, this TOSA led the new teacher and substitute training that was offered. In addition, she supported the professional learning sessions that were provided to the site instructional coaches.

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

This action is new for the 2022-2023 school year, and due to the high number of unduplicated students (91%), these students' needs were considered prior to creating this action. Both of these positions will continue to assist in planning, organizing, and directing a comprehensive

professional development program for educators and administrators. The professional development will focus on improving the effectiveness of education for foster youth, English learners, and low-income students and improving teaching/leadership practices for educators and administrators for these student groups. In addition, for the 2022-2023 academic year, the District will provide one Credential Analyst and Budget Manager for Teacher Development. This position will closely monitor the credential status of newly hired teachers, residents, and interns. They will monitor their progress throughout the induction process and be responsible for monitoring grants and tracking budgets associated with teacher development pipeline work. All of these positions will continue to provide a robust system of support for all educators, including a comprehensive teacher pipeline and a district-sponsored induction program.

Goal 3

Actions 1 - 5 are designed to work together to improve the academic progress of students which support Goal 3 - All classrooms will show evidence of our shared vision of instruction to include all five of the High-Quality Instructional Indicators (HQIIs) including a culture of learning with high expectations and challenging grade level standard based content. This goal was developed to reflect our district's commitment to student achievement by ensuring that all students, including foster youth, English learners, and low-income students, will move a minimum of a grade level each year through effective first instruction practices. Our deliberate, intentional culture of learning with high expectations and confidence that all students in every classroom are tackling relevant, challenging content, taking ownership of their learning, and improving every day is reflected within this goal.

Instructional Coaches - Action 3.2

Although we will have Instructional Coaches in the 2022-2023 academic school year, this action was taken out of the LCAP and added to the LCAP Federal Addendum.

Coordinator of Teaching and Learning - Action 3.3

This position is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Qualitative data from the 2021-2022 Teaching and Learning Strategic Plan shows this position was a key role in implementing the priorities for the department this past year. These priorities included creating a cohesive, highly effective Teaching and Learning team, core adoptions that support effective first instruction, providing guidance for essential learning, creating a college and career ready plan, supporting new educators, and implementing the district's early learning plan. In order to support foster youth, English learners, and low-income students and build the collective capacity to improve instruction, the district will continue to support one Coordinator of Teaching and Learning. This position also assists the Director of Teaching and Learning with the overall organization, administration, and supervision of teaching and learning programs, and oversees and leads the district Teachers on Special Assignment who support the implementation of CCSS aligned, grade level standards, through effective high-quality first instructional teaching practices.

Teacher on Special Assignment (TOSA) - Action 3.4

This action is carried over from the 2021-2022 LCAP due to its effectiveness. From the 2021-2022 Staff Survey results, 80% indicated that this action was effective; Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. During the 2021-2022 academic year, TOSAs produced many systemwide documents to support classroom instruction. Pacing guides were updated for all core content areas using the guidance provided by Achieve the Core, based on priority standards. Professional learning was provided to all teachers and site administrators in how to use the pacing guides to guide instruction. TOSAs also provided targeted support to all of our school site coaches - both ELD and Instructional Coaches - through a string of support models. TOSAs also developed and or updated pacing guides for the expanded learning summer school programs. Pacing guides include call outs for additional support for English learners and engagement strategies to reach our neediest students.

Recruit and Retain Experienced and Qualified Certificated Teachers - Action 3.5

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

Goal 4

Dual Language Immersion (DLI) Program – Action 4.8

This action will be continued in the 2022-2023 academic year due to its effectiveness. The District will continue to support Dual Language Immersion (DLI) program by building the capacity for bilingual educators and leaders to address the needs of our dual language learners. This support will include professional learning for dual immersion teachers and staff, implementation of the elementary and junior high DLI master plan, and Spanish literacy materials. These supports will allow for continued learning around best practices for DLI programs and the expansion of sulturally relevant literacy materials.

Goal 5

Goal 5 Actions 1 - 15 are designed to work together to improve the learning environment of students and support Goal 5 - All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships.

School Safety and Security – Action 5.1

This service was changed in the 2021-2022 school year due to the inability to hire resource officers at all sites, based on our educational partners' feedback including members of the School Board. For the 2022-2023 academic school year, in order to better serve all students and to ensure that we target the specific needs of our low income, English learner, and foster youth students, the District will increase the support to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The District will provide a safe school environment for all students. This will be done by providing two School Security Guards per junior high school. SMBSD is working with the Classified Union (California School Employees Association) to create Campus Safety Assistants (CSAs) at each junior high school, who would be district employees. Until the new position is approved, SMBSD will continue to contract with an outside agency to provide two security guards per junior school site, along with two security supervisors, one per two junior high schools. These two school security guards will work at their assigned junior high school and support the feeder elementary schools, thus building relationships with students throughout their elementary and into their junior high school years. In this process, the security guards will be familiar with the students, their parents, and siblings and have bonded as students move from the elementary to the junior high school level. These specially trained school security guards will continue to serve as educators, mentors, and support figures for students while maintaining the physical security of our schools. They play a vital role in ensuring that SMBSD schools are safe and welcoming places where all students can learn.

Outreach Mentors (ORM) – Action 5.2

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. The 2021-2022 LCAP Staff Survey data indicated that 72% of staff members were somewhat or completely satisfied with the emotional learning support and mentoring that was provided to students by ORMs. Another metric used to measure the effectiveness of this action and service was the California Healthy Kids Survey. The survey results indicated that 55% of seventh grade students feel safe or very safe at school and 95% of fifth graders feel safe at school all or most of the time. The results further indicated that 70% of fifth grade students and 56% of seventh grade felt that there were caring adults in school. Due to the pandemic, the need for ORMs has significantly increased. Some low income students have struggled during the pandemic and have exhibited irregular participation rates, negative behaviors, and lack of school connectedness which affects academic performance and school engagement. Research has shown that mentoring programs can be an effective strategy in improving school and peer connectedness, self-esteem and confidence, communication skills, and academic achievement in at-promise student populations, (Compass, 2019). Although Outreach Mentoring is available for all students, the selection process ensures that the targeted populations (foster youth, English learners, and low-income) have an increased opportunity to participate and to be matched with the appropriate mentor that can meet the student's needs and provide the best outcomes. Even in a distance learning environment, caseloads began to increase throughout the year and students successfully exited the program.

Junior High Couselors – Action 5.3

This action is carried over from the 2021-2022 LCAP due to its effectiveness. A majority of parents and community members surveyed (89%) reported being satisfied or very satisfied with the counseling support that junior high students had to inform them about current class and future college options. During the 2020-2021 school year, junior high counselors were able to work remotely with students individually and in small groups to provide academic support and inform them of ways to improve their grades, and place them in target supports. Guidance was also provided for social emotional issues. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. These positions support school site provisions of services to all students including foster youth, English learners, and low-income students. Junior high counselors prepare and assist students to be successful, lifelong learners and provide career and academic counseling to enable students to make informed decisions toward achieving their future

goals. Due to feedback from our educational partners, the District will add counselors; the District will provide eleven total. These positions have provided ongoing services that, prior to the implementation of LCFF, 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.

District Program Specialist (6) and Teacher of Special Assignment (1) to support Pupil Personnel Services and Special Education Services – Action 5.4

This action is carried over from the 2020-2021 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Quantitative data indicates that the Program Specialists (PS) in Special Education and Health for Pupil Support Services created/offered 50 professional development opportunities including virtual, in person, district-wide, department wide, school site specific, expertise specific (Mild/Mod) (Mod/Severe) (RSP), (Related Services), learning series, and podcasts. This professional development occurred during and after school, Saturdays and over the summer for the 2021-2022 school year. PS of Special Education participated in over 300 IEP meetings as either district support/training of new hires or district administrators. Program Specialists in Special Education assist in planning, developing, and implementing support programs and provide support for professional development, co-teaching, and other supplemental services for students who are identified as high needs, including foster youth, English learners, and low-income students. The positions also provide support to site administrators, teachers, and other service providers to ensure compliance with special education law and policy. The Program Specialist of Health for Pupil Support Services also assists with the administration and evaluation of health programs to ensure that our unduplicated population has access to services at their school.

