

Local Control and Accountability Plan (LCAP) Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2025-2026

Date of Board Approval:

June 25, 2025

LEA name:

Santa Maria-Bonita School District

CDS code:

42-69120-0000000

Link to the LCAP:

(optional)

<https://www.smbds.org/departments/plan-alignment-implementation>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I (Part A)

Title II (Part A)

Title III (EL)

Title III (Immigrant)

Title IV (Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all**

resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Santa Maria-Bonita School District serves over 17,000 students in grades K-8. There are 17 elementary schools and 4 junior high schools. A vast majority of the students (93%) have been identified as low income, English Learner and/or Foster students. The Santa Maria-Bonita District LCAP outlines the district's local efforts to ensure continuous improvement in all areas of student achievement and program effectiveness around the state priorities. The district ensures that support is provided based on the identified needs of the students and all actions and services are developed to address the identified needs within each of four goal areas:

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

The district uses general funds to provide basic services to all students. Local Control Funding Formula (LCFF) Supplemental/Concentration funds are used to improve services for low income (free-reduced price meals, migrant & homeless), English Learners and Foster students. The district allocates about \$10,000,000 in LCFF Supplemental/Concentration funds to all 21 schools. The district receives about \$9.2 million in federal funds (Title I-A, II, III & IV). Federal funds are used to provide supplemental direct services for disadvantaged students based on ESSA regulations. The district coordinates with the local non-profit private schools to provide services for eligible students who live within the district boundaries. There are currently two private schools participating in the Title I-A, II and III programs: Saint Mary of the Assumption in Santa Maria, and Valley View Adventist Academy in Nipomo. The district and its 21 schools participate in the Title I Schoolwide program. The district reserves Title I-A funds for staffing, Homeless education services, Family Engagement Programs, and educational programs. The remaining of the Title I-A funds are allocated to the schools for direct services to students. Title II funds are used to supplement the professional development for teachers

and administrators. Title III funds are used to provide supplemental services to English learners and immigrant students, and Title IV funds are used to provide additional support services for students and staff, including socio-emotional support and college and career readiness programs..

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

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District LCAP, the Migrant Regional Application and the schools' Single Plan for Student Achievement (SPSA) are fully aligned and are centered on the identified needs of students within each of the four district's goal areas. All district and school plans are developed, monitored and evaluated by various district/school educational partner groups, including Districtwide LCAP Collaboration Workshops, Parent Advisory Team, District English Learner Advisory Committee, Migrant Parent Advisory Committee, School Site Councils, English Learner Advisory Committees, Homeless/Foster Parents, and other district/school stakeholder groups.

The district meets regularly with the educational partner groups throughout the year to gather input from students, parents, community, certificated staff, classified staff, administrators and board members. The district has taken a proactive approach in reaching out and building capacity for all educational partner groups to ensure their full participation in the discussions around the district and school plans.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to analyze our Educator Equity we reviewed the total enrollment, minority enrollment, percentage of minority students, total teachers, numbers of ineffective/misassigned teachers, and the percentage of misassigned teachers for each school. Each one of our schools is schoolwide Title 1, therefore all have high percentages of low income students. There are no misassigned teachers in Santa Maria-Bonita School District. therefore every student is receiving instruction from an appropriately assigned teacher. There is no disparity in minority students being taught by inexperienced teachers in our schools, with 4.9% designated as “Ineffective” and 3.5% as “Incomplete” according to the most recent Teacher Assignment and Monitoring Outcome data. All teachers are involved in Professional Learning Communities and Professional Learning throughout the year to increase capacity to work with all students.

A detailed data report of the educator equity trends, can be retrieved at the following link:

https://docs.google.com/spreadsheets/d/10JoR_egQAJDMuYoc_D_YMlwHm2Hgl_zGnBOC6i0Dr_c/e/dit?gid=1243686784#gid=1243686784

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:

	• General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this

part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The ESSA Sections 1112(b)(3) and 1112(b)(7) are addressed in the LEA Parent Involvement Policy and Administrative Regulations (BP/AR 6020) and the schools' Parent Involvement Policies, and are included in the District LCAP, Migrant Regional Application, and School Plan for Student Achievement (SPSA). Parent and Family Engagement is a vital component of our district's and schools' efforts to improve student achievement. The district has taken a proactive approach in reaching out to guide parents in supporting their children at school and also educating parents by increasing their knowledge and skills to support their children's education. The LEA and school sites conduct parent trainings and outreach to family members by implementing programs, activities, and procedures in consultation with parents and stakeholder groups. This is accomplished through the District LCAP Workshops, Parent Advisory Team, SSC, ELAC, DAC/DELAC, Migrant Parent Advisory Committee (RPAC), Homeless/Foster Parents, and educational partner meetings throughout the year. The educational partner groups include representatives from each site and various programs (Migrant, Homeless/Foster, English Learners, Preschool, Afterschool, parents, students, district and school administrators, community and school board members). Monthly and quarterly meetings are scheduled to discuss activities and ways to improve and monitor family engagement. Needs assessments and surveys are administered annually to identify the needs of parents and continue to build parent capacity. Schools present the Parent Involvement Policy at parent meetings and send a

hard copy to all parents every year to encourage parents to participate in the School Site Council and ELAC meetings to determine site-based needs and activities.

Santa Maria-Bonita School District sets aside 2% of Title I-Part A funds for parent/family engagement activities. Half of the set-aside funds are used by the district for district-level parent/family engagement activities, and the other half is allocated to the schools for school-level parent/family engagement activities. The district partners with organizations to offer various parent programs that provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. Schools use their Title I-A set aside funds to provide additional parent programs as well. School sites invite families to participate in parent-teacher conferences, Back to School Night, Open House and other events celebrating students' success such as attendance awards, sporting events, and performing arts. Title I-A funds are also used to host parent academies and family nights to share information and strategies to support students academically. Parents are invited to numerous site events including educational assemblies and festivals. These classes also improve the parent-child relationships and parents become more involved in supporting their children academically.

The district uses LCFF funds to hire district community liaisons, district bilingual translators (Spanish/English) and district trilingual translators (Mixteco/Spanish/English) to promote the communication with parents and families who speak another language at home. Each school has full-time bilingual community liaisons (Spanish/English) to promote parent outreach, home-school communication, and family engagement. Schools use their Title I-A and LCFF funds to hire additional interpreters for parents who speak Mixteco or other languages. The ParentSquare system has been purchased by the district to facilitate communication with the families.

The District Migrant Education Program (MEP) also has a strong family engagement program. The MEP holds Parent Advisory Council (PAC) meetings and General Parent Meetings that both educate parents and promote parent involvement. A PAC representative attends the monthly State Parent Advisory Council (SPAC) meetings held by the California Department of Education. Through the various SMBSD educational partner groups such as: the SSC, ELAC, and DELAC committees, parents, families, and educational partners contributed to the parent and family engagement policy which was shared throughout the district. The LCAP and contact information for our LCAP team including our Family Engagement and Pupil Support Specialist is publicly posted on our district website.

Santa Maria-Bonita School District will assist parents/families by ensuring information about the challenging State academic standards, assessments, requirements of the ESSA section, how to monitor their child's progress and how to work with educators to improve student achievement is posted on the district website and school websites in both English and Spanish (our predominate home language). In addition, we will provide informational videos, written materials, and presentations to parents and families at district and DELAC, ELAC, SSC, and other stakeholder meetings. Informational flyers in English and Spanish will also be sent home and Parent Square, our digital school-family communication software, will provide information as well. We also provide ongoing translation services at meetings to ensure parents/families have the opportunity to engage in the collaborative process. At Santa Maria-Bonita School District, we ask any parent/family needing accommodations for a parent/family meeting or event, to notify their child's school administration who

notifies our district Human Resources office. The district Human Resources office contracts with (as needed) and secures appropriate services. Santa Maria-Bonita buildings are ADA compliant.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: Across our 21 Title I-funded School Wide Programs, Santa Maria Bonita School district - aligned with our LCAP Goals - will offer professional development to teachers, aides, and administrators on high quality teaching and learning, formative assessment strategies, and progress monitoring to help guide data-driven decision making in support of grade level academic outcomes. Additional instructional support materials and digital software that engages children in reading and math interventions along with dedicated staffing will provide individualized support for learners during class time and some sites offer individualized academic support for youth. In addition, schools offer extended day enrichment learning opportunities at their sites over and beyond our district-offered expanded learning enrichment programs. Trainings and presentations for staff and families will focus on whole child approaches that illustrate the connections and highlight strategies to support student academic and behavioral outcomes. Materials translation, translation services at meetings, and child care at parent meetings along with translation services at sites will strengthen parent engagement and community participation.

