



**Santa Maria-Bonita
School District**
CULTIVATING BRIGHT FUTURES

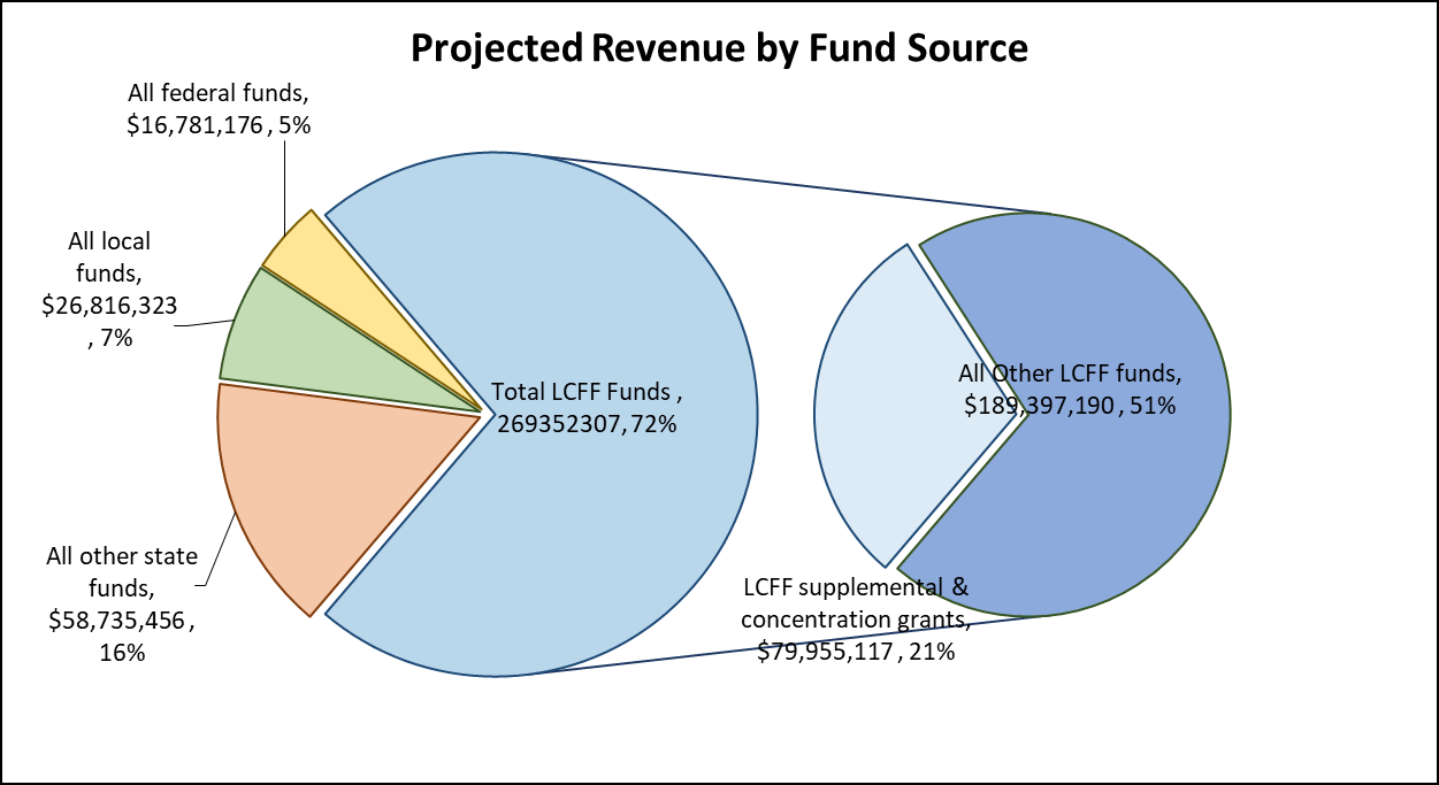
Local Control and Accountability Plan 2025-2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria-Bonita
CDS Code: 42691200000000
School Year: 2025-26
LEA contact information: Dr. Darren McDuffie, 805-361-8110, dmcduffie@smbbsd.net

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

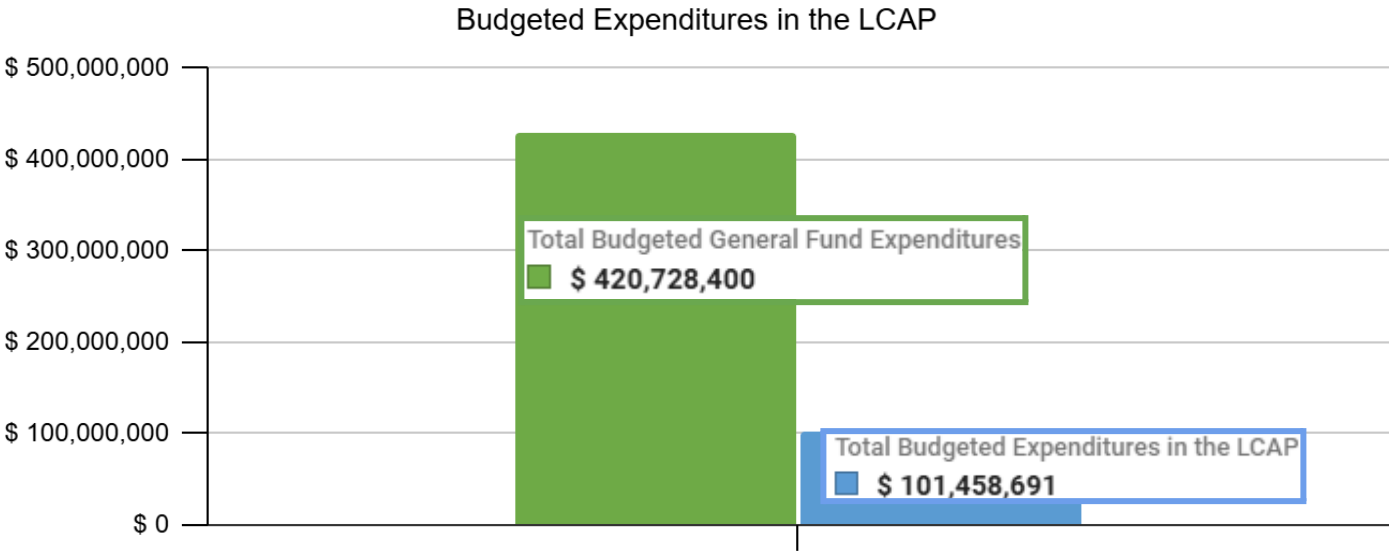
Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for Santa Maria-Bonita is \$371,685,262.00, of which \$269,352,307.00 is Local Control Funding Formula (LCFF), \$58,735,456.00 is other state funds, \$26,816,323.00 is local funds, and \$16,781,176.00 is federal funds. Of the \$269,352,307.00 in LCFF Funds, \$79,955,117.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Santa Maria-Bonita plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Maria-Bonita plans to spend \$420,728,400.00 for the 2025-26 school year. Of that amount, \$101,458,691.00 is tied to actions/services in the LCAP and \$319,269,709.00 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 70% of all expenditures. The remaining expenditures are for pupil services which include transportation,

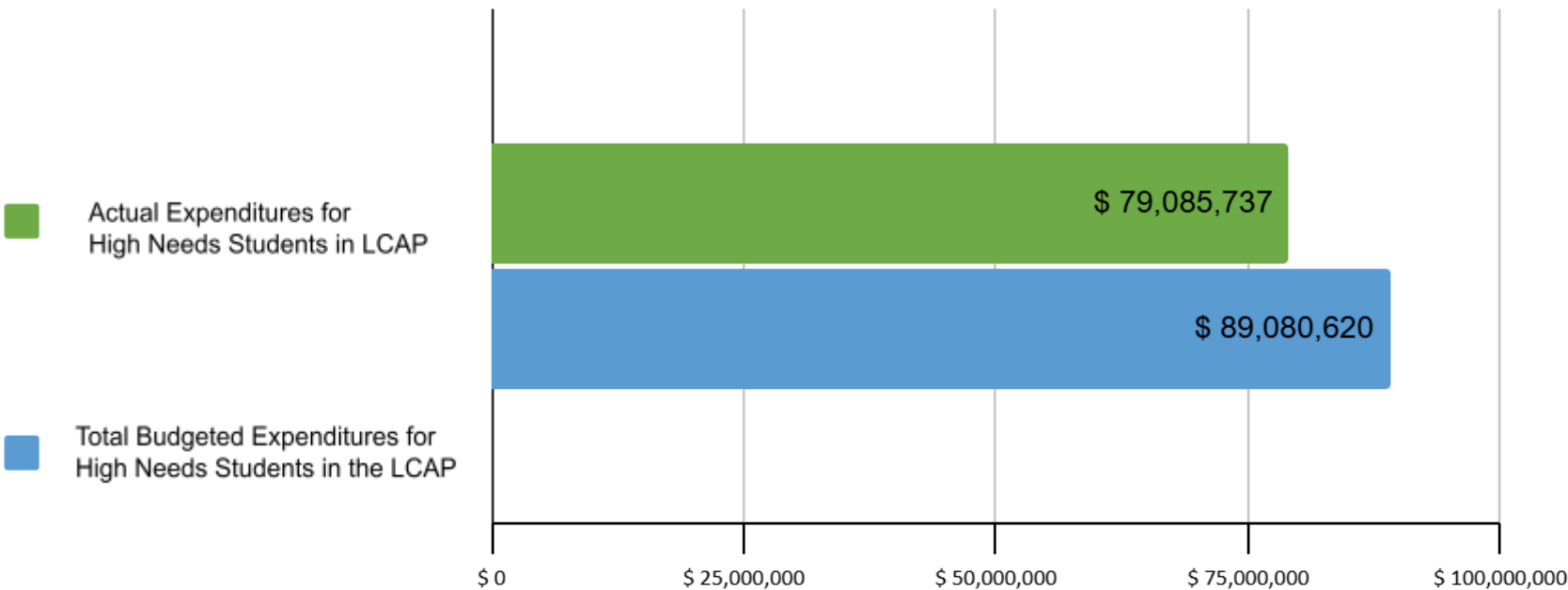
counseling and health services. Other general fund expenditures include maintenance of facilities, utilities, custodial activities, human resources, business services, investments in instructional materials and supplies, utilities and technology.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Maria-Bonita is projecting it will receive \$79,955,117.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Maria-Bonita must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Maria-Bonita plans to spend \$91,791,491.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25