Student Supervision and Safety Aides – Action 5.5

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. We received positive qualitative data regarding these positions and how these adults built positive relationships with students. The 2021-2022 LCAP Staff Survey revealed that 85% of the staff affected by this effort are somewhat to completely satisfied with the increase in supervision during the school day. Parents and staff continue to state that greater coverage across the campuses and the ability for supervisors to support students and their families during the breakfast, lunch, break time, and recess continues to be necessary in order to ensure student safety. Student Supervision and Safety Aides are responsible for ensuring that the schools' health and safety rules are followed, interacting with students, encouraging appropriate play, managing student behavior, and working with teachers and administration when appropriate. In addition, Student Supervision and Safety Aides received professional learning in the 2021-2022 school year that built their capacity to better support students with additional social and emotional needs due to the effects of the pandemic. This in turn increased the effectiveness of this action and provided targeted support for students who are at promise. We will continue to provide professional learning in the 2022-2023 school year in order to continue to increase the quality of this action.

Community Partnership for Truancy Mentors – Action 5.7

This action is carried over from the 2021-2022, LCAP due to its effectiveness. From our 2021-2022 LCAP Staff Survey results 84% of the respondents were satisfied or highly satisfied with this action. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Truancy mentors work with truant students using evidence-based interventions to assist them in arriving at school every day on time. Truancy mentors also assist and advise parents in good attendance

practices and habits to decrease truancy of students and improve academic access. For the 2022-2023 academic year, these mentors will continue to specifically target students who continue to miss school due to reasons related to the pandemic. Truancy Mentors will support these students by ensuring that they are provided wrap-around services in order to best meet the needs of students who are at promise due to missing school or being late to school. Research has shown that truant students face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school.

Full Time Health Assistants – Action 5.9

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. According to the 2021-2022 LCAP staff survey, only 47% of staff reported being somewhat to completely satisfied with Health Assistants being full time and that children were provided additional support when needed. The LCAP Parent and Community Member Survey showed that 88% agreed or strongly agreed that their child had access to a nurse or health assistant when they are sick or hurt. All agreed that the increase in services offered means students' health needs can be met effectively and efficiently. We contribute the lower rate of satisfaction on our staff survey due to the increasing need in health services because of the pandemic. For the 2021-2022 school year, there were over 100,000 documented office visits, an average of 26 per day per school site. This was an increase of eight students per school day, in the last three years. Due to the COVID-19 Pandemic, our Health Assistants' services have increased in both quantity and quality. We have added a substitute assistant and continue to monitor the needs of our students and families districtwide. These assistants contacted families that are not in compliance with Tetanus, Diphtheria, and Pertussis (TDAP) immunizations and requested they contact their doctor for guidance on obtaining those immunizations. They completed end of year reports, documented vision and hearing screenings, and preschool screenings. Access to health care disproportionately impacts foster youth, English Learners, and low income students. Community health care facilities across the Santa Maria-Bonita District are not readily available in the poorest neighborhoods. For this reason, health care services provided on school sites have been expanded to ensure that there is access within all neighborhoods. Health assistants continue to monitor the CARE room where students were sent with COVID-19 symptoms, assisted students with minor first aid concerns, and distributed health care plans to staff.

One Certificated Teacher for Each Junior High Opportunity Class – Action 5.10

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. For the 2021-2022 school year, each junior high school had an Opportunity Class Teacher to assist students that had difficulty adjusting to the regular classroom setting. Students received instruction from this teacher in a small group setting (under 10 students). These positions will continue to provide a small group setting for students who are at promise and need additional support. Individual academic and behavioral needs can be addressed in this class and support can be provided to best meet students' needs.

Teen Court – Action 5.11

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Due to the high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Teen Court Juvenile Diversion Program is utilized by the Santa Maria-Bonita School District to help with behavior and disciplinary issues for their students. Teen Court uses restorative justice practices along with an educational component including evidence-based practices to have students reflect on their past decisions and make an educated choice on their future ones and are given an opportunity to redeem those decisions with their school and families. During the 2021-2022 school year, Teen Court saw 333 referrals with 117 successful completions. There were also 128 refusals of service by students and families who did not want to participate, students who were non-compliant in finishing their program, or students who were inappropriate

for services or contact unable to be established. The partnership between this program and SMBSD has continued to be strong and has brought valuable, no-cost resources to the students and families. Students that enroll in Teen Court receive a restorative justice approach to address the behaviors they are exhibiting that can interfere with learning and are taught skills to address these behaviors. By addressing these issues, students that attend Teen Court will have fewer future disciplinary issues and maximize their time in the classroom.

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

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. From the 2021-2022 LCAP surveys all indicated the need to increase this service due to the lingering social and emotional needs of many of our students caused by the pandemic. Students living in disadvantaged circumstances, which include foster youth, English learners, and low-income students, need behavior, social emotional, and academic support. The additional resources have allowed the district to provide immediate social emotional support to students and enables staff to build systems of academic and behavioral support. The impact of this counseling can be seen in the results of the CHKS. During the Winter 2022 administration of the CHKS, 72% of students in the fifth grade and 57% of students in the seventh grade reported a high to moderate level of student connectedness. The LCAP Staff Survey indicated that more social emotional skill development and family support services would positively impact student learning. During the 2021-2022 school year, caseloads grew as the pandemic continued, and MFTs provided social emotional support to students with the most intensive needs, set goals and reevaluated their progress every eight weeks.

Fitzgerald Community School – Action 5.13

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Our low socioeconomic population is a low performing student group on state and local assessments. During the 2022-2023 school year, each junior high school had four spaces to assign students to Fitzgerald Community School. These slots were for students that had extreme behavioral needs and sites had exhausted all resources with the student and family. There were 3-7th grade and 8- 8th grade students that filled these slots. Students at Fitzgerald; received intensive academic and social-emotional support in small class settings. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate, social-emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low socioeconomic student populations, students with disabilities, foster, and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. Our community school provides small group instruction that will help each student design an individualized learning plan that will meet their academic needs, as well as provide them with social emotional support.

Assistant Principals – Action 5.14

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Assistant principals are part of the site administration team and support all students, but have a focus on our unduplicated student groups; these groups tend to have lower parent engagement, a lower sense of belonging, and less engagement in school. The assistant principals proactively communicate with parents/guardians and work to provide programming and leadership opportunities that enable students to grow. From our 2021-2022 data, parents, staff, and community

members surveyed across the district responded favorably that they feel a sense of belonging to their child's school, the school is welcoming and they know how to become involved in their child's school. Our Educational Partners also expressed the need for the District to continue to increase support that is often provided by Assistant Principals that directly targets the needs of our low income, English learner and foster youth students. Examples of some of these services include leading student study team meetings, participating in the school site school culture climate teams, and supporting wrap-around services for students who are at promise.

Elementary School Counselors – Action 5.15 – new

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

Goal 6

Actions 1 - 8 are designed to work together to engage parents, family, and community partners and support Goal 6 - All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships.

Community Liaisons – Action 6.1

This action is carried over from the 2021-2022 LCAP due to its effectiveness. From the 2021-2022 LCAP Staff Survey results, 85% of staff believed this action was effective, and because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Parent perceptions/informal feedback from DELAC meetings let us know that parents continue to have positive perceptions and were able to communicate with school staff because of the services provided by our Community Liaisons. District community liaisons supported interpretation at district level meetings to provide access to parents in the community; this was evidenced by the number of parents who accessed the meetings through Zoom. District community liaisons also supported kindergarten enrollment, district wide parent events, preschool registration, identification and support for homeless students, and parent collaboration team meetings and committees. In the 2022-2023 academic year, we will increase these services in order to increase the support that our liaisons provide to our students and in particular, to our low income, English learner, and foster youth students. Each school site will have two liaisons who will support students and their families.