TAS: "N/A"

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Site dedicated funding ensures students have access to college and career readiness opportunities including dedicated CCR field trips, a comprehensive school counseling program that has been developed with counselors with the support of Hatching Consultants, and a Teacher on Special Assignment dedicated to the direct student support of Advancement Via Individual Determination (AVID) programming.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Private Schools:

Title I, Part A requires that LEAs provide eligible private school children with Title I education services or other benefits that are equitable to those provided to eligible public school children. Additionally, Title funding provides support to teachers who instruct students who have been identified as, GATE eligible, Direct support and coordination of these services is provided by a GATE Teacher on Special Assignment.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement

4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The Santa Maria-Bonita School District (SMBSD), based on the development of a Strategic Plan guiding LCAP goals and initiatives, moved to an organizational workflow design that allows for interdepartmental collaboration and system coherence. An interdepartmental team is working to define, support, and engage stakeholders high quality Tier 1 practices implementation. To support this design and to accurately monitor professional learning efforts, a professional learning plan is in place emphasizing job-embedded to improve conditions that will ensure professional learning implementation. This plan includes 6 week coaching cycles that are a partnership between the site, grade level PLC and district staff such as a Teacher on Special Assignment (TOSA). These cycles are focused on improving teacher practice linked to a student outcome. The job-embedded component is TOSA/classroom teacher co-planning and modeling of lessons, co-creating common formative assessments, and implementing new instructional strategies for identified groups of students. Another piece is the co-planning of site professional learning between a site administrator and TOSA to co-facilitate staff key driver focused professional learning supporting identified groups of students. SMBSD has made a large investment in strengthening Professional Learning Communities (PLC). Sites are developing teacher leaders through participation in the site Guiding Coalitions and through their leadership within their PLC.

SMBSD provides a robust menu of professional growth and improvement opportunities for all new teachers, principals and para-professionals. New teachers are able to attend any After School Institutes provided by our TOSAs or outside presenters. In addition, we have TOSAs that provide professional learning to all district teachers, administrators and para -professionals.

Administrators and teachers receive data analysis PD. Our assessments inform instruction and then are used to identify areas of need and actions to improve student learning. A District assessment team, led by the assessment administrator, will guide teachers through professional learning on assessment types, purposes, analysis and an overall inventory of current assessments. This team then reviews and makes a recommendation for new benchmark assessments to show student progress towards grade level expectations. TOSAs and other teachers attend goal aligned conferences to build capacity and skill set to help teachers meet student needs.

SMBSD uses multiple means to measure growth and improvement. For adults, we use feedback loops through teacher Action Teams, professional learning surveys, coaching cycles of support will each require a SMART goal to track teacher progress towards identified goal, leaders also use SMART goals to identify problems of practice and district staff use observations to measure classroom level implementations. For students, the district uses state and district level assessments including CAASP, ELPAC, TELL for English Learning, attendance rates, suspension data, district writing sample, classroom level common formative assessments and student perception data to measure growth and improvement.

SMBSD closely monitors the systems of professional learning to ensure maximum teacher and student impact in alignment with key drivers and LCAP goals. Instructional coaches conduct 6 week cycles of support for site identified teams. After analyzing data and identifying the root cause, the requested coaching cycle will include SMART goal(s) and clear expectations from all parties. Weekly monitoring ensures supports are in place and adjustments made to ensure goal achievement. Participation of sites/teachers participating in cycles of support, % of goals achieved, administrator

and teacher perception survey data, and student achievement data are used for monitoring effectiveness and making adjustments.

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

Professional Learning - Teachers on Special Assignment (TOSA):

TOSAs provide highly effective evidence-based ongoing targeted professional learning, understand new curriculum, and support teachers district-wide. They provide direct support to site coaches, school leaders, and when needed directly to classroom teachers or teams, in 6-8 week coaching cycles, to implement effective good first instruction.