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



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

The text description of the above chart is as follows: In 2024-25, Santa Maria-Bonita’s LCAP budgeted \$89,080,620.00 for planned actions to increase or improve services for high needs students. Santa Maria-Bonita actually spent \$79,085,737.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$9,994,883.00 had the following impact on Santa Maria-Bonita’s ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

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

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Santa Maria-Bonita School District (SMBSD) is a K-8 school district located on the Central Coast of California and is nestled in the Santa Maria Valley, one of the most productive agricultural areas in the state of California. SMBSD currently serves approximately 17,409 TK through eighth-grade students making it the largest elementary district with the greatest total student enrollment in Santa Barbara County. There are 21 schools in the district including 16 elementary schools, four junior high schools, and one Dual Language Immersion Program Kindergarten through eighth-grade school. SMBSD’s 2024-2025 student population reveals that as a reported ethnicity, Hispanic or Latino students make up approximately 95.28% of the total student enrollment with not Hispanic or Latino reporting 4.4% and refusing to state 0.32%. 91.17% of students are designated as socio-economically disadvantaged based upon Free/Reduced meal counts, 53.92% are designated as English Learners, 26.66% identify as experiencing homelessness, 8.66% are students from migratory families, 11.29% are Students with Disabilities, and 0.53% of our students are designated as Foster Youth. Approximately 10.18% of our students speak indigenous languages (Mixteco, Zapoteco, Trikki, Taquate) with some of these languages having no written language. 92.87% of SMBSD students qualify as unduplicated students. Our local families come from rich cultures with many life experiences and want the very best

education and school experience for their children. With our dedicated 2,210 SMBSD employees, we strive for a partnership in meeting the educational, health, and safety, as well as social and emotional needs of our students, families, and staff in these ever-changing times.

Our SMBSD Strategic Plan was developed through contributions of a diverse cross-section of educational partners resulting in the following mission statement and beliefs, which guide our work to serve all students:

The Mission of Santa Maria-Bonita School District, as the unifying force that cultivates and enriches our diverse community, is to ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential through a student-centered culture distinguished by

- a whole child approach,
- an inclusive environment,
- community and family engagement,
- transformational innovation,
- and highly effective staff.

Our Beliefs

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

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

The Local Control Accountability Plan (LCAP) is designed to serve as the primary tool in aligning the district's local efforts to ensure continuous improvement in all areas of student achievement and program effectiveness. A key concept embedded within these efforts is *diversity, equity, and inclusion*; ensuring support is provided based on identified needs with actions and services developed to address within each of the prioritized four goal areas:

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

As a result, the primary aspect of our planning efforts continues to be centered on the involvement of the school community in identifying needs within each of the four goal areas within the Strategic Plan. Through the engagement of partner groups such as: the District English Learner Advisory Committee (DELAC), SMBSD Student Advisory Committee, LCAP Community Workshops and SMBSD Parent Advisory Committee—coupled with surveys administered to staff members, parents, students and the community as well as analysis of student achievement across a range of performance indicators, we believe the actions and services identified in our strategic plan will ensure positive outcomes for all of our SMBSD students.

Reflections: Annual Performance

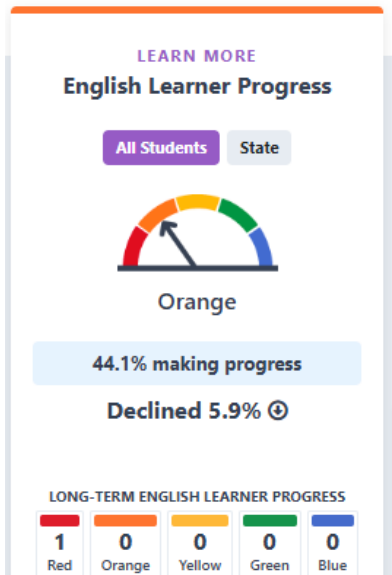
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California Dashboard reflects the State's accountability system with the reporting of Status (current year data), Change (the difference from prior year data), and performance levels (or colors) for all state indicators.

Updates:

- All state indicators are back with the full color gauges this year
- Long-Term English Learners (LTELs) are a new student group on the Dashboard - defined as “a pupil who has not attained English language proficiency within 7 years of initial classifications as an English Learner.”
- Science Indicator appears for informational purposes (based on CA Science Test and CA Alternate Assessment for Science). Science Indicator will not be used for school or district accountability determinations in 2024.
- Site Leadership engages in an annual SPSA workshop, reviewing yearly CA Dashboard data with particular focus on inclusion of actions/services specific to student groups with a red performance indicator.

A summary and analysis of DataQuest (tables) and the CA Dashboard (gauges) follows:



English Learner Progress

Student Group Details:

RED

Long-Term English Learners

ORANGE

English Learners

YELLOW

No Student Groups

GREEN

No Student Groups

BLUE

No Student Groups

NO PERFORMANCE COLOR

No Student Groups

23-24 Enrollment of English Learners	English Only	Initial English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
SMBSD	3,541	310	9,690	3,599	25
% of total EL enrolled	20.6%	1.8%	56.5%	21.0%	0.1%
SB County	48.7%	2.2%	25.4%	23.5%	0.2%
State	60.6%	4.6%	18.4%	15.8%	0.2%

	English Learners (as % of Ever ELs)						
23-24 “At-Risk” and Long-Term English Learners	EL (0-3 years)	At Risk (4-5 Years)	LTEL (6+ years)	EL 4+ Years Not At Risk or LTEL	English Learner total	RFEP	Total Ever EL
SMBSD % of total EL enrolled	5,927 44.6%	1,600 12.0%	830 6.2%	1,333 10.0%	9,690 72.9%	3,599 27.1%	13,289
SB County	29.1%	8.0%	7.1%	7.8%	51.9%	48.1%	32,711
State	26.0%	6.8%	10.6%	10.4%	53.8%	46.2%	1,999,293

Analysis: District data is aligned with State data: in California 45.7% of ELs are making progress (declined 3%). Statewide, ELs and LTELs are in the ORANGE indicator. It is important to note that comparisons to State rates include all grades, while SMBSD only has TK-8th grade students. Compared to the 2022-23 school year, the State, County, and District showed a slight decrease (1.6% for SMBSD, 0.6 for CA) in the percentage of English Learners. SMBSD also experienced an increase of over 300 students in the total number of Ever ELs.

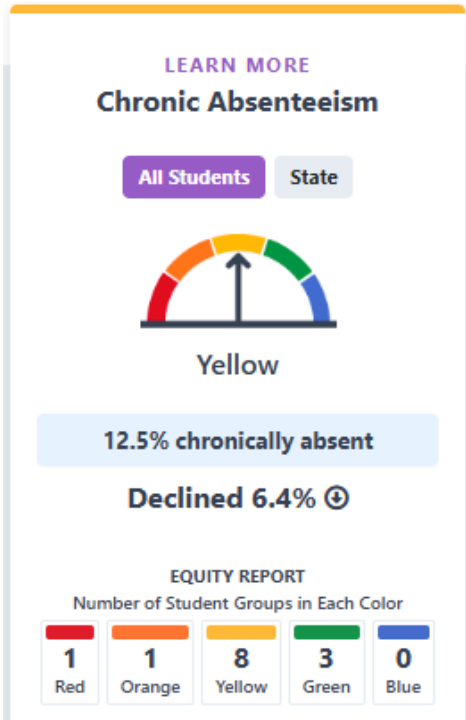
SMBSD’s Response:

SMBSD is approaching improving reclassification rates in a variety of ways. Over the last two years we have developed the pedagogical knowledge of ELD coaches while also training them on student centered coaching cycles. This practice is just starting to transfer to school site culture. A few of the focus areas messaged to school sites over the last two years include: student clarity on personal data and the reason for reclassification, student goal setting around reclassification, the need for ELPAC Academies provided through site based expanded learning opportunities, and reclassification celebrations to both highlight and honor the importance of reclassification. Updated parent engagement opportunity support and resources created and provided to sites include: parent friendly resources to support understanding of ELPAC, reclassification understanding, and how to support your child in reclassification. In the 2024-25 school year, the Multilingual Services department will ensure ELPAC Academies are happening at sites, reclassification celebrations/acknowledgements are planned, as well as building in the expectation that sites engage parents in this learning through parent education opportunities.

Additional Supports Currently in Place:

Many students who are not getting reclassified before leaving middle school are not able to read and/or write at the rigor of the ELPAC requirement, while listening and speaking scores are significantly higher. As a result of this, the Multilingual TOSAs worked with ELD teachers to redesign ELD at the junior high level to be targeted to student literacy levels. New curriculum and ongoing professional learning is occurring. Additionally, there are currently three Newcomer Programs to support students in grades 3-6 who have had interrupted schooling. The purpose of the NC Program is to ensure students in upper elementary who have not been to school and are not able to read or write, are provided intensive foundational skill instruction. The expected outcome is that students will obtain foundational literacy skills allowing them to read at no less than a third grade level. Once a student can read at that level they can use a variety of scaffolding strategies to then continue to develop as readers. Additional NC Programs will be added as both evidence of effectiveness occurs and space at the school site allows. Programs are currently under review.

The District received approval from the board to expand the Dual Immersion program, allowing more students access, to include Newcomer learners. While this expansion is occurring at one site, District professional learning around promoting translanguaging will continue to be a focus of professional learning. Language Essentials for Teachers of Reading and Spelling (LETRS) learning at nine Literacy Lab Sites will have a significant impact on student literacy. Because the learning is inclusive of English language learners, it is the expectation that this learning will also support reclassification rates. SMBSD is also exploring an opportunity to provide Sobrato Early Academic Language model (SEAL) training to all ELD coaches and site leaders. Much like the Literacy Lab design that is in place at 9 elementary schools in the District, there is the possibility of a SEAL Lab Site, if site interest exists.