Family Outreach Advocates (FOA) – Action 6.2

This action is carried over from the 2021-2022 LCAP due to its effectiveness. The 2021-2022 LCAP Staff Survey results indicated that 85% of respondents believed this action was effective, and because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating this action. Further data showed that for the 2021-2022 school year, there was an increase in services that were provided by our FOAs in response to the on-going pandemic. Our families' needs have not only increased but shifted towards a desire for parent education support for themselves and their children in the arena of social-emotional wellness. There was also an increase in requests for service for our Mitexco families. During the 2021-2022 school year, after receiving feedback from our educational partners and learning further about specific needs of our Mitexco families, we increased the service by adding two additional trilingual FOAs. For the 2022-2023 academic year, in order to continue to build home-school relationships, provide advocacy, and assist with parent outreach and support services for students at risk, the District will continue to provide eight Family Outreach Advocates (FOAs). Family Outreach Advocates will continue to connect with families on a consistent basis. They will continue to service families by going to homes to visit or having families come to the district office where they are able to provide support in a safe manner. In addition, they will continue to distribute supplies to families to assist them in keeping their families safe and healthy. Items such as hand sanitizer, masks, soap and school supplies were given to families in need. If families had issues with student engagement, FOAs continued to deliver hot spots or other technological supplies. In addition, FOAs held distributions of PPE, clothing, food, and school supplies multiple times throughout the year when families have found themselves most in need.

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

These actions are all carried over from the 2021-2022 LCAP due to their effectiveness. Because of our high number of unduplicated students (91%), these students' needs were considered prior to carrying over and updating these actions. The results from the 2020-2021 LCAP surveys all indicate that the majority of respondents believe that providing increased access to parent engagement activities and education services are vital for the majority of our low income, English learner, and foster youth students. SMBSD's low-income student populations are some of the lowest performing student groups on state and local assessments. Parent education and involvement have been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement. This past year, parents attended meetings virtually or in person at all school sites, and parent input and feedback indicated a high degree of satisfaction with programs. In addition, there is a call for an increase in parent communication, and the coordination of services district-wide. The need to continue to engage parents in programs and provide feedback on the progress the district is making with these actions will result in improving opportunities for all students to increase their progress in meeting our goal of all students meeting grade level standards and beyond.

Goal 7

Actions 1 - 13 are designed to work together to address the racial achievement gap, close the opportunity gap that exists among student sub-groups, and build cultural proficiency at all levels, while supporting Goal 7 - In order to provide equity and access through all grade level instruction, all schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture. In response to ongoing analysis of overall academic, behavioral and social emotional needs of our students as a whole, and in order to respond to the population of students we serve, it was clearly evident we must provide more professional learning to staff in the arena of cultural relevance, programs to support increased opportunities for our students including college and career readiness opportunities, programs to increase access to elective courses in junior high, and programs that

increase opportunities that provide the additional resources needed for many of our students who are low income, English learner, and foster youth students.

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

This action is carried over from the 2021-2022 LCAP due to its effectiveness. From the 2021-2022 LCAP Staff Survey results, 72% of staff believed this action was effective, and because of our high number of unduplicated students (91%), these students' needs were considered first prior to carrying over and updating this action. As measured by the Panorama Cultural Awareness and Action evaluation survey given in May 2022, only 65% of students in grades 3-5 and only 53% of students in 6-8 felt that they are socially aware concerning the perspective of others and their ability to empathize with others. This position will continue to focus on supporting site culture and climate teams to help implement social emotional learning (SEL) to all students but with a focus on our unduplicated student groups (foster youth, English learners, and low-income students); this focus will provide more intensive SEL supports along with academic and behavioral supports for the unduplicated student groups.

State Seal of Biliteracy Pathways Program – Action 7.3

This action is carried over from the 2021-2022 LCAP and will be further aligned with the newly released Biliteracy Pathway Reconginitions from the California Department of Education (CDE). This action was created to promote multilingualism, celebrating one's home language, and preparing students for the State Seal of Biliteracy program at the high school level. Site ELD Coaches and Multilingual Staff at the District level support the program. From our 2021-2022 LCAP Staff Survey, support is still needed around the program. In addition, due to the high number of unduplicated students (91%), these students may benefit from this program.

Junior High Department Chairs – Action 7.4

This action is carried over from the 2021-2022 LCAP due to its effectiveness. Due to the high number of unduplicated students (91%), these students' needs were considered prior to creating this action. These positions have been ongoing qualitative services that were previously supported by unrestricted funds. They are being moved into LCAP and will continue in support of school site provisions of services to all students, including English learners, foster youth and low-income students. These positions have grown in quantity and quality in order to improve the academics for our junior high students and support our new elective courses and other academic areas of the curriculum. Goals will continue to be set by the team in order to support work around strong instruction and student engagement. Department Chair Agenda items will include reviewing the high-quality instruction indicators, pacing guides, training modules, and simultaneous teaching tips and strategies. Evaluation of student academic achievement at SMBSD has indicated the need for additional support to improve the capacity of teachers to improve instruction. These department chair leaders provide this needed support at the junior high level. The main role of this position is to support the implementation of high-quality instruction. We are hoping to close the achievement gap that continues to exist for many of our students by continuing to build capacity district wide. This action was created especially for our marginalized students that are impacted by systemic racism which includes foster youth, English learners, and low-income students. It will provide professional learning that deepens self-awareness and anti-racist capacity to ensure that there is common district messaging, understanding, and dismantling of systemic policies and practices that continue to result in different and unequal student outcomes.

Junior High Deans – Action 7.5

This action is carried over from the 2021-2022 LCAP plan due to the effectiveness of this position. Because of our high number of unduplicated students, these students' needs were considered prior to carrying over and updating this action. From our 2021-2022 LCAP Parent Survey data, respondents noted that 83% believed good communication exists between schools and parents, 80% stated their child feels safe as school, 79% believe students trust teachers and the schools staff, 87% noted that students are treated with respect by teachers,

and 72% said there are many opportunities for parent participation at schools. The District will continue to provide one dean (full-time, certificated) at each junior high school and at our K-8th school. Additionally, the District is researching the possibility of changing the position of Dean to an Assistant Principal position. These positions will assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. They will help to build a sense of belonging and an engaging and caring atmosphere. They will promote a healthy junior high community by providing programming and leadership opportunities that enable students to flourish and proactively and effectively communicate with parents. In addition, this position will continue to support the whole child, ensuring that their academic and social-emotional needs are met and that they receive referrals to the necessary resources if they struggle.

Social Emotional Learning (SEL) Data Instrument – Action 7.7

To support Goal Seven in providing equity and access through our instruction and building supportive classroom cultures, we will continue to support this action. Free responses from our 2021-2022 LCAP Staff Survey supports the continuation of a social-emotional data instrument to support the social-emotional needs of students. In order to increase the practice of evaluation of programs and student achievement, the District will continue to provide a data instrument to all school sites that will evaluate resources to build social emotional-learning (SEL) competencies, create supportive classroom cultures, and develop teacher and staff SEL and well-being. The data sources that are provided to sites allow them to see where their areas of strength are (in regards to culture and climate) and areas of need are across campus. As culture climate teams meet and discuss these items, they can determine how to address issues, with which resources, and what lessons (for behavior) need to be retaught to students.

Preschool Programs – Action 7.8

This action is carried over from the 2021-2022 LCAP due to the need to maintain the necessary support for our preschool students and families. Santa Maria-Bonita School District is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing child-centered environments and high-quality educational programs that value and respect culture, language, and the needs of all students, families, staff, and communities. We are committed to providing safe environments to our youngest students where they can explore, play, and learn skills that will lay the foundation for long-range social and academic success. Although the District will continue to offer preschool programs (PK) at 10 of the 17 elementary sites serving our most at-promise, eligible students, we will be transitioning to Transitional Kindergarten (TK) for all four year olds and our preschool program will be absorbed into TK.

Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High Students – Action 7.9

Due to the high number of unduplicated students (91%), these students' needs were considered prior to reviewing this action. From our 2021-2022 Staff LCAP Survey, 30% of respondents were somewhat to completely satisfied with this action. For the 2022-2023 academic year, the District will continue to support college and career readiness and to include A-G/Career Technical Education (CTE) elective courses at all junior highs. Three additional CTE elective courses will be offered which include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. These new courses will require a substantial investment to support the newly selected CTE coursework including, technical support, lab modules, supplemental materials, setup and assembly for eight labs (2 per site), College and Career Ready expendables, and additional supplemental supplies for all four junior high school sites. In addition, the District will purchase textbooks to support A-G Spanish courses for 8th graders. For our unduplicated students, this will provide more opportunities for electives. In the past, English learners would have had their Designated English Language

Development (dELD) course as their only elective. More disadvantaged students are entering high school with an informed instructional path, aligned to college and/or career.

Social Emotional Learning Support – Action 7.10

Due to the number of unduplicated students (91%), these students' needs were considered prior to reviewing this action. high This action will be carried over from the 2021-2021 LCAP due to feedback from our educational partners and Panorama data. From the 2020-2021 LCAP Parent Survey results, 72% of respondents agree or strongly agree that their child has access to emotional support services at school. Trends from the 2021-2022 Staff LCAP survey indicated that students need more social-emotional learning at all grades levels. Research indicates that children from lower socioeconomic households and communities can be contributing factors to a negative impact on academic progress and outcomes that impact literacy and attendance rates. Food and financial insecurities, lack of educational and technological resources, and less parental engagement in a student's education contribute to poor academic attainment limiting the student to both academic and social emotional success. In addition, research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and how a student's environment and early experiences can affect their educational outcomes. Children who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic absenteeism, and grade repetition. For the 2022-2023 academic year our SEL supports will continue to align with the Common Core State Standards (CCSS) and support educators in providing instruction to students that can meet all of their SEL needs. In addition, we will align these support to our Multiple Tier of System of Support (MTSS) Plan.

College and Career Readiness Experiences – Action 7.11

In order for all of our students to graduate prepared for success in college and career, we provide opportunities that support all students but especially help to bridge the gap for our English learners, low income and foster youth students. Because of our high number of unduplicated students (91%), these students' needs were considered first prior to carrying over and updating this action. Due to the health and safety measures because of the pandemic and due to the lack of transportation, we were unable to provide the amount of college and career readiness experiences for our students that we had in the past. In the Spring, we were able to provide some college and career readiness field trips and/or school activities such as job fairs, visits from college representatives, and some school site specific activities. This action will be carried over from the 2021-2022 LCAP in order to ensure that we are able to provide these services in the 2022-2023 school year. The 2021-2022 LCAP surveys and other feedback from our educational partners all indicate a need to continue to increase this service in order to support students' exposure to colleges/universities and career focus destinations. Without the support of these experiences, our foster youth, English learners, and low-income students would not have access to these opportunities.

District Support Specialist – Action 7.12

In response to our inclusion plan, trends from respondents on the 2021-2022 LCAP Staff Survey, and to better target the needs of our low income, English learner, and foster youth students, the District will provide six District Support Specialists. These specialists will be under the guidance of the Special Education Office Administrative Team. They will provide professional learning on evidence-based practices in the area of specially designed instruction, behavior, interventions, data collection, progress monitoring, and inclusive practices in order to build the capacity of staff to support students in the least restrictive environment. District support specialists will work as a multi-disciplinary team to support the whole child by conducting observations, collecting data, developing individual student intervention plans utilizing evidence-based practices, attending IEP meetings when necessary, and providing follow-up with staff and families for students with our most extensive needs.

Universal Transitional Kindergarten – Equity and Access Program – Action 7.13

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

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

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

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

Goal 4

Actions 1 - 9 are designed to work together to improve the language proficiency of English learner students and support Goal 4 - English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year.

Professional Learning to Support the Multilingual Program – Action 4.1

After assessing the needs, conditions, and circumstances of our English learners, this action will be increased to continue benefiting our multilingual students who may also be considered low-income, foster youth, or homeless youth. Based on the 2021-2022 LCAP Staff Survey, additional professional learning for administrators and teachers was seen as a continued need, and 50% of respondents were somewhat to completely satisfied with the professional learning addressing our English learners' needs. The Teaching and Learning Department will continue to proprovide ongoing teacher, paraeducator, and administrator professional learning to support multilingual learners. At a minimum,

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

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

This action will be increased due to its effectiveness in supporting our multilingual students. Our fall 2020-2021 to fall 2021-2022 data showed that students in SMBSD showed growth in all grades and subjects. The data also showed that ELs are still showing a significant achievement gap in reading and math compared to English Only and Reclassified Fluent English Proficient students. To support the growth trajectory for the 2022-2023 school year, the District will provide one full time BIA for each full time transitional kindergarten and kindergarten classroom. In addition, the District will provide a part-time BIA to each first and second grade classroom, and once the BIA positions are filled in 1st and 2nd grades, the BIAs serving in the primary grades may be used at the elementary school campuses to support the upper-grade newcomer students (at the discretion of the school site principal). BIAs support certificated teachers in providing small groups or 1:1 instructional reviews to English learners. Additionally, the BIAs support the certificated teacher by: monitoring and reporting student progress regarding performance, assisting in the guidance and support to the student in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and supporting the administration of assessments. This support benefits our primary multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support. This action is being provided through the additional concentration grant funding that must be used to increase the number of credentialed and/or classified staff at high need schools to provide direct services to students. All of our schools are high need schools. To determine these positions, the District sought input from its parents, students, staff, and community-based organizations through meetings such as LCAP Collaboration Team Meetings, DELAC Meetings, Instructional Services Team Meetings, Board Study Session Meetings, and LCAP and other surveys.

Bilingual Instructional Assistants (BIAs) for Junior High Schools – Action 4.3

This action will be increased to support our multilingual students. Key trends in the 2021-2022 LCAP Staff Survey showed that bilingual aides were needed outside of the primary grades and that an increase in their hours was needed. The survey results also showed that only 26% of respondents were somewhat to completely satisfied with BIAs for the junior high sites. For the 2022-2023 academic year, the District will increase the services and use the 15% supplemental concentration grant fund to provide one full-time Bilingual Instructional Assistant (BIA) to each junior high school to support newcomer students for the 2022-2023 academic year. The BIAs support certificated teachers in providing small groups or 1:1 instructional reviews to newcomer students. Additionally, the BIAs support the certificated teacher by: monitoring and reporting student progress regarding performance, assisting in providing guidance and support to the students in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and supporting the administration of assessments. Having this support benefits our junior high multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support. In order to provide further site support for newcomer students, each junior high will increase the service by one BIA, if needed. This action is being provided through the additional concentration grant funding that must be used to increase the number of credentialed and/or classified staff at high need schools to provide direct services to students. All of our schools are high need schools. To determine these positions, the District sought input from its parents, students, staff, and community-based organizations through

meetings such as LCAP Collaboration Team Meetings, DELAC Meetings, Instructional Services Team Meetings, Board Study Session Meetings, and LCAP and other surveys.

Limited Assignment Teachers (LATs) - Action 4.4

This action was discontinued. It will not be offered in 2022-2023 school year.

Nat**ive Language Proficiency Assessments – Action 4.5**

After assessing the needs, conditions, and circumstances of our English learners, this action will be continued to benefit our multilingual students who may also be considered low-income, foster youth, or homeless youth. The data from the 2021-2022 LCAP Staff Survey showed that 42% of staff were somewhat to completely satisfied with this action and continued support for newcomers was needed. The District will continue to provide assessments to newcomers to assess their proficiency in their native language. These assessments will help determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having native language proficiency assessments to assess our newcomers' language abilities and providing this data to classroom teachers is beneficial to the students' social and academic success.

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

This action will be continued to support our multilingual students. From our 2021-2022 LCAP Staff Survey, 47% of respondents were somewhat to completely satisfied with this action and a key trend in the free responses was that additional support for our English learners was needed. For the 2022-2023 school year, the District will continue to provide two Multilingual TOSAs (full time certificated teachers) that will provide support to district staff, students, and parents in the following areas: District English learner advisory committee (DELAC), dual language immersion (DLI) program, Multilingual (ML) Masterplan, ELD site coaches, pacing guides, State Seal of Biliteracy Pathways, training, and native language assessments. The areas of support will reinforce the principles of the California English Learner Roadmap, designated and integrated English language development (ELD), ELD standards, and the variety of English learner profiles that are served in grades PK-8. Providing these two positions directly benefits ELD Site Coaches and students through the support these positions provide.