Professional Learning Opportunities:

In order to build collective capacity and growth toward the achievement of district/school goals, the District will 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, provide robust supports to our multilingual learners, and to build capacity in reference to:

- effective literacy instruction;
- planning for both integrated (iELD) and designated (dELD);
- use of the English language development (ELD) components of the adopted curriculum;
- use of technology to enhance instruction and student engagement;
- strategies and supports to be used for the reclassification of English learner students;
- strategies for bilingual instructional assistants;
- accelerated learning and provide equitable access to high-quality instruction
- development of CTE and other elective coursework experiences;
- establishing highly effective PLCs, ILTs, and Culture Climate School Site Teams;
- supporting the SEL needs of students;

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

All 21 SMBSD schools are Schoolwide Program Title 1 schools. SMBSD elementary schools have an average of 95.1% low income enrollment. Every school has between 84.8% and 98.8% low income enrollment. SMBSD middle schools have an average of 94.4% of low income students. Each of the four middle schools has between 89.5% and 98.3% of low income students.

Schools in CSI and ATSI receive first and additional services in our coaching cycles provided by district PD TOSAs. The PD is targeted toward identified needs for the CSI and TSI schools as noted through their Needs Assessment, SPSA, and consistent with district LCAP goals. District administrators support each of the CSI and ATSI schools with assistance designing and implementing their plans. All schools in SMBSD receive access to Title II funded services due to all schools having a high percentage of low income enrollment schoolwide Program Title 1, and having many students not meeting standards, but the initial priority is for CSI and ATSI schools.

SMBSD has prioritized funding to schools served by applying for the Comprehensive Support and Improvement (CSI) Local Educational Agency Funding for the CSI schools. SMBSD provided support to these identified schools in order to prioritize the grant funding by supporting the site in developing a CSI school plan. The LEA will monitor and evaluate the implementation and effectiveness of the CSI plan through ongoing support of the identified elements at each site. Through a collaborative effort including the school site leadership team, school site department leaders, School Site Council members, district staff, Santa Barbara County Education Office (SBCEO) and WestEd, progress monitoring will occur throughout the year. The CSI plans have been centered on four distinct elements to ensure that the needs of students are being addressed effectively: overall emphasis on the implementation and professional learning of effective Tier 1 instruction with a specific focus on explicit learning intentions, feedback provided to teachers in English Language Arts and mathematics in response to instructional delivery, building capacity of instructional team in utilizing student performance data to inform teaching design, and enhancement of positive school culture in support of student learning. Specific metrics identified within the CSI plan that will be utilized to monitor progress include student performance on common formative assessments, CAASPP, stakeholder engagement, attendance, suspension, student feedback, ELPAC and reclassification rates. Performance metrics will be incorporated into the required CSI quarterly reporting cycle.

Much of the funding for Title II services prioritize support for EL and Newcomer students through staffing such as Teachers on Special Assignment. Additionally, funding was provided for supplemental materials and programs for English proficiency and academic achievement as well as parent education and professional learning.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

A variety of data will be collected to support continuous improvement, including ELPAC, CAASPP, California Dashboard, parent and staff surveys, and district benchmark data. Santa Maria-Bonita has meetings throughout the school year with a variety of educational partners including the LCAP Community Workshops and the DELAC committee to review data about student achievement and provide input to professional development offerings. Each school site has an ongoing evaluation of their SPSA with educational partners, leadership team, ELAC, SSC, to monitor and revise based on measurable outcomes.

Each participant in a professional growth activity completes a professional development survey noting the effectiveness of the training. All training opportunities are aligned with helping Principals, teachers, staff, and paraprofessionals develop skills needed for children to successfully attain Santa Maria-Bonita School District LCAP goals. Staff complete surveys after each training. We also have an LCAP Annual Survey to identify reported needs and relate those needs to current LCAP goals.

Based on this data, we will capitalize on the strengths of students and delve deeper into the challenging areas so that we may build on the capacity of educators to meet the needs of our students. We will re-evaluate throughout the year our district assessment pieces to make sure they align with State Standards and meet the rigor and high expectations we expect all students to attain. PD TOSAS and district PD Admin meet multiple times monthly to review data, feedback from surveys and provide coherence for PD and Title II coordination among all plans.