Chronic Absenteeism Reports

Student Group Details:

RED

African American

ORANGE

Foster Youth

YELLOW

Asian

English Learners

Hispanic

Long-Term English Learners

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

GREEN

American Indian

Filipino

Homeless

BLUE

No student groups

NO PERFORMANCE COLOR

Pacific Islander

Chronic Absenteeism Rate	SMBSD	SB County	State
23-24	12.5%	16.1%	20.4%
22-23	18.9%	22.4%	25.4%
21-22	37.0%	29.8%	30.8%
20-21	7.2%	9.4%	14.3%
19-20	*	*	*
18-19	5.8%	10.2%	12.0%

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

Analysis: The chronic absenteeism rate, which measures the number of students who missed 10 percent of the days they were enrolled, declined by about 5% for the state and county, while SMBSD saw this rate decline by over 6.4%.

SMBSD's Response:

Santa Maria-Bonita School District continues to make positive reductions in the percentage of students that are chronically absent from school that exceed the County and State measures. This is accomplished by communicating to families about the importance of school attendance, increasing student connectedness to school, and supporting students and families in removing barriers to school attendance. SMBSD facilitates annual training in order to ensure administrators are aware of current practices and how to promote positive attendance habits. If students are absent over 3 days in a row, they must either be checked out in the health office to excuse absences, or provide a doctor's note to excuse absences. If students have been called in sick by their families for 10% or more of the school year, they are sent a letter, stating that all future absences must be excused by a dr. note or a visit to the health office, where a health assistance will verify their illness. Santa Maria-Bonita also partners with Fighting Back Santa Maria Valley to provide four Truancy Mentors that support each cluster of schools in the District to deliver the supportive programs Check-Connect-Respect. Each school also has two Community Liaisons who call home to verify absences and let parents know that their students are not attending school. Family Outreach Advocates, who are partners of the district through Family Service Agency, also make home visits and assist families if they

face barriers in sending their children to school, and help improve communication between site staff and the families. Finally, we collaborate with Fighting Back Santa Maria Valley to run SARB for our families. The SARB board includes community agencies and members that are committed to improving student attendance using a problem-solving approach. SARB community members include Fighting Back Santa Maria Valley, Behavior Wellness, Child Welfare Services, CADA, City of Santa Maria and other community members. The goal of SARB is to remove barriers for students to access their education; these community members play a vital role assisting the families. If a family is not compliant with support that the SARB board put in place or they refuse to attend the SARB meeting families are referred to the District Attorney's Office for Diversion Programs. This multi-dimensional approach to promote school attendance has shown decreases in chronic absenteeism.

Absenteeism by Reason Reports

This report counts absences by type for four different types of absences (Excused, Unexcused, Out-of-School Suspension, and Incomplete Independent Study). These types are then calculated as a percentage of the whole. This data is not utilized in the Dashboard.

Absenteeism by Reason 2023-2024	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
SMBSD	9.2	66.0%	32.3%	1.7%	0.0%
Santa Barbara County	11.5	68.3%	28.2%	1.2%	2.3%
State	12.8	54.8%	41.5%	0.9%	2.8%

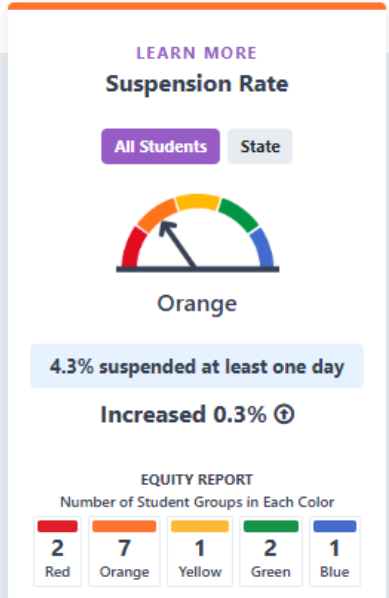
Analysis: SMBSD historically maintains a higher percentage of excused absences as compared to the State rates. This is the first time in three years that SMBSD's Excused Absence percentage is lower than the County. It is important to note that comparisons to County and State rates include all grades, while SMBSD only has TK - 8th grade students.

SMBSD's Response:

Santa Maria-Bonita School District student attendance data shows students have fewer absences than County and State students. SMBSD has a process where once attendance is taken each morning, calls are made home by Community Liaisons or Junior High Attendance Clerks in order to confirm absences and verify students are sick. ParentSquare is also used to reach parents via text and email if they cannot answer their phones using twice daily messages. Santa Maria-Bonita also partners with Fighting Back Santa Maria Valley to provide four Truancy Mentors that support each cluster of schools in the District to deliver the supportive programs

Check-Connect-Respect. Family Outreach Advocates, who are contracted through Family Service Agency, also make home visits and assist families if they face barriers in sending their children to school, and help improve communication between site staff and the families. Finally, administrators send 10% letters to families that have students who call in their children sick for 10% or more of the school year, explaining that all future absences must be excused by a doctor note or clearance from the health office at their school, to verify their illness. This multi-dimensional approach to promote school attendance has shown positive results for students.

Suspension Data Reports



Student Group Details:

- RED

Foster Youth

Long-Term English Learners
- ORANGE

English Learners

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

YELLOW

Filipino
- GREEN

African American

Asian

BLUE

American Indian

NO PERFORMANCE COLOR

Pacific Islander

Suspension Data 2023-2024	Suspension Rate	% of suspended students w/ only one suspension	% of suspended students w/ multiple suspensions
SMBSD	4.3%	63.1%	36.9%
SB County	4.1%	65.6%	34.4%
State	3.5%	70.2%	29.8%

Suspension Data	SMBSD	SB County	State
23-24	4.3%	4.1%	3.5%
22-23	4.0%	4.0%	3.8%
21-22	3.8%	3.5%	3.4%
20-21	0.0%	0.2%	0.2%
19-20	2.1%	2.6%	2.6%
18-19	3.2%	3.7%	3.6%

Analysis: The CDE recommends caution when comparing this discipline data across academic years. SMBSD has the highest suspension rate in the subgroup by ethnicity of White Non-Hispanic (4.4%) and the lowest rate in ethnicity of Asian Non-Hispanic (1.3%) within our significantly sized subgroups. For context, however, note that this is not a significant disproportionality, as White Non-Hispanic students represent 2.1% of SMBSD's cumulative enrollment and 2.2% of students suspended. Across all subgroups reported, there are no significant disproportionalities in the rates.

SMBSD's Response:

Santa Maria-Bonita School District continues to strive towards reductions in the percentage of students that are suspended from school that exceed the County and State measures. SMBSD facilitates annual training in order to ensure administrators and staff are aware of current practices and how to promote positive behavior habits. Santa Maria-Bonita also partners with Fighting Back Santa Maria Valley to support each cluster of schools in the District to deliver the supportive programs, Check-Connect-Respect. Finally, we collaborate with Fighting Back Santa Maria Valley to support students and families with wrap-around services. This multi-dimensional approach to promote school attendance has shown to decrease chronic absenteeism.

Stability Rate Reports

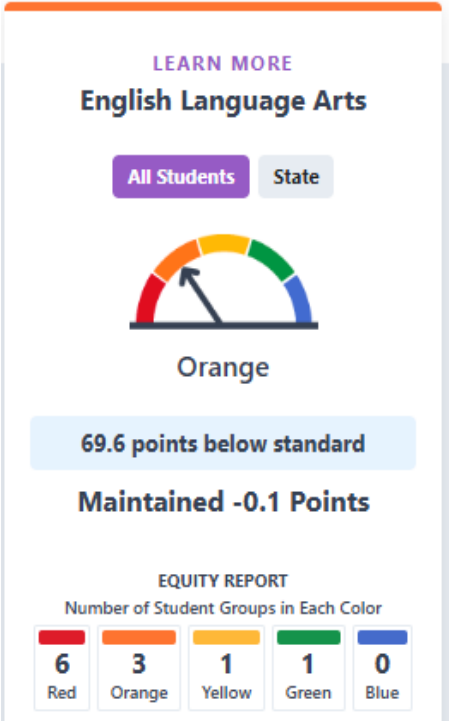
This report displays the count and percentage of students with stable and non-stable enrollments. Students are determined to have stable enrollment if the enrollment is a minimum of 245 consecutive calendar days at the same school without a disqualifying exit. This data is not utilized in the Dashboard.

2023-24 SMBSD Stability Rate	Adjusted Cumulative Enrollment	Stability Rate	Non Stability Rate
African American	45	77.8%	22.2%
American Indian or Alaska Native	61	86.9%	13.1%
Asian	75	85.3%	14.7%
Filipino	192	90.1%	9.9%
Hispanic or Latino	17,112	91.1%	8.9%
Pacific Islander	*	*	*
White	384	81.8%	18.2%
Two or More Races	80	83.8%	16.3%
Not Reported	48	89.6%	10.4%

2022-23 Stability Rate	Adjusted Cumulative Enrollment	Stability Rate	Non Stability Rate
SMBSD	18,006	90.7%	9.3%
SB County	64,567	91.6%	8.4%
Statewide	5,296,986	91.2%	8.8%

The Dashboard also includes information on ELA and Math test scores:

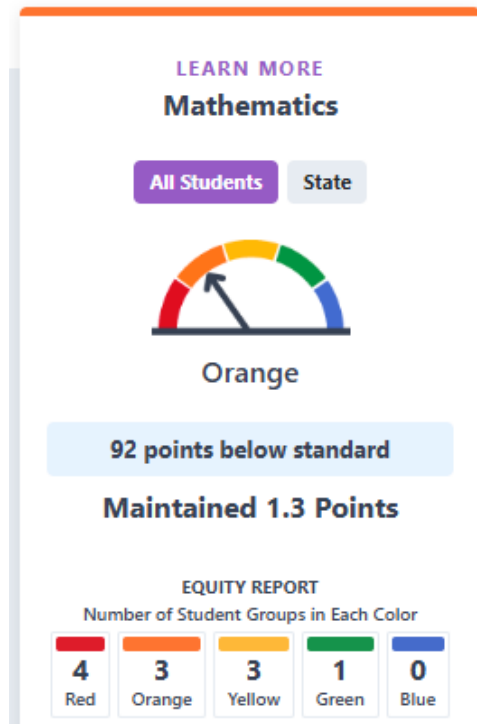
English Language Arts



Student Group Details:

- RED**
 - English Learners
 - Foster Youth
 - Hispanic
 - Homeless
 - Long-Term English Learners
 - Socioeconomically Disadvantaged
- ORANGE**
 - Asian
 - Students with Disabilities
 - White
- YELLOW**
 - Two or More Races
- GREEN**
 - Filipino
- BLUE**
 - No student groups
- NO PERFORMANCE COLOR**
 - African American
 - American Indian
 - Pacific Islander

Mathematics



Student Group Details:

RED

English Learners
Foster Youth
Homeless
Long-Term English Learners

ORANGE

Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

YELLOW

Asian
Two or More Races
White

GREEN

Filipino

BLUE

No student groups

NO PERFORMANCE COLOR

African American
American Indian
Pacific Islander

SMBSD's Response:

English Language Arts: SMBSD students are nearly 70 points below proficiency in reading which has historically been the case. These literacy outcomes have resulted in considerable focused literacy training over the last three years.