Program Specialist for Multilingual Services – Action 4.7

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

English Language Development Coaches – Action 4.8

This action will be continued due to its effectiveness in supporting our multilingual students. From the 2021-2022 LCAP Staff Survey, 57% of respondents were somewhat to completely satisfied with the ELD Coaches at each site and 84% of respondents for the 2021-2022 LCAP Parent Survey agreed or strongly agreed that teachers are well trained in English language development. For the 2022-2023 school year, the District will provide one full-time certificated English Language Development (ELD) Coach for each site (21). This position will support the development of the school's designated and integrated ELD program through: instructional modeling of best practices for first instruction in both iELD and dELD, co-teaching and co-planning, one-on-one coaching, and assisting in leading professional learning opportunities at staff

and/or grade level meetings. By providing these positions, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.

Goal 5

Community Partnership for Foster Students – Action 5.6

This action will be continued to support our foster youth students. According to the LCAP Staff Survey for 2021-2022, 43% of staff are completely satisfied with services for foster youth students and would like for the partnership to continue. For the 2022-2023 school year the District will continue to participate in a community partnership to provide resources and support to help foster youth students. This partnership will include one full-time staff member to case manage foster youth students and help to increase students' engagement and academic achievement. This position will meet monthly with site administrators on their campus, to review the caseload of the site and what resources each student is accessing, based on need.

Community Partnership to Support Students Who are Experiencing Homelessness – Action 5.8

This action will be continued to support our students who are experiencing homelessness. According to the LCAP Staff Survey for 2021-2022, 48% of staff are completely satisfied with services for homeless students and would like for the partnership to continue. For the 2022-2023 school year, SMBSD will continue to partner with a community agency to provide two full-time homeless liaisons that are dedicated to SMBSD to assist homeless students and families with their basic needs. This is an increase in the partnership with one liaison being funded out of Title funds and one being funded out of LCFF supplemental/concentration grant dollars.

Goal 6

Actions 1 - 8 are designed to work together to engage parents, family, and community partners and support Goal 6 - All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships.

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

This action will be continued due to its effectiveness in supporting our multilingual students and families. The 2021-2022 LCAP Parent and Community Member Survey results showed that 76% of respondents agreed or strongly agreed that translation/interpretation services at schools were adequate and wanted to increase the outreach to our families, especially our Mixteco families. District translators/interpreters serve the community by providing language access to families through simultaneous and consecutive interpretation at district and school site meetings, translation of all public documents including our website, and on-site interpretation for families visiting any of our site locations. We continue to refine processes to maximize our ability to provide language access and ensure we are doing so in a way that is responsive to the needs of our families. The District will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. In addition, the District will increase this service by hiring more translators/interpreters, if we are able to maintain the positions already established. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level.

Translation / Interpretaion Services – Action 6.4

This action will be continued due to its effectiveness in supporting our multilingual students and families. The 2021-2022 LCAP Parent and Community Member Survey results showed that 76% of respondents agreed or strongly agreed that translation/interpretation services at

schools were adequate and wanted to increase the outreach to our families, especially our Mixteco families. Interpretation at SMBSD continues to be a priority as we seek to improve our communication with families. We have worked to complete our team of interpreters and use a variety of methods to fill the needs at the school site and district level. Processes have been refined and streamlined to improve the outcomes and access for families. Translation/interpretation services will be used to provide equitable language access for students and families. The District will continue to dedicate resources to improving translation/interpretation services. A stipend will be provided to the designated bilingual staff member(s) at each school site and within departments to provide translation and interpretation support for students and families. In addition, school sites will increase support during expanded learning hours by providing extra work agreements to bilingual/trilingual qualified staff members in order to support further translation/interpretation services for students and their families. The District will also continue to research further ways to provide more translation/interpretation services and use outside services/agencies in order to increase the ability to communicate effectively to our parents and other family members during expanded learning hours.

Goal 7

Interpretation Training to Improve Language Access – Action 7.6

This action will be continued due to its effectiveness in supporting our multilingual students and families. Based on the 2021-2022 LCAP Parent and Community Member Survey results showed that 76% of respondents agreed or strongly agreed that translation/interpretation services at schools were adequate and wanted to increase the outreach to our families, especially our Mixteco families. Strong family-school relationships are an indicator of student success. Communication with Limited English Proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community; it provides these parents with access to all the necessary information about their child's education. For the 2022-2023 academic school year, the District will continue to improve translation/interpretation services by providing further opportunities for training for our staff to standardize our practice across the district and improve language access for SMBSD families. Translation/interpretation services will be used to provide equitable language access for students, families, and community educational partners. Bilingual and multilingual staff, including bilingual instructional aides, community liaisons, and other office staff will be provided with the opportunity to participate in interpreter training.

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

As presented to the Board of Education on February 23, 2022, May 11, 2022, and June 9, 2022, Santa Maria-Bonita School District received additional ongoing funding of $7,877,171 that must be used to increase the number of credentialed and/or classified staff at high need schools to provide direct services to students. This funding stream is ongoing but the funding amount may change year to year based on the district's unduplicated pupil percentage. All Santa Maria-Bonita Schools are considered high need school sites whose unduplicated pupil population exceeds 55%, representing a high "concentration" of students living in disadvantaged circumstances. To determine which positions to add, the district sought input from its parents, students, staff, and community-based organizations through meetings such as the LCAP Collaboration Team Meetings, DELAC Meetings, Instructional Services Team Meetings, Board Study Session Meetings, and LCAP and other surveys. A final proposal will be presented to the board on June 22, 2022. Below is a listing of the new positions that were reviewed and approved by the board. Collaboration Team Meetings, DELAC Meetings, Instructional Services Team Meetings, and Board Study Session Meetings. A final proposal will be presented to the board on June 22, 2022. Below is a listing of the new positions that were reviewed and approved by the board.

	Action and Service	Position	Elementary	Jr. High	Total FTE Added
Social Emotional	5.15	Elementary Counselors	17		17
Academic Support & School Climate	4.2	Full-Time Transitional Kindergarten Bilingual Instructional Assistants (6.5 Hours Each)	31		25.1875
	4.2	Full-Time Kindergarten Bilingual Instructional Assistants (6.5 Hours Each)	68		55.25
	4.3	Full-Time Junior High School Newcomer Bilingual Instructional Assistants (6.5 Hours Each)		5	4.0625
Grand Total					**101.5 FTE**