Santa Maria-Bonita's Strategic Plan provides the foundation for strategies, programs and activities to be aligned in support of district LCAP goals. The district is working towards full alignment so all decisions are made through the lens of this foundational plan. This will support the ongoing work of meeting the needs of the whole child. Every action within Title II Part A is supplemental to LCAP goals. When educational partners review LCAP goals and make recommendations and final approval for Title II, every action is an aligned supplemental action to our LCAP. Every goal and strategy in our Title II Plan is supplemental to goals and strategies already identified in our LCAP Plan.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SMBSD teachers will continue receiving further professional development with emphasis on the best teaching practices for both Designated and Integrated English Language Development. SMBSD will utilize local resources, specifically the support of the highly trained ELD instructional coaches, along with the help of outside agencies, such as CAFE, to further support staff learning. Some of the training includes the appropriate use of supplemental research-based ELD materials and teaching strategies that align to the Science of Reading for Multilingual Learners, translanguaging, classroom routines for language acquisition, and academic vocabulary instruction. SMBSD will also explore GLAD training for all instructional and ELD coaches.

Professional development will also be provided to teachers who teach in the extended day programs or those who support Newcomer Programs. We will work specifically on the development of reading

and writing skills for Newcomers and Long-Term English Learners during intervention programs that may occur both during or outside of the regular school day, such as after school and summer school programs.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To help increase the English language proficiency of our newcomer students, we will utilize funding for Newcomer classes within high-need targeted sites, including dedicated Newcomer teachers and bilingual instructional assistants to support students with English language acquisition skills.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent education has been positively linked to indicators of student success, including teacher ratings of student competence, student engagement, and student achievement. These activities will include parent education offerings such as school site parent education classes, offsite/hybrid parent education, district-wide parent education events, and multi-faceted/multi-tiered whole child events.

Supplemental materials will be purchased to support the ELD instruction for English Learners which include research-based supplemental materials for Long-Term English Learners and Newcomers. These materials include Benchmark Rigor, various foundational skill support tools like UFLI and Heggerty Phonemic Awareness both in English and in Spanish, supplemental decodable text, , Oxford Dictionary Content Areas for Kids, language dictionaries (in various languages such as Farsi, Spanish, and some others), expansion of Spanish texts in our libraries, and culturally relevant literature in our classroom libraries. Funds will also be allocated to the school sites to supplement their own after-school intervention programs for English learners.

SMBSD will fund support staff to provide extra support to English learners in their academic growth. These support staff members support a higher level of access to the grade level curriculum and they support English learners in small group instruction when appropriate. Both Newcomer students and English learners will be provided opportunities to participate in extended day classes, Saturday school, and summer school with an emphasis in English language development.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Long-Term English learners and Newcomers will be given the opportunity to participate in extended day classes with an emphasis on reading and writing. These classes will be provided after school during expanded learning, on Saturdays, and during summer school.

Each school site has a School Plan for Student Achievement which has received input from stakeholders, site leadership teams, English Learner Advisory Committee, and has been approved by the School Site Council and the School Board. Each of the twenty one school sites create individual goals and have strategies to address Annual Measurable Outcomes of improvement of ELs on CA Dashboard criteria, on ELPAC growth, and with Reclassifications of ELLs to RFEPs.

Site plans are in a continuous review and update process based on measurable outcome data. The sites are accountable to stakeholders, ELAC, DELAC, School Site Council, and the School Board for results and adjustment of needed strategies and actions.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1) use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2) use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3) use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and

- a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Well-rounded Educational Opportunities:

A Teacher on Special Assignment (TOSA) leads Culture & Climate efforts towards ensuring a high quality education that serves all students, regardless of race, ethnicity, background, and gender; supporting staff with equity-based Tier 1 practices for a safe and supportive climate and culture at all school sites.

Technology Activities:

Audio amplification systems to support student access and learning in the classroom.

Professional Learning:

Counseling programs, such as Hatching, provide effective tools in direct support for students with a well-rounded education and access to college and career readiness skills.

Private Schools:

Title I, Part A requires that LEAs provide eligible private school children with Title I education services or other benefits that are equitable to those provided to eligible public school children.