During the 2022-2023 school year 6 elementary sites were identified by the State to receive special funding to support adjusting literacy instruction. The intent of this funding is to have different outcomes for students, ensuring they are reading at grade level by 3rd grade. These sites are currently in the second year of a two year learning process with LETRS. The sites are concurrently engaged in job embedded learning with WestEd. The WestEd training is specific to creating high functioning PLCs. This PLC design, Vital Conversations, focuses on a cyclical process of fine tuning lessons and reviewing student artifacts of learning for the next refinement. Deep learning around standards also occurs as part of this process. Three additional elementary sites were identified for this funding and focus in the 2023-2024 year. These sites will engage in this learning and refining their practices continuing in the 2025-2026 school year.

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

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

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

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

Instructional leadership around literacy instruction will be an area of focus for principals in the upcoming (2025-26 school year). The purpose of this focus is to ensure all principals have clarity on their role in supporting effective literacy instruction in the classroom.

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

Mathematics: As indicated above, SMBSD students are 92 points below standard, which represents a status of maintaining student achievement outcomes from the previous school years. SMBSD math outcomes, like our literacy outcomes, have historically been much lower than students across the State.

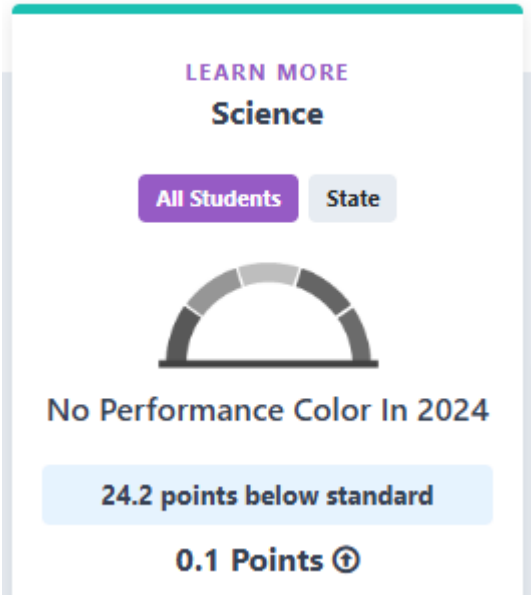
The curricula selected and adopted by the District in was implemented at the beginning of the 2023-24 school year. Accompanying the adoptions is a 3 year professional learning plan (2023-24 through 2025-26). It is the intention of this professional learning to ensure teachers are fully supported in bringing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

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

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

The Dashboard includes our first look at information on Science scores, which are new to the Dashboard.
The data elements presented for Science are for informational purposes only and are not yet used for accountability determinations.

Science



Please see Appendix A for specific information on the lowest performance levels, including:

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

Learning Recovery Emergency Block Grant (LREBG) Funding

SMBSD has unexpended LREBG funds for the 2025-2026 school year.

LREBG funded actions may be found in Goal 4, Action 3.

In response to the Needs Assessment developed in alignment with the Learning Recovery Emergency Block Grant allowable uses, educational partner input, and identified needs as reflected within the California State Dashboard results - funding is dedicated to community partnerships providing services aimed at increasing school connectedness, resulting in a decrease in chronic absenteeism and suspension rates within the District. Partnering with local organizations such as Family Service Agency (FSA), Fighting Back Santa Maria Valley(FBSMV), Santa Barbara County Council on Alcoholism and Drug Abuse (CADA), and Effective School Solutions (ESS). Additionally, development of the Request for Proposal (RFP) process resulted from the needs assessment that identified an increased need for social emotional support, development of the new position "Wellness Coach" for school sites, and support for students in transition (Homeless). Overall these services utilizing LREBG funding resulted in the following data points in serving SMBSD students:

- 2023-2024 Outreach Mentors: 2,399 students served/9,696 sessions provided
- 2024-2025 Wellness Coaches: 3,793 services delivered to 587 students thru December 2024
- 2023-2024 School-Based Therapy: 79 students served/839 therapeutic sessions
- 2023-2024 Migrant Education Program: 37 students served/525 behavioral health sessions
- 2023-2024 Family Outreach Advocates: 1,932 families served
- With Truancy Mentor support, SMBSD Chronic Absenteeism declined 6.4% to 12.5% (2024 State Dashboard)
- 10 Security Guards provide supervision and support across 4 Junior High Schools Daily. August - December 2024 they documented 50 incidents requiring administrative response.

Reflections: Technical Assistance

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

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

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

As well as for the following student group:

- Students with Disabilities (from 2023-24 school year)

As part of the work underway through Technical Assistance, the District has partnered with Santa Barbara County Education Office (SBCEO) to engage in a review of the current district wide data reflected in the California Dashboard, including the state measures and local indicators, as well as, specific action steps towards addressing the aforementioned focus areas. The District conveyed the story of progress related to the State Priority Areas with efforts of greatest progress as well as the identification of opportunities specific to targeted student groups and the incorporation of local and statewide data to inform progress monitoring. In partnership with SBCEO and in an effort to build coherence across the system to improve student outcomes related to those identified through the State Priorities, the District engaged in the following:

- Initiative alignment to increase efficiency in realizing the aims of the Strategic Plan to improve outcomes for identified student groups and the State Priority Areas..
- Enhancement of the macro system integration with a “+1” improvement change approach through collaboration with Orenda Education consulting in response to educational partner feedback.
- Comprehensive data analysis through an interactive dashboard review with year over year trends, as well as, a deeper-dive on student group analysis.

Additionally, as an emphasis on serving Foster Youth within SMBSD, the District and SBCEO is engaging in monthly collaborative efforts to align baseline studies and community partnerships with opportunities to leverage approaches to homeless youth engagement and increase school connectedness. The partnership with SBCEO included in-person workshops to focus on improving outcomes with the identified student groups as reflected in the following meeting content:

https://docs.google.com/presentation/d/1FqZji8tDrE5Tuahljpk_-j3WRGnAA3okhe1SgHc5k5A/edit#slide=id.g328bd75b0de_0_25

As an extension to the partnership with SBCEO, the Education Services department held dedicated meetings to align efforts and initiatives with the Strategic Plan and key actions to impact the areas of eligibility for Differentiated Assistance, including:

- Professional learning for all sites in developing a comprehensive Multi-Tiered System of Support (MTSS), focusing on targeted student groups.
- Professional learning through the implementation of the newly adopted Math program to improve student outcomes specific to the statewide Math tests and local assessments such as the NWEA MAP.
- Professional learning with organizations such as WestEd to support Professional Learning Communities and data inquiry cycles at the school site.
- Professional learning specific to improving student outcomes on the English Language Arts statewide tests and local assessment such as the NWEA MAP through programs including LETRS.
- Reviewed local criteria for reclassification to better reflect student progress of English Language Learner students.
- Leveraging professional learning opportunities with site leadership through weekly Leadership Academies, focusing on building instructional leadership capacity aligned to State Priority Areas and targeted student groups.

Additionally, Actions 4.1 and 4.3 are specifically directed to supporting the aforementioned qualifying student groups.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

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

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

Educational Partner(s)	Process for Engagement
Families (including those of students with disabilities), Teachers, Administrators, Principals, School Personnel, Local Bargaining Units, Students, Local Community Members	LCAP Community Workshops held in an interactive and engaging format; presentations led by district leadership including the Superintendent and Director of Plan Alignment as well as various department leaders speaking to the progress monitoring of actions/services aligned to the LCAP and SMBSD Strategic Plan. Educational partners provided feedback and consultation with specific references and resources to inform discussions in small and whole group formats. Additionally, workshops included dedicated stations facilitated by administrators to elicit feedback and consultation from educational partners on potential updates to goals aligned with the Strategic Plan, informed by student data, and memorialized through the online platform ThoughtExchange.
Families, Teachers, Administrators, Principals, School Personnel, Local Bargaining Units, Students, Local Community Members	Annual survey distributed through ParentSquare in December and April requesting feedback and consultation from a variety of educational partners on proposed updates to LCAP goals aligned with the Strategic Plan.
Families	Facilitation of presentation and workshop to elicit feedback and consultation from families at the District English Learner Advisory Committee (DELAC), LCAP Community Workshops, Parent Advisory Committee, and School Site Council meetings as well as multiple online surveys.
Students	Students were consulted with on multiple dedicated occasions to provide feedback on improving outcomes, including site visits to Junior High campuses as well as collaboration with the SMBSD Student Leadership Advisory Committee

Families, Teachers, Administrators, Principals, School Personnel, Local Bargaining Units, Local Community Members	Coordination with School Site Councils for all of the 21 school sites within SMBSD to engage in discussion and input for consultation through an online survey.
School Board	A mid-year update to the LCAP was presented and received by the SMBSD School Board on February 26th. Additionally, public comments were heard at the Public Hearing that took place on June 11, 2025. The Superintendent responded in writing, posting the responses on the District website.
SELPA	Santa Barbara County Education Office (SBCEO) supported in coordination with the SELPA to review the SMBSD LCAP for compliance requirements and feedback.

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

Through the use of ThoughtExchange, input for all education partners through consultation were memorialized through the following summaries in consideration, including but not limited to:

- [Community Workshop Oct 29](#)
- [Student Input - El Camino Jr High](#)
- [Student Input - Fesler Jr High](#)
- [Student Advisory Nov 8](#)
- [Annual Survey Dec 9-20](#)
- [Community Workshop Feb 13](#)
- [DELAC Meeting April 29th](#)
- [Spring Survey April](#)
- [Community Workshop May 8th](#)

Educational partner consultation results included over 1,600 individual participants, 1,866 dedicated thoughts/responses, and over 26,881 total ratings to inform the development of the 2025-2026 SMBSD LCAP.