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary N/A Junior High NA	Elementary 1:18.5 Junior High 1:22.4
Staff-to-student ratio of certificated staff providing direct services to students	Elementary NA Junior High NA	Elementary 1:19.2 Junior High 1:14.1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$73,691,858.00				$73,691,858.00	$54,808,171.00	$18,883,687.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials	English Learners Foster Youth Low Income	$1,012,733.00				$1,012,733.00
1	1.2	Technology - Student Access and Support to Learning Opportunities	English Learners Foster Youth Low Income	$5,090,842.00				$5,090,842.00
1	1.3	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	English Learners Foster Youth Low Income	$299,253.00				$299,253.00
1	1.4	Technology Tools and Software	English Learners Foster Youth Low Income	$130,350.00				$130,350.00
1	1.5	Library Media Services to Support Student Literacy	English Learners Foster Youth Low Income	$1,593,633.00				$1,593,633.00
1	1.6	Physical Education (PE) Teachers for First through Sixth Grade Students	English Learners Foster Youth Low Income	$4,088,695.00				$4,088,695.00
1	1.7	Fine Arts Program - Visual and Performing Arts	English Learners Foster Youth Low Income	$1,359,218.00				$1,359,218.00
1	1.8	Student access to Gifted and Talented Education (GATE)	English Learners Foster Youth	$180,000.00				$180,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.9	Expanded Learning Opportunity Programs	English Learners Foster Youth Low Income	$909,990.00				$909,990.00
1	1.10	Expanded Learning - After School Education and Safety Program (ASES)	English Learners Foster Youth Low Income	$210,000.00				$210,000.00
1	1.11	Expanded Learning Support - Increase Night Custodians	English Learners Foster Youth Low Income	$2,588,344.00				$2,588,344.00
1	1.12	Strengthen districtwide support systems, processes and practices that support student learning	English Learners Foster Youth Low Income	$4,900,364.00				$4,900,364.00
1	1.13	Advanced Via Individual Determination (AVID)	English Learners Foster Youth Low Income	$149,001.00				$149,001.00
1	1.14	Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program	English Learners Foster Youth Low Income	$357,000.00				$357,000.00
1	1.15	Increase Classified Staff to Support Expanded Learning Programs	English Learners Foster Youth Low Income	$1,685,905.00				$1,685,905.00
2	2.1	Professional Learning	English Learners Foster Youth Low Income	$200,000.00				$200,000.00
2	2.2	Equity and Access - District and School Site Aligned Assessment System	English Learners Foster Youth Low Income	$636,045.00				$636,045.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Director, School Support Services and Principal on Special Assignment	English Learners Foster Youth Low Income	$418,336.00				$418,336.00
2	2.4	Coordinator of Assessment and Accountability & Data Analyst Technician	English Learners Foster Youth Low Income	$185,656.00				$185,656.00
2	2.5	Teachers on Special Assignment (TOSA) - Assessment and Accountability	English Learners Foster Youth Low Income	$263,647.00				$263,647.00
2	2.6	Program Specialists (PS) for Leadership and Teacher Development	English Learners Foster Youth Low Income	$475,413.00				$475,413.00
3	3.1	Professional Learning	English Learners Foster Youth Low Income	$1,126,761.00				$1,126,761.00
3	3.2	Instructional Coaches	English Learners Foster Youth Low Income					
3	3.3	Coordinator of Teaching and Learning	English Learners Foster Youth Low Income	$192,488.00				$192,488.00
3	3.4	Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	$1,198,833.00				$1,198,833.00
3	3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	English Learners Foster Youth Low Income	$1,104,883.00				$1,104,883.00
3	3.6		English Learners Foster Youth Low Income					
4	4.1	Professional Learning to support the Multilingual Program	English Learners Foster Youth Low Income	$211,879.00				$211,879.00
4	4.2	Bilingual Instructional Assistants for Primary Grades	English Learners Foster Youth Low Income	$10,071,174.00				$10,071,174.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Bilingual Instructional Assistants for Jr. High Schools	English Learners Foster Youth Low Income	$278,498.00				$278,498.00
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	English Learners Foster Youth Low Income					
4	4.5	Native Language Proficiency Assessments	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	English Learners Foster Youth Low Income	$221,430.00				$221,430.00
4	4.7	Program Specialist (PS) for Multilingual Services	English Learners Foster Youth Low Income	$329,000.00				$329,000.00
4	4.8	Dual Language Immersion Program	English Learners Foster Youth Low Income	$18,000.00				$18,000.00
4	4.9	English Language Development Coaches	English Learners Foster Youth Low Income	$2,902,195.00				$2,902,195.00
5	5.1	School Safety and Security	English Learners Foster Youth Low Income	$349,912.00				$349,912.00
5	5.2	Outreach Mentors (ORM)	English Learners Foster Youth Low Income	$2,843,600.00				$2,843,600.00
5	5.3	Junior High Counselors	English Learners Foster Youth Low Income	$1,768,721.00				$1,768,721.00
5	5.4	District Program Specialist (6) and Teacher of Special Assignment (1) to support Pupil Personnel Services and Special Education Services	English Learners Foster Youth Low Income	$965,977.00				$965,977.00
5	5.5	Student Supervision and Safety Aides	English Learners Foster Youth Low Income	$2,037,426.00				$2,037,426.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.6	Community Partnership for Foster Students	English Learners Foster Youth Low Income	$70,000.00				$70,000.00
5	5.7	Community Partnership for Truancy Mentors	English Learners Foster Youth Low Income	$348,064.00				$348,064.00
5	5.8	Community Partnership to Support Students who are Experiencing Homelessness	English Learners Foster Youth Low Income	$118,186.00				$118,186.00
5	5.9	Full time Health Assistants	English Learners Foster Youth Low Income	$1,256,311.00				$1,256,311.00
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	English Learners Foster Youth Low Income	$482,593.00				$482,593.00
5	5.11	Teen Court	English Learners Foster Youth Low Income	$193,000.00				$193,000.00
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist	English Learners Foster Youth Low Income	$1,470,288.00				$1,470,288.00
5	5.13	Fitzgerald Community School	English Learners Foster Youth Low Income	$450,000.00				$450,000.00
5	5.14	Assistant Principals	English Learners Foster Youth Low Income	$3,443,945.00				$3,443,945.00
5	5.15	Elementary School Counselors	English Learners Foster Youth Low Income	$2,379,954.00				$2,379,954.00
6	6.1	Community Liaisons	English Learners Foster Youth Low Income	$2,764,857.00				$2,764,857.00
6	6.2	Family Outreach Advocates (FOA)	English Learners Foster Youth Low Income	$735,120.00				$735,120.00
6	6.3	Translation / Interpretation Services - Trilingual	English Learners Foster Youth Low Income	$503,510.00				$503,510.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		and Bilingual Translators / Interpreters						
6	6.4	Translation/Interpretation Services	English Learners Foster Youth Low Income	$36,000.00				$36,000.00
6	6.5	Family Engagement Programs, Parent and Community Involvement	English Learners Foster Youth Low Income	$568,224.00				$568,224.00
6	6.6	Parent Education Services	English Learners Foster Youth Low Income	$578,833.00				$578,833.00
6	6.7	Increased Parent Communication Services	English Learners Foster Youth Low Income	$131,000.00				$131,000.00
6	6.8	Coordinator of Family and Community Engagement	English Learners Foster Youth Low Income	$193,211.00				$193,211.00
7	7.1	Multilingual, Culturally Relevant Professional Learning	English Learners Foster Youth Low Income	$628,735.00				$628,735.00
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	English Learners Foster Youth Low Income	$120,664.00				$120,664.00
7	7.3	State Seal of Biliteracy Pathways Program	English Learners Foster Youth Low Income	$21,000.00				$21,000.00
7	7.4	Junior High Department Chairs	English Learners Foster Youth Low Income	$160,319.00				$160,319.00
7	7.5	Junior High Deans	English Learners Foster Youth Low Income	$682,218.00				$682,218.00
7	7.6	Interpretation training to improve language access	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
7	7.7	Social Emotional Learning (SEL) Data Instrument	English Learners Foster Youth Low Income	$85,160.00				$85,160.00
7	7.8	Preschool Programs	English Learners Foster Youth	$939,059.00				$939,059.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
7	**7.9**	Supplemental supplies and programs to increase access to elective course offerings for Jr. High students	English Learners Foster Youth Low Income	$787,560.00				$787,560.00
7	**7.10**	Social Emotional Learning (SEL) Support	English Learners Foster Youth Low Income	$419,079.00				$419,079.00
7	**7.11**	College and Career Readiness Experiences	English Learners Foster Youth Low Income	$999,447.00				$999,447.00
7	**7.12**	District Support Specialist	English Learners Foster Youth Low Income	$200,319.00				$200,319.00
7	**7.13**	Universal Transitional Kindergarten - Equity and Access Program	English Learners Foster Youth Low Income	$450,000.00				$450,000.00

2022-23 Contributing Actions Tables

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
$146,169,175	$60,630,082	41.48%	8.93%	50.41%	$73,691,858.00	0.00%	50.42 %	**Total:**	$73,691,858.00
								LEA-wide Total:	$73,542,857.00
								Limited Total:	$0.00
								Schoolwide Total:	$149,001.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,012,733.00	
1	**1.2**	Technology - Student Access and Support to Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,090,842.00	
1	**1.3**	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$299,253.00	
1	**1.4**	Technology Tools and Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,350.00	
1	**1.5**	Library Media Services to Support Student Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,593,633.00	

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	1.6	Physical Education (PE) Teachers for First through Sixth Grade Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,088,695.00	
1	1.7	Fine Arts Program - Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,359,218.00	
1	1.8	Student access to Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
1	1.9	Expanded Learning Opportunity Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$909,990.00	
1	1.10	Expanded Learning - After School Education and Safety Program (ASES)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
1	1.11	Expanded Learning Support - Increase Night Custodians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,588,344.00	
1	1.12	Strengthen districtwide support systems, processes and practices that support student learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,900,364.00	
1	1.13	Advanced Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tommie Kunst Junior High, Arellanes Junior High, Fesler Junior High, Bonita Elementary, Liberty Elementary, Rice Elementary, and Alvin Elementary	$149,001.00	
1	1.14	Transitional Kindergarten (TK) Classrooms Supplemental Support Materials and Programs to Ensure Equity and Access Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$357,000.00	

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	1.15	Increase Classified Staff to Support Expanded Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,685,905.00	
2	2.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.2	Equity and Access - District and School Site Aligned Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$636,045.00	
2	2.3	Director, School Support Services and Principal on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$418,336.00	
2	2.4	Coordinator of Assessment and Accountability & Data Analyst Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,656.00	
2	2.5	Teachers on Special Assignment (TOSA) - Assessment and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,647.00	
2	2.6	Program Specialists (PS) for Leadership and Teacher Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$475,413.00	
3	3.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,126,761.00	
3	3.2	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Coordinator of Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$192,488.00	
3	3.4	Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,198,833.00	
3	3.5	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,104,883.00	
3	3.6		Yes	LEA-wide	English Learners Foster Youth			

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 (%)
					Low Income			
4	4.1	Professional Learning to support the Multilingual Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,879.00	
4	4.2	Bilingual Instructional Assistants for Primary Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,071,174.00	
4	4.3	Bilingual Instructional Assistants for Jr. High Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$278,498.00	
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Native Language Proficiency Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$221,430.00	
4	4.7	Program Specialist (PS) for Multilingual Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$329,000.00	
4	4.8	Dual Language Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
4	4.9	English Language Development Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,902,195.00	
5	5.1	School Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$349,912.00	
5	5.2	Outreach Mentors (ORM)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,843,600.00	
5	5.3	Junior High Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,768,721.00	

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 (%)
5	5.4	District Program Specialist (6) and Teacher of Special Assignment (1) to support Pupil Personnel Services and Special Education Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$965,977.00	
5	5.5	Student Supervision and Safety Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,037,426.00	
5	5.6	Community Partnership for Foster Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
5	5.7	Community Partnership for Truancy Mentors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,064.00	
5	5.8	Community Partnership to Support Students who are Experiencing Homelessness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,186.00	
5	5.9	Full time Health Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,256,311.00	
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$482,593.00	
5	5.11	Teen Court	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,000.00	
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,470,288.00	
5	5.13	Fitzgerald Community School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	
5	5.14	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,443,945.00	
5	5.15	Elementary School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,379,954.00	

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 (%)
6	6.1	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,764,857.00	
6	6.2	Family Outreach Advocates (FOA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$735,120.00	
6	6.3	Translation / Interpretation Services - Trilingual and Bilingual Translators / Interpreters	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$503,510.00	
6	6.4	Translation/Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,000.00	
6	6.5	Family Engagement Programs, Parent and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$568,224.00	
6	6.6	Parent Education Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$578,833.00	
6	6.7	Increased Parent Communication Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,000.00	
6	6.8	Coordinator of Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,211.00	
7	7.1	Multilingual, Culturally Relevant Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$628,735.00	
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,664.00	
7	7.3	State Seal of Biliteracy Pathways Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	
7	7.4	Junior High Department Chairs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,319.00	
7	7.5	Junior High Deans	Yes	LEA-wide	English Learners Foster Youth	All Schools	$682,218.00	

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 (%)
					Low Income			
7	7.6	Interpretation training to improve language access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
7	7.7	Social Emotional Learning (SEL) Data Instrument	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,160.00	
7	7.8	Preschool Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$939,059.00	
7	7.9	Supplemental supplies and programs to increase access to elective course offerings for Jr. High students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$787,560.00	
7	7.10	Social Emotional Learning (SEL) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$419,079.00	
7	7.11	College and Career Readiness Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$999,447.00	
7	7.12	District Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,319.00	
7	7.13	Universal Transitional Kindergarten - Equity and Access Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$52,119,891.00	$46,663,969.00

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	$1,590,971	$771,602
1	**1.2**	Technology - Student Access and Support to Learning Opportunities	Yes	$5,004,392	$4,429,350
1	**1.3**	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	Yes	$274,593	$67,945
1	**1.4**	Technology Tools and Software	Yes	$184,900	$154,809
1	**1.5**	Library Media Services to Support Student Literacy	Yes	$1,528,512	$1,544,930
1	**1.6**	Physical Education Teachers for first through sixth grade students	Yes	$3,661,316	$3,678,678
1	**1.7**	Fine Arts Program - Visual and Performing Arts	Yes	$1,377,926	$1,226,668
1	**1.8**	Student access to Gifted and Talented Education (GATE)	Yes	$180,000	$41,149
1	**1.9**	Expanded Learning Opportunities	Yes	$1,610,712	$584,418

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	1.10	Expanded Learning - After School Education and Safety Program (ASES)	Yes	$210,000	$181,727
1	1.11	Expanded Learning Support - Increase Night Custodians	Yes	$2,174,556	$2,393,368
1	1.12	Strengthen districtwide support systems, processes and practices that support student learning	Yes	$3,168,600	$4,049,472
1	1.13	Advanced Via Individual Determination (AVID)	Yes	$148,062	$16,448
2	2.1	Professional Learning	Yes	$200,000	$221,878
2	2.2	Equity and Access - District and School Site Aligned Assessment System	Yes	$619,199	$456,821
2	2.3	Director, School Support Services	Yes	$206,676	$216,679
2	2.4	Coordinator of Assessment and Accountability	Yes	$185,157	$14,884
2	2.5	Teacher on Special Assignment (TOSA) - Assessment and Accountability	Yes	$258,176	$241,970
2	2.6	Program Specialists (PS) for Leadership and Teacher Development	Yes	$294,416	$168,954
3	3.1	Professional Learning	Yes	$1,045,666	$625,455
3	3.2	Instructional Coaches	Yes	$2,855,495	$2,883,784
3	3.3	Coordinator of Teaching and Learning	Yes	$175,605	$185,120
3	3.4	Teacher on Special Assignment (TOSA)	Yes	$1,116,697	$1,200,094

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)
4	4.1	Professional Learning to support the Multilingual Program	Yes	$145,842	$14,118
4	4.2	Bilingual Instructional Assistants for Primary Grades	Yes	$3,015,793	$2,460,294
4	4.3	Bilingual Instructional Assistants for Jr. High Schools	Yes	$94,366	$57,159
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	Yes	$144,500	$121,920
4	4.5	Native Language Proficiency Assessments	Yes	$20,000	$0
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	Yes	$248,155	$108,398
4	4.7	Program Specialist (PS) for Multilingual Services	Yes	$134,098	$310,992
4	4.8	Dual Language Immersion Program	Yes	$18,000	$18,000
4	4.9	English Language Development Coaches (split with Title I A)	Yes	$267,707	$745
5	5.1	Santa Maria Police Department - School Resource Officers (SROs)	Yes	$249,912	$281,583
5	5.2	Outreach Mentors	Yes	$2,003,154	$2,022,990
5	5.3	Junior High Counselors	Yes	$1,309,714	$1,349,778
5	5.4	District Program Specialists	Yes	$671,490	$741,598

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)
5	5.5	Student Supervision and Safety Aides	Yes	$1,400,000	$1,514,118
5	5.6	Community Partnership for Foster Students	Yes	$66,693	$75,000
5	5.7	Community Partnership for Truancy Mentors	Yes	$266,771	$337,500
5	5.8	Community Partnership to support students who are experiencing homelessness	Yes	$133,385	$0
5	5.9	Full time Health Assistants	Yes	$1,139,876	$992,396
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	Yes	$426,696	$467,243
5	5.11	Teen Court	Yes	$193,000	$192,722
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist	Yes	$1,612,300	$1,296,947
5	5.13	Fitzgerald Community School	Yes	$700,000	$422,282
5	5.14	Assistant Principals	Yes	$3,275,699	$3,318,895
6	6.1	Community Liaisons	Yes	$1,395,447	$1,359,583
6	6.2	Family Outreach Advocates (FOA)	Yes	$481,275	$450,720
6	6.3	Translation / Interpretation Services - Trilingual and Bilingual Translators / Interpreters	Yes	$403,535	$388,932
6	6.4	Translation/Interpretation Services	Yes	$36,079	$22,790