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

- Funding through Action & Service 1.1, specific to translation supports and staffing to increase communications and family engagement.
- Increased funding for recruitment and retention of SMBSD staff, to include advertising and branding, through Action & Service 2.4.
- Increased funding for professional learning for all staff to build capacity in supporting all students, including a specific focus on equity, through Action & Service 2.1.
- Increased funding to support actions/services resulting from action plans in support of the SMBSD Strategic Plan through Goal 2.
- Specific funding to support English Language Development and needs specific to Newcomer students through Action & Service 3.5.
- Funding for college and career experiences, through CTE courses at the Junior High level.
- Funding for infrastructure needs and improvements at the school site level.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

Priority 3 - Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners in fulfilling the mission of our SMBSD Strategic Plan:

The Mission of Santa Maria-Bonita School District, as the unifying force that cultivates and enriches our diverse community, is to ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential through a student-centered culture distinguished by:

a whole child approach,
an inclusive environment,
community and family engagement,
transformational innovation,
and highly effective staff.

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

- All Students: 12.5% (declined by 6.4%)
- Asian students: 14.5% (declined by 15.4%)
- African American students: 33% (increased by 10.5%)
- Foster Youth students: 22.5% (declined by 10.2%)
- English Learners: 10.1% (declined by 5.6%)
- Hispanic students: 12.3% (declined by 6.5%)
- Homeless students: 8.9% (declined by 6.2%)
- SED students: 12.3% (declined by 6.3%)
- Students with disabilities: 19.7% (declined by 10.7%)

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

- Panorama Survey – Family Engagement: *The degree to which families become involved with and interact with their child's school* (18% of respondents reporting Favorable).

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

- Ongoing parent education programs
- Increased translation services, including retention and recruitment efforts
- Increased and improved communication services

This goal was developed to reflect SMBSD's commitment to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and improve culturally proficient two-way communication and engagement opportunities for families. We acknowledge the need to increase our ability to engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that result in greater student achievement and strengthen the bond between our families and schools. We believe that family and community engagement is the interactive and collaborative process in which schools, families, and the community actively support children's learning and development in a way that is mutual, respectful, and responsive to a family's language and culture and promotes children's success and achievement in and out of school. We will provide ongoing parent education programs, expanded translation services and increased and improved communication services to families in order to improve family engagement and continue to reduce Chronic Absenteeism and increase a sense of connectedness for our educational partners.

The Local Indicator under State Priority 3, Parental Involvement and Family Engagement, is supported by Goal One.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	State Priority 3: Parent Involvement (Engagement) Panorama Social-Emotional Development Survey Parent Survey: All Parents Topic: Family Engagement: The degree to which families become involved with and interact with their child's school, including families of students with disabilities	Fall 2023 "Percent Favorable" = 14%	Fall 2024 "Percent Favorable" = 18%		By 2026, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by a 10% increase in Family Engagement score	Increase 4% from Baseline
2	State Priority 3: Parent Involvement (Engagement) All Grades Topic: Building Relationships: progress in creating welcoming environments for all families in the community. As measured by the CDE Reflection Tool.	Winter 2023 Stage of Implementation = 4	Winter 2024 Stage of Implementation = 4		By 2026, SMBSD will make progress in creating welcoming environments for all families in the community. The rating will be 5 - Full Implementation and Sustainability.	No difference from baseline
3	State Priority 3: Parent Involvement (Engagement) All Grades Topic: Building	Winter 2023 Stage of Implementation = 4	Winter 2024		By 2026, SMBSD will make progress in supporting staff to	No difference from baseline

	Relationships: progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. As measured by the CDE Reflection Tool.		Stage of Implementation = 4		learn about each family's strengths, cultures, languages, and goals for their children. The rating will be 5 - Full Implementation and Sustainability.	
4	State Priority 3: Parent Involvement (Engagement) All Grades Topic: Building Partnerships: progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. As measured by the CDE Reflection Tool.	Winter 2023 Stage of Implementation = 4	Winter 2024 Stage of Implementation = 4		By 2026, SMBSD will make progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. The rating will be 5 - Full Implementation and Sustainability.	No difference from baseline
5	State Priority 3: Parent Involvement (Engagement) All Grades Topic: Seeking Input for Decision Making: progress in building the capacity of and supporting principals and staff to effectively engage families in	Winter 2023 Stage of Implementation = 4	Winter 2024 Stage of Implementation = 4		By 2026, SMBSD will make progress in building the capacity of and supporting principals and staff to effectively engage families in	No difference from baseline

	advisory groups and with decision-making. As measured by the CDE Reflection Tool.				advisory groups and with decision-making. The rating will be 5 - Full Implementation and Sustainability.	
6	State Priority 3: Parent Involvement (Engagement) All Grades Topic: Seeking Input for Decision Making: progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. As measured by the CDE Reflection Tool.	Winter 2023 Stage of Implementation = 4	Winter 2024 Stage of Implementation = 4		By 2026, SMBSD will make progress providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels. The rating will be 5 - Full Implementation and Sustainability.	No difference from baseline

Goal Analysis for Goal 1

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

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

Action Service 1.1: The creation of the Digital Media Specialist, which as of December has been established for 1 year, provides a significant improvement in the quality of messaging of District/Site events. A recent example of this are a series of videos that have been developed to better explain to families our services to Multilingual students. Additionally, efforts within this action/service include three Family Resource Centers in operation staffed by Promotora Family advocates. The staff coordinates with community resources to provide expanded services to families. Resources include support in finding food, clothing, and shelter; offering adult social, health & wellness classes; Connection with school resources & assistance with school forms; as well as assistance with programs such as Cash Aid, CalFresh, Medical (new & renewals). In addition to these services several parent education classes are programmed consistently throughout the month. Topics include Emotional CPR, Nutrition classes, Parenting Classes, Couples, Dedicated Dads, Strengthening Families, Special Education, School Readiness, Ensuring Student Safety, and others.

Action Service 1.2: The district supported nearly 700 meetings with interpretation services, ensuring that families had meaningful access to important school and district-level discussions. Relevant successes include: Translation and interpretation efforts are effectively supporting families; Attendance at community meetings has shown steady participation, indicating that language access is facilitating greater involvement in the community; The district has refined processes to maximize efficiency, including streamlining document translation workflows and ensuring interpreters are available at key events. Challenges in Implementation include: The need for translation and interpretation services continues to grow, occasionally stretching available resources. Balancing immediate requests with scheduled services has required ongoing adjustments; While the district aims to be proactive, families' diverse language needs sometimes require quick adaptations, necessitating additional staffing or technology solutions.

Action Service 1.3: The district has continued to make significant progress in enhancing communication and accessibility through technology, ensuring families receive timely and relevant information about school and community events. Multiple communication methods have been utilized, including letters, flyers, phone calls, text messages, ParentSquare messages, PeachJar, interpretation equipment, home visits, website updates, and both in-person and virtual meetings. While the district's original plan emphasized improving multilingual communication and leveraging technology, additional steps have been taken to expand accessibility and reach more families effectively, including the following:

- Website Revamp: The district Family Engagement webpage has been redesigned to be more family-friendly, now including comprehensive information about parent engagement opportunities at the district's three Family Resource Centers, along with readily available parent resources.
- Expanded Media Outreach: A partnership with a local radio station has been established to air commercials and announcements with current district information for parents. Additionally, a live weekly podcast now provides relevant parent education topics, further strengthening family engagement.

- Enhanced Accessibility for Non-English Speakers: Interpretation services have been consistently provided at all district meetings, ensuring equitable access to information for all families.
- Diverse Meeting Formats: A combination of in-person and virtual meetings has been implemented to accommodate the varying needs of parents and community members. A challenge in implementation that has surfaced of note includes ensuring engagement across platforms - while various communication tools have been employed, ensuring families actively engage with digital resources, such as the website and social media content, remains an ongoing effort.

Successes in implementation include the following:

- Increased Parent Awareness and Participation: The implementation of diverse communication methods has significantly improved parental awareness of school district events and engagement opportunities.
- Greater Accessibility and Inclusion: The revamped website, interpretation services, and expanded media outreach have contributed to a more inclusive and accessible communication strategy for all families.
- Strengthened Community Connections: The integration of technology and media partnerships has enhanced direct engagement with families, fostering a more connected and informed school community.

Overall, the district's commitment to utilizing technology for communication and accessibility has resulted in stronger family engagement, greater transparency, and improved access to essential resources. Moving forward, continued evaluation and refinement of these efforts will ensure that all families remain well-informed and actively involved in their children's education.

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

Action Service 1.1: Material differences between the budgeted expenditures and estimated actual expenditures are a result of multiple vacancies within the Community Liaison position. Human Resources is making dedicated efforts for recruitment and retention to ensure this position is fully staffed in subsequent school years.

Action Service 1.2: Material differences between the budgeted expenditures and estimated actual expenditures are a result of multiple vacancies within the Trilingual Translator position, SMBSD continues to actively recruit for trilingual Mixteco interpreters. There are two vacant positions currently - services are provided by one interpreter and multiple third-party vendors. Additionally, training for interpreters was delayed due to scheduling conflicts with multiple evening commitments and are intended to resume in the upcoming school year.

Action Service 1.3: There are no material differences between the budgeted expenditures and estimated actual expenditures.

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

Action Service 1.1: The Family Engagement and Parent Education Programs have been effective in strengthening family-school partnerships and increasing parent participation, though some areas require further refinement. Key Areas of Effectiveness, include:

- Increased Parent Participation: Panorama Survey results show a +4% increase in positive engagement responses and a +6% increase in school visits, demonstrating improved family involvement.
- Expansion of Family Resource Centers has provided families with critical support services, parenting workshops, and school readiness programs.
- Parent education programs such as PIQE, PIBE, FACTOR, and Simon Silva Arts Events have strengthened engagement.
- The Digital Media Specialist has enhanced multilingual outreach, creating digital resources that better inform families about district services.
- Parent education programs such as PIQE, PIBE, FACTOR, and Simon Silva Arts Events have strengthened engagement.

Additionally, challenges and areas for Improvement, include:

- Survey Participation Decline: While engagement indicators improved, survey responses dropped from 497 in 2023 to 262 in 2024, affecting data accuracy.
 - Chronic Absenteeism Among Asian Students: While engagement efforts are in place, the impact on absenteeism is unclear, requiring more targeted strategies to track and address attendance issues.
 - Financial Sustainability: Higher-than-expected participation led to increased program costs, making long-term budget alignment a priority.
- The District's actions have been largely effective in increasing family engagement and access to resources. However, survey outreach, absenteeism reduction, and financial planning need ongoing attention to ensure continued success.

Action Service 1.2: The Translation and Interpretation Services have been effective in ensuring language access for families, improving communication, and increasing participation in school and district-level meetings. Key areas of effectiveness include:

- Increased Access to Interpretation Services: The district supported nearly 700 meetings with interpretation, ensuring families could engage in school and district discussions.
- Refined Translation & Interpretation Processes: The district streamlined document translation workflows, improving efficiency in providing timely materials.
- Interpretation services at school site locations, community events, and district-level meetings have been consistent and effective.
- Positive Parent Feedback on Communication: 84% of families reported that communication with schools is not a significant problem, indicating that language access efforts are successful.

Challenges & areas for improvement include:

- Growing Demand for Services: The need for translation and interpretation services continues to grow, occasionally exceeding available resources.
- Balancing scheduled services with urgent requests has been an ongoing challenge.

- Trilingual (Mixteco) Interpreter Recruitment: Two interpreter positions remain vacant, requiring reliance on a single interpreter and third-party vendors, which may limit responsiveness and increase cost. Translation and interpretation services have been effective in improving communication and family participation, but staffing shortages and increasing demand require further planning to ensure sustainability.

Action Service 1.3: Efforts specific to this action/service that have led towards progress in meeting the aligned goals include:

- Increased Parent Awareness and Participation: The implementation of diverse communication methods—including traditional and digital platforms—has significantly increased parental awareness of school events and engagement opportunities.
- Greater Accessibility for Non-English Speaking Families: The consistent provision of interpretation services at all district meetings has improved access to important school information.
- Enhanced Digital Engagement: The revamped website now offers a more user-friendly interface with comprehensive information about Family Resource Centers and parent resources.
- Expanded Media Outreach: The partnership with a local radio station and the introduction of a weekly live podcast have provided families with new ways to stay informed.
- Flexible Meeting Formats: The district’s use of both in-person and virtual meetings has accommodated the varying schedules and needs of families, making engagement more inclusive.

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

Action Service 1.1: There are no planned changes to the goal, metrics, target outcomes or actions within this action/service for the upcoming school year.

Action Service 1.2: There are no planned changes to the goal, metrics, target outcomes or actions within this action/service for the upcoming school year.

Action Service 1.3: There are no planned changes to the goal, metrics, target outcomes or actions within this action/service for the upcoming school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Parent and Family Engagement	In order to empower parents and families as partners in students' education and to elevate parent voice in school- and district-level decision making, SMBSD will pursue the following strategies: - Communication and coordination for local families with site, district, and community supports; providing dedicated staff members to bridge supports for families including Community Liaisons at each school site, the Executive Liaison for the Superintendent, Family Outreach Advocates, the Coordinator and Program Specialist for Family Engagement, and Digital Media Specialist. - Resources will be allocated to continue to develop the district's family engagement and outreach programs. District and school site parent support centers will provide additional access points for parents to receive assistance with enrollment and access to resources, programs, and services. There will also continue to be an expansion of outreach and communication using a diversity, equity, and inclusion lens to increase parent participation. - SMBSD seeks to continue its partnership with effective parent education and engagement programs such as PIQE, PIBE, FACTOR, and Simon Silva Arts Events. - Parent Education opportunities to increase parents' understanding of role in supporting positive outcomes for their student and engagement within the school community. The District will monitor the effectiveness of Parent and Family Engagement programs utilizing the following progress monitoring measures: - Social - Emotional Development Survey for educational partners, increasing the number of families which respond favorably to the degree in which families become involved with and interact with their child's school as well as the number of visits to their child's school in the past year. - CDE self-reflection survey on parent involvement and engagement, increasing the rating of implementation for the following areas:	\$3,725,502	Yes

		- Creating a welcoming environment - Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Professional learning to increase partnerships with families - Seeking input for decision making within advisory groups - Chronic absenteeism rates Additionally, as per EC Section 52064(e), this action/service is principally directed towards the unique identified needs in decreasing the chronic absenteeism rates of African American students within SMBSD.		
1.2	Translation and Interpretation Services	The District will dedicate resources for translation/interpretation services to improve communication with our educational partners. Translation/interpretation services will be used to provide equitable language access for students and families, including bilingual and trilingual services for both the site and district level. District translators/interpreters serve the community by providing language access to families through simultaneous and consecutive interpretation at district and school site meetings, translation of all public documents including our website, and on-site interpretation for families visiting any of our site locations. We continue to refine processes to maximize our ability to provide language access and ensure we are doing so in a way that is responsive to the needs of our families. The District will monitor the effectiveness of Translation and Interpretation services by: - Family survey results - Attendance at community meetings	\$777, 227	Yes
1.3	Technology for Communications and Accessibility	The District will continue to increase parent communication between schools, parents, and community members. The District will use various means to provide families with timely information, such as: letters, flyers, handouts, audiovisuals, phone calls, texts, Parent Square messages, PeachJar, interpretation equipment, home visits, web postings, and in-person or virtual informational meetings as appropriate. The District will expand communication by improving the delivery of multi-language content on the district's website through video communications and additional leveraging through social media to support the entire community.	\$ 203,500	Yes

		The District will monitor the effectiveness of parent communication and accessibility through technology through family engagement responses within a Social-Emotional Development survey and comments specific to the questions on seeking input for decision-making as well as the CDE Self-Reflection Tool on Priority 3 specific to the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.		
Total			\$4,706,229	

Goal 2

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

State Priorities addressed by this goal.

Priority 1- Basic Services (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the need identified through data analysis and input from educational partners. The analysis of consultation input from educational partners and an organizational audit identified a need to support the following: ongoing teacher, administrator, and paraeducator recruitment, professional support, and retention to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. It was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional learning to continuously build instructional capacity in effectively serving all students. Educational partner feedback and recommendations for this goal include, but are not limited to: providing high-quality professional learning to both our certificated and classified staff allows for a more personalized class environment and high-quality instruction. Our educational partners agreed that the District should continue to support aspiring, new, and existing leaders to ensure the focus areas of the District are carried out through direct support and coaching for all site administrators that will include the development of schoolwide leadership structures

Quantitative data to support this focus includes an annual staff survey through Panorama reflecting the following for the question: Professional Learning - perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff (Classified staff responded with a favorability ranking of 63%, Certificated staff responded with a favorability ranking of 58%). This goal will continue to help to close the gaps by providing an aligned organizational system, building instructional capacity, and incorporating educational partner feedback. It also addresses the professional learning component of Priority 1 Basic (Conditions of Learning) and is measured by the Panorama Staff Engagement evaluation tool as well as qualitative data reflecting staff participation in both the New Teacher Institute and the Aspiring Leader Academy. We will provide effective professional learning and ongoing instructional support to staff in order to improve rates of effective educators and perceptions of quality professional learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	State Priority 1: Basic Services (Conditions of Learning) Fully Credentialed and Appropriately Assigned Teachers CALPADS 4.1 Staffing, HR Assignments or Local Indicator	93.5% Fall 2023 (per Census Day)	86% Fall 2024 (per Census Day)		100% (per Census Day)	7.5% below baseline
2	New Teacher Institute - the number of teachers who participate during monthly professional learning opportunities for new teachers. Source: agendas, surveys, and sign in sheets.	140 teachers participating Winter 2023	140 teachers participating Winter 2024		180 teachers participating in the New Teacher Institute and monthly professional learning opportunities.	140 teachers participating Winter 2024, no difference from baseline
3	Aspiring Leader Academy	8 participants in Aspiring Leader	Program instituted every other school		15 candidates in the Aspiring	N/A

	Source: agendas, surveys, and sign in sheets.	Academy by Winter 2023	year, next cohort begins in 25-26 school year		Leader Academy for the 2026-2027 school year	
4	State Priority 1: Basic Services (Conditions of Learning) Panorama Staff Survey: All Staff Question: Professional Learning - perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	Panorama Fall 2023: Classified 65%, Certificated 56%	Panorama Fall 2024: Classified: 63% Decrease 2% from baseline Certificated: 58% Increase 2% from baseline		Panorama Staff survey will result in Professional Learning questions with 80% or more positive response	Classified: -2 % decrease from baseline Certificated: 2% increase from baseline

Goal Analysis for Goal 2

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

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

Action/Service 2.1: The professional learning provided to SMBSD staff is being implemented as planned with elements of support for all levels of employees. Paraeducator professional learning has expanded this year to include a more robust system of universally providing training and learning to all paraeducators in high need topic areas. This district-wide plan includes monthly topics in areas such as discipline, phonemic awareness, social-emotional learning, leading small groups, Heggerty support, Math intervention, and phonics practice. Paraeducators are given support in this area to both increase their knowledge and to increase their skills in supporting students in these areas of learning. Teacher professional learning takes place in two distinct areas including learning for current teachers and learning for support staff desiring to become a teacher. SMBSD district-wide teacher professional learning time occurs during staff meetings, prior to school starting, and on one release day in the Fall. At these times teachers are provided conference style learning which allows them to select the specific sessions that they attend out of the many different offerings so that the learning is most relevant to their needs. Administrator professional learning includes opportunities for both current administrators and future administrators to expand their professional knowledge. Current teachers who might possibly want to become an administrator are able to participate in a new leaders academy where they are provided professional learning aligned with becoming an instructional leader. Additionally, current administrators are provided professional learning opportunities throughout the year based on the needs of those leaders. This year's learning focus has included ELD, SEL, and Phonemic Awareness.

Action/Service 2.2: No differences between the planned actions and the actual implementation of the Teacher Residency Program. The Teacher Residency Program includes a fully accredited teaching credential earned through a partnership between SMBSD and California Lutheran University. This 18 month program allows SMBSD to support the learning and professional growth of staff to fill the need for bilingual educators. The Program Specialist - Leadership Development position was not filled due to prioritizing staffing in other areas in an effort to improve student outcomes and will not be funded for the 2025-2026 school year.

Action/Service 2.3: District Support Staff work to provide professional learning opportunities, mentoring, and coaching to support educators to improve instruction to positively impact student academic achievement. This goal focuses on providing high-quality instructional support to educators through specialized staff who enhance their capacity to serve all students. Services include direct support, professional learning opportunities, and resources to improve teaching effectiveness and student outcomes. The ultimate aim is to ensure robust academic growth for all students by building educator capacity and implementing effective progress monitoring systems.

Action/Service 2.4: The implementation of Action 2.4 has focused on recruiting and retaining experienced and qualified certificated teachers to address the academic needs of English learners, foster youth, and socioeconomically disadvantaged students. Successes included: SMBSD continued its practice of recognizing and counting prior verified teaching experience for both new hires and teachers employed before the 2022-2023 school year. By applying this policy consistently, the district ensured fair compensation based on relevant experience, which has supported teacher retention and made SMBSD competitive in attracting experienced candidates; additional teachers were hired as funding allowed, leading to smaller class sizes in early grades, particularly in schools serving high concentrations of English learners and

socioeconomically disadvantaged students; monitoring through the 4.1 Staffing component of CALPADS showed progress toward ensuring that classroom positions were filled with fully credentialed and appropriately assigned teachers. However, SMBSD did not achieve 100% in this area. Some positions were filled with intern or emergency-credentialed teachers due to challenges in recruiting fully credentialed candidates, particularly in high-need subject areas. Challenges included: Limited availability of physical space at some sites restricted the ability to further reduce class sizes; recruitment efforts were hindered by a competitive job market for highly qualified teachers, resulting in delayed hiring for some specialized positions.

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.

Action/Service 2.1: Material differences between the budgeted and actual expenditures for this action were primarily the result of increasing funding for professional learning opportunities that were previously funded by relief fund sources that expired in September 2024.

Action/Service 2.2: Material differences between the budgeted and actual expenditures for this action were primarily the result of the Program Specialist - Leadership Development position not being filled due to prioritizing staffing in other areas in an effort to improve student outcomes and will not be funded for the 2025-2026 school year.

Action/Service 2.3: Material differences between the budgeted and actual expenditures for this action were primarily the result of the vacancies within the TOSA position as well as Program Specialist - Academic Support position remaining vacant the duration of the school year, recruitment efforts and promotion from the Human Resources are being initiated to fill the position for the 2025-2026 school year.

Action/Service 2.4: Material differences between the budgeted and actual expenditures for this action were primarily the result of less veteran teacher new hires than anticipated.

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

Action/Service 2.1: The evaluation of the professional learning for the 2024-25 school year demonstrates effectiveness toward the established goal resulting in an increase in bilingual educators, increase in preparedness of paraeducators, and increase in effectiveness of educational leaders, including: 18 Teacher Candidates participating in Cohort 2 of the Bilingual Teacher Credentialing Program offered in partnership between California Lutheran University and SMBSD; these participants will graduate with a Teaching Credential and BCLAD certification June 2025 then will be employed as teachers in SMBSD August 2025. Additionally, 21 Principals and 27 Assistant Principals participate in monthly Administrative professional learning throughout the year focusing on instructional leadership to improve student outcomes.

Action/Service 2.2: Our Teacher Residency Program continues to exceed expectations, demonstrating substantial progress in addressing our pipeline development goals. The program has been highly effective in creating a sustainable and supportive pathway for developing high-quality educators within our district. Highlights of Progress:

- Cohort 2 Engagement and Success: Currently, 18 residents are participating in Cohort 2, all of whom are on track to complete their teaching credential requirements by June 2025.

These residents have consistently demonstrated strong academic performance, professional growth, and a commitment to our district's values.

"Grow Our Own" Philosophy in Action:

- The program is well-aligned with our district's mission to build capacity within our community by recruiting and retaining talent from within. Upon earning their credentials, Cohort 2 participants are positioned to begin their teaching careers in our district, addressing long-term staffing needs and ensuring alignment with district priorities.

Action/Service 2.3: The instructional support staff have provided targeted assistance for site educators, including: instructional coaches, content specialists, and intervention coordinators, in order to enhance the impact of those roles on student achievement and strengthening teacher practices. Success is measured by the retention of high quality coaches at sites and the increase of staff participation in coaching cycles. At mid-year, coaches have supported an average of 6 coaching cycles for teachers, which consists of a 6-8 week timeframe with an intentional focus on a goal area determined by both the coach and the teacher. The Instructional Coach expertise in differentiated instruction, data analysis, and intervention strategies has been highly effective in addressing diverse student needs through the support of their school site staff. District support staff have also worked to support the expansion of effective Professional Learning Communities, Classroom Coaching and Modeling, and Targeted Support for educators. Instructional support staff have developed and disseminated resources to teachers, including lesson plans, data analysis tools, and intervention templates. These resources have been instrumental in supporting teacher planning and targeted instruction in all grade levels across the district. The district offered a range of professional development sessions tailored to the needs of teachers and administrators. Progress monitoring systems specifically focused on early literacy, have been enhanced, allowing for timely identification of student needs followed by Tier II and Tier III student support provided by the RtI teacher at each site. Instructional staff have played a crucial role in training teachers and administrators to use these systems effectively to implement student academic support timely while also reassessing student learning to adjust support as needed frequently resulting in students exiting Tier II quickly or students entering Tier II when an academic deficit is detected.

Action/Service 2.4: A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. Testing Data (Fall 24-25):

- 14,174 students tested in Reading, including 7,741 English learners, 248 low-income students, and 60 foster youth.

The hiring of qualified teachers has contributed to more targeted support and increased instructional time for underserved student groups, helping to drive progress and improve outcomes for our students.

Qualitative Feedback:

Teachers and families report improved classroom engagement and learning outcomes due to smaller class sizes in early grades. Teacher morale has improved, with staff expressing that they feel more valued and appreciated within the district. This sense of recognition and support has contributed to their motivation to stay, even without salary adjustments being a primary factor. While progress is evident,

challenges persist in fully closing the achievement gap for English learners, foster youth, and socioeconomically disadvantaged students, indicating the need for continued focus on teacher recruitment and retention.

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

Action/Service 2.1: In the 2025-26 school year, the adjustment that will be made to professional learning is to create cycles of inquiry for all learning opportunities so that learning is paired with collaboration, observation, and reflection in order to ensure more robust learning and implementation of that learning. Additionally, an increase in funding will be provided to support Strategic Planning and the SMBSD Bright Futures Project to improve curriculum alignment and student achievement outcomes.

Action/Service 2.2: The success of Cohort 2 of the Teacher Residency Program underscores the effectiveness of the Teacher Residency Program as a cornerstone of our district's LCAP staff development initiatives. Moving forward, we aim to: Expand recruitment efforts to ensure robust participation in future cohorts, expand the program to include a Special Education credential, increase engagement opportunities to maintain program momentum, continue evaluating and enhancing resident support to uphold a positive and sustainable experience for all participants. The Teacher Residency Program is a vital investment in the future of our district, positioning us to meet staffing demands while cultivating a culture of excellence in teaching and learning. The Program Specialist - Leadership Development position was not filled due to prioritizing staffing in other areas in an effort to improve student outcomes and will not be funded for the 2025-2026 school year.

Action/Service 2.3: The instructional support staff have demonstrated significant effectiveness in building educator capacity and improving academic outcomes for students. The district's emphasis on professional learning, direct coaching, and resource provision has yielded positive results thus far. Continued refinement of these efforts, coupled with expanded access and targeted support, will further enhance progress toward this LCAP goal. Areas of consideration for improvement in support include:

- Expanding Support Reach: While the majority of staff have benefited from instructional support, feedback indicates a need to extend services.

- Increasing Collaboration Time: Teachers have expressed the need for additional time to collaborate with instructional support staff and peers, particularly in planning interventions and reviewing data.

- Sustaining Momentum: To maintain progress, the district should ensure continuous follow-up on professional learning initiatives and consider adding more on-demand, asynchronous training options.

Action/Service 2.4: While the goal and metrics will remain the same, planned adjustments within the implementation of the action to address the aforementioned challenges include the following: Continue to strengthen partnerships with teacher preparation programs and expand "grow our own" initiatives to develop future educators within the district; implement a phased approach to address space limitations for class size reduction, including reconfiguring existing classroom spaces to accommodate more students effectively. An increase in the allocation of funds is the result of additional funding needed for hiring veteran teachers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	The District will continue to provide ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems to ensure positive outcomes for all students, with a focus on English Language Development. There will continue to be an expansion of support through our pipeline programs, onboarding for aspiring and new teachers and leaders, and ongoing coaching for all administrators with a focus on developing our leaders' capacity to implement change and support the development of teachers in providing high-quality grade level instruction and English Language Development for increased outcomes in student achievement. In addition to the leadership development, professional learning will be provided around the operational structures that support leaders in the day-to-day operations of the school through monthly co-administrator meetings that will continue to take place. At a minimum, professional learning will include the following: - Weekly collaboration for site coaches, monthly professional learning for new teachers, monthly onboarding for substitute teachers, and ongoing support for student teachers, mentor teachers, and master teachers - Workshops, coaching and conference opportunities, 1:1 coaching, and collaborative time to support the implementation of professional learning communities (PLCs) that will assist in building capacity regarding personnel practices, site management, and instructional leadership - Leadership Academy for site administration	\$4,376,924	Yes

		- Pipeline development through professional learning opportunities for our certificated and classified staff as well as collaborative efforts with the community college and other outside community agencies. These include learning opportunities for former students and/or community members that might enhance their interest in education and, in turn, support our goal to recruit and hire critical positions such as bilingual instructional aides and bilingual and trilingual translators/interpreters. - Culturally relevant professional learning for staff in serving all students and families. The modality of professional learning opportunities will include a hybrid learning model, virtual offerings, and in-person sessions. The District will provide materials, mileage, lodging, registration, and meals to attend approved conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in the cost of professional learning services. The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the NWEA MAP test in core subjects, with a focus on progress for English Language Learners as well as the percentage of favorable responses by staff through the district survey from the Teaching & Learning Core and Multilingual Services departments. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, Long-term English Learners, SMBSD Foster Youth, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged students, SMBSD students with disabilities; and the following school sites: Adam Elementary (All, Hispanic, EL, Homeless, SED), Alvin Elementary (Hispanic, EL, Homeless, SED, SWD), Battles Elementary (All, Hispanic, EL, Homeless, SED), Libbon Elementary (Hispanic, EL, Homeless, SWD, SED), Bonita Elementary (All, Hispanic, EL, Homeless, SWD, SED), Bruce Elementary (All, Hispanic, EL, Homeless, SED), Liberty Elementary (All, Hispanic, EL, Homeless, SED), Miller Elementary (EL, SWD), Oakley Elementary (Hispanic, EL, SWD, SED), Rice (EL, Homeless, SWD), Taylor Elementary (All, Hispanic, EL, Homeless, SWD, SED), Arrelanes Junior High (Hispanic, EL, Homeless, SED, SWD), Sanchez Elementary (Homeless), Fesler Junior High (EL, SWD), Tommie Kunst Junior High (EL,		
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		Homeless, SWD, SED) and El Camino Junior High (All, Hispanic, EL, Homeless, SED, SWD) to increase student achievement reflected in the CA Dashboard within the ELA Indicators. Additionally, this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged; as well as the following school sites: Adam Elementary (Hispanic, EL, SWD, SED), Alvin (EL), Arellanes Junior High (Hispanic, EL, Homeless, SWD, SED), Libbon Elementary (Hispanic, EL, Homeless, SWD, SED), Bruce Elementary (EL), El Camino Junior High (All, Hispanic, EL, SED), Fesler Junior High (All, Hispanic, EL, Homeless, SWD, SED), Taylor Elementary (Hispanic, EL, SWD), Tommie Kunst Junior High (All, Hispanic, EL, Homeless, SWD, SED), and Oakley Elementary (Hispanic, EL, SED); and the following site specific student groups: Students with disabilities at Liberty Elementary and Tunnel Elementary; and Homeless students at Rice Elementary to increase student achievement reflected in the CA Dashboard within the Math Indicators. This action/service is also principally directed towards the unique identified needs of English Learner students at Bonita Elementary, Oakley Elementary, and Taylor Elementary to increase their English Learner Progress Indicator as per the CDE Dashboard.		
2.2	Staff Development	The District will continue to provide direct support and coaching for staff, including the development of schoolwide leadership structures, the development and support for aspiring, new, and existing leaders through new leader onboarding, and support for administrative teams development and professional learning. This action will ensure that the focus areas of the district are carried out by directly supporting and coaching staff, including the development of schoolwide leadership structures such as: - Year 1: new leader onboarding and monthly and quarterly meetings - Year 2: leader meetings focused on learning specific to SMBSD vision and goals - A component of our pipeline development is establishing a teacher residency program to grow our own. Through our Teacher Residency program, we will sustain employment and support the health and well-being of all residents during their student teaching experience	\$812,379	Yes

		- Pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers - Clear Administrative Credential Program professional learning with a focus on coaching strategies and techniques - Principal Institutes - six meetings a year for principals to develop their personal leadership skills The District will monitor the effectiveness of Staff development actions and services through the participation and surveys of staff in the New Teacher Institute and Aspiring Leaders programs as well as the percentage of fully credentialed and appropriately assigned teachers as per the Williams Report.		
2.3	Instructional Support	The District will continue to provide staffing dedicated to supporting an increase in capacity for educators to serve all SMBSD students and monitor their progress towards college and career readiness and improved academic outcomes. Staffing includes a Coordinator of Teaching and Learning as well as Teachers on Special Assignment across a range of academic and content areas, assessment and accountability, Special Education, and Culture and Climate. Services include direct support and resources for teachers and administrators with specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices and progress monitoring that will support foster youth, homelessness, and English learners and retain/recruit highly qualified teachers. The District will monitor the effectiveness of Instructional Support through the percentage of unduplicated students showing academic growth through the NWEA MAP test in core subjects and English language acquisition progress.	\$2,830,436	Yes
2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	SMBSD's English learners, foster youth, and socio-economically disadvantaged students lag behind the national average in both ELA and mathematics on state and local measures (SBAC/NWEA LCAP metrics]). Feedback from our educational partners indicates that a smaller class size, with a high-quality teacher, provides for a more personalized class environment in order to better impact the academic outcomes for English learners, foster youth, and socioeconomically disadvantaged students. SMBSD will add additional teachers, as funding allows, above school baseline staffing levels as space and funding allows. All new additional hires to SMBSD, beginning with the 2022-2023 school year, will have their verified and relevant certificated public school experience considered and applied to their placement on the appropriate SMBSD	\$4,025,000	Yes

	Certificated Salary Schedule. In addition, in order to retain highly qualified teachers, current employees that were hired prior to the recruitment for the 2022-0223 school year, will be afforded the same opportunity to have their prior verified and relevant certificated public school/non SMBSD years of service considered and applied at the start of the 2022-2023 school year. This action will help recruit and retain experienced and qualified candidates to serve the students in our District. As a result of providing highly qualified and experienced teachers, SMBSD will ensure that all classroom positions are filled early in the hiring process with the most qualified candidates, as well as reducing class size in early grades as much as spacing allows at each site. The District will monitor the effectiveness of this through the 4.1 Staffing component of CALPADS aligned with State Priority 1: Basic Services in ensuring 100% fully credentialed and appropriately assigned teachers each school year.		
Total			\$12,044,739

Goal 3

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

State Priorities addressed by this goal.

- Priority 1 - Basic Services (Conditions of Learning)
- Priority 2 - Implementation of State Standards (Conditions of Learning)
- Priority 4 - Student Achievement (Pupil Outcomes)
- Priority 6 - School Climate (Engagement)
- Priority 7 - Course Access (Conditions of Learning)
- Priority 8 -Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

The analysis of local student data and self reflection survey results reflect a clear need to expand and strengthen functions that support systems, processes, and practices to promote inclusive actions and services through structures and facilities to the depth of the student level. Foster youth, English learners, low-income students, and all student groups are identified through disaggregated data and supported through equity and access efforts (transparency, data and assessment literacy, and support for student needs), for example:

- The percent of students identifying a sense of belonging through the Panorama Social Emotional Development Survey
 - 70% of 3rd - 6th grade students
 - 38% of 7th-8th grade students

This goal was developed to support the utilization of multiple sources of quantitative and qualitative data to assess and monitor instruction/improvement, create systems for consistent monitoring, and provide processes to ensure data is gathered to support teachers,

administrators, and district staff in implementing testing and data evaluation, and frequent data collection. Additionally, it was created to ensure that data is used appropriately to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals.

This goal will also ensure that SMBSD increases students' social awareness; including how well students consider the perspectives of others, empathize with them, and increases staffs' commitment to diversity, equity, and inclusion; thus, building a more culturally competent environment and sense of belonging. This belief is intertwined in our Inclusion Plan that created the opportunity for students with IEPs to be placed back in general education classes as their least restrictive environment. The structures and facilities that promote inclusive learning experiences for all students range from the use of educational technology, physical infrastructure across SMBSD, staffing dedicated to budgeting and operations, as well as a focus on English Language Development.

Additionally, input received from educational partners through the Local Control and Accountability Plan (LCAP) development process indicates a strong desire for students to increase their English language proficiency rates on the English Language Proficiency Assessments for California (ELPAC), so that a greater number of students may be reclassified. The achievement gap between current English learners, Reclassified English learners, and their English Only peers continues to reflect a high need and priority within SMBSD. Actions and services within this goal including multilingual and culturally relevant professional learning, Bilingual Instructional Assistants, Native Language Proficiency Assessments, and support for the expansion of our Dual Language program all aim towards achieving English language proficiency for our students.

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

- 45.9% of EL's progressed at least one ELPI level and/or maintained a Level 4
- 34.7% of LTEL's at least one ELPI level and/or maintained a Level 4
- 87.8 points below standard on the ELA assessment
- 103.6 points below standard on the Math assessment

We will provide inclusive structures, including technology, programs and materials, for SMBSD students - most notably ELL and LTEL students - to increase ELPI rates and a sense of belonging.

This goal also addresses the professional learning component of Priority 2 State Standards (Conditions of Learning) and Priority 4:

- Pupil Achievement (Pupil Outcomes) as well as Priority 7 (Course Access) and Priority 8 (Pupil Outcomes). As measured by academic outcomes including ELPAC performance, reclassification rates, NWEA MAP results progress (see Goal 4), and Panorama survey results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	State Priority 1: Basic Services (Conditions of Learning) Facilities in “Good” Repair Measured by Facility Inspection Tool (FIT) Local Indicator (FIT) and/or Local Survey	100% Fall 2023 (per Williams Report)	100% Fall 2024 (per Williams Report)		100% of Facilities in "Good" repair as per FIT	No difference from baseline
2	State Priority 1: Basic Services (Conditions of Learning) Access to Standards Aligned Instructional Materials Local Indicator 1 and/or Local Survey	100% Fall 2023 (per Williams Report)	100% Fall 2024 (per Williams Report)		100% Access to Standards Aligned Instructional Materials (per Williams Report)	No difference from baseline

3	State Priority 6: School Climate (Engagement) Social-Emotional Panorama Education Survey (All Respondents) Grades 3rd-8th Panorama SED Survey Topic: Sense of Belonging, how much students feel that they are valued members of the school community.	Fall 2023 Percent Favorable 3rd - 6th = 69% 7th - 8th = 36%	Fall 2024 Percent Favorable: 3rd - 6th = 70% Increase 1% from baseline 7th - 8th = 38% Increase 2% from Baseline		Panorama Student survey will result in Sense of Belonging questions with 80% or more positive response	3rd-6th- Increase 1% from baseline 7th-8th Increase 2% from Baseline
4	State Priority 7: Course Access (Conditions of Learning) Local Indicator 7 LEA Survey	Fall 2023 100% of UDP and SWD students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA Survey.	Fall 2024 100% of UDP and SWD students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA Survey.		100% of UDP and SWD students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA Survey.	No difference from baseline

5	State Priority 8: Other Pupil Outcomes (Pupil Outcomes) Seal of Biliteracy Rates	Winter 2023: Full implementation of Seal of Biliteracy program in 8th grade.	Winter 2024: Full implementation of Seal of Biliteracy program in 8th grade.		Full implementation of Seal of Biliteracy program in 8th grade, 5th grade, and TK.	N/A
6	State Priority 4: Student Achievement (Pupil Outcomes) State Dashboard- English Learner Progress Indicator Student English Language Acquisition Results % of English Learner students who progressed at least one level on the ELPI and/or maintained a Level 4.	2023 CA