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)
6	6.5	Family Engagement Programs, Parent and Community Involvement	Yes	$143,236	$143,345
6	6.6	Parent Education Services	Yes	$300,795	$107,286
6	6.7	Increased Parent Communication Services	Yes	$141,500	$1,815
6	6.8	Coordinator of Family and Community Engagement	Yes	$166,768	$185,769
7	7.1	Multilingual, Culturally Relevant Professional Learning	Yes	$645,650	$343,438
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	Yes	$134,098	$113,464
7	7.3	State Seal of Biliteracy Pathways Program	Yes	$31,051	$3,081
7	7.4	Junior High Department Chairs	Yes	$77,007	$81,055
7	7.5	Junior High Deans	Yes	$597,831	$625,245
7	7.6	Interpretation training to improve language access	Yes	$100,000	$82,500
7	7.7	Social Emotional Learning (SEL) Data Instrument	Yes	$100,878	$92,073
7	7.8	Increase preschool programs	Yes	$885,000	$851,234
7	7.9	Supplemental supplies and programs to increase access to	Yes	$228,954	$201,758

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)
		elective course offerings for Jr. High students			
7	**7.10**	Social Emotional Learning Support	Yes	$120,000	$100,000
7	**7.11**	College and Career Readiness Experiences	Yes	$522,009	$49,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$59,235,745	$52,119,891.00	$46,663,969.00	$5,455,922.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	$1,590,971	$771,602		
1	1.2	Technology - Student Access and Support to Learning Opportunities	Yes	$5,004,392	$4,429,350		
1	1.3	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	Yes	$274,593	$67,945		
1	1.4	Technology Tools and Software	Yes	$184,900	$154,809		
1	1.5	Library Media Services to Support Student Literacy	Yes	$1,528,512	$1,544,930		
1	1.6	Physical Education Teachers for first through sixth grade students	Yes	$3,661,316	$3,678,678		
1	1.7	Fine Arts Program - Visual and Performing Arts	Yes	$1,377,926	$1,226,668		
1	1.8	Student access to Gifted and Talented Education (GATE)	Yes	$180,000	$41,149		
1	1.9	Expanded Learning Opportunities	Yes	$1,610,712	$584,418		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.10	Expanded Learning - After School Education and Safety Program (ASES)	Yes	$210,000	$181,727		
1	1.11	Expanded Learning Support - Increase Night Custodians	Yes	$2,174,556	$2,393,368		
1	1.12	Strengthen districtwide support systems, processes and practices that support student learning	Yes	$3,168,600	$4,049,472		
1	1.13	Advanced Via Individual Determination (AVID)	Yes	$148,062	$16,448		
2	2.1	Professional Learning	Yes	$200,000	$221,878		
2	2.2	Equity and Access - District and School Site Aligned Assessment System	Yes	$619,199	$456,821		
2	2.3	Director, School Support Services	Yes	$206,676	$216,679		
2	2.4	Coordinator of Assessment and Accountability	Yes	$185,157	$14,884		
2	2.5	Teacher on Special Assignment (TOSA) - Assessment and Accountability	Yes	$258,176	$241,970		
2	2.6	Program Specialists (PS) for Leadership and Teacher Development	Yes	$294,416	$168,954		
3	3.1	Professional Learning	Yes	$1,045,666	$625,455		
3	3.2	Instructional Coaches	Yes	$2,855,495	$2,883,784		
3	3.3	Coordinator of Teaching and Learning	Yes	$175,605	$185,120		
3	3.4	Teacher on Special Assignment (TOSA)	Yes	$1,116,697	$1,200,094		
4	4.1	Professional Learning to support the Multilingual Program	Yes	$145,842	$14,118		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
4	4.2	Bilingual Instructional Assistants for Primary Grades	Yes	$3,015,793	$2,460,294		
4	4.3	Bilingual Instructional Assistants for Jr. High Schools	Yes	$94,366	$57,159		
4	4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	Yes	$144,500	$121,920		
4	4.5	Native Language Proficiency Assessments	Yes	$20,000	$0		
4	4.6	Teachers on Special Assignment (TOSA) for English Learners	Yes	$248,155	$108,398		
4	4.7	Program Specialist (PS) for Multilingual Services	Yes	$134,098	$310,992		
4	4.8	Dual Language Immersion Program	Yes	$18,000	$18,000		
4	4.9	English Language Development Coaches (split with Title I A)	Yes	$267,707	$745		
5	5.1	Santa Maria Police Department - School Resource Officers (SROs)	Yes	$249,912	$281,583		
5	5.2	Outreach Mentors	Yes	$2,003,154	$2,022,990		
5	5.3	Junior High Counselors	Yes	$1,309,714	$1,349,778		
5	5.4	District Program Specialists	Yes	$671,490	$741,598		
5	5.5	Student Supervision and Safety Aides	Yes	$1,400,000	$1,514,118		
5	5.6	Community Partnership for Foster Students	Yes	$66,693	$75,000		
5	5.7	Community Partnership for Truancy Mentors	Yes	$266,771	$337,500		
5	5.8	Community Partnership to support students who are experiencing homelessness	Yes	$133,385	$0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
5	5.9	Full time Health Assistants	Yes	$1,139,876	$992,396		
5	5.10	One Certificated Teacher for each Junior High Opportunity Class	Yes	$426,696	$467,243		
5	5.11	Teen Court	Yes	$193,000	$192,722		
5	5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist	Yes	$1,612,300	$1,296,947		
5	5.13	Fitzgerald Community School	Yes	$700,000	$422,282		
5	5.14	Assistant Principals	Yes	$3,275,699	$3,318,895		
6	6.1	Community Liaisons	Yes	$1,395,447	$1,359,583		
6	6.2	Family Outreach Advocates (FOA)	Yes	$481,275	$450,720		
6	6.3	Translation / Interpretation Services - Trilingual and Bilingual Translators / Interpreters	Yes	$403,535	$388,932		
6	6.4	Translation/Interpretation Services	Yes	$36,079	$22,790		
6	6.5	Family Engagement Programs, Parent and Community Involvement	Yes	$143,236	$143,345		
6	6.6	Parent Education Services	Yes	$300,795	$107,286		
6	6.7	Increased Parent Communication Services	Yes	$141,500	$1,815		
6	6.8	Coordinator of Family and Community Engagement	Yes	$166,768	$185,769		
7	7.1	Multilingual, Culturally Relevant Professional Learning	Yes	$645,650	$343,438		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
7	7.2	Teacher on Special Assignment (TOSA) Culture and Climate	Yes	$134,098	$113,464		
7	7.3	State Seal of Biliteracy Pathways Program	Yes	$31,051	$3,081		
7	7.4	Junior High Department Chairs	Yes	$77,007	$81,055		
7	7.5	Junior High Deans	Yes	$597,831	$625,245		
7	7.6	Interpretation training to improve language access	Yes	$100,000	$82,500		
7	7.7	Social Emotional Learning (SEL) Data Instrument	Yes	$100,878	$92,073		
7	7.8	Increase preschool programs	Yes	$885,000	$851,234		
7	7.9	Supplemental supplies and programs to increase access to elective course offerings for Jr. High students	Yes	$228,954	$201,758		
7	7.10	Social Emotional Learning Support	Yes	$120,000	$100,000		
7	7.11	College and Career Readiness Experiences	Yes	$522,009	$49,000		

2021-22 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)
$140,725,879	$59,235,745	0.00	42.09%	$46,663,969.00	0.00%	33.16%	$12,571,776.00	8.93%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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 (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided

in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For

any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from

the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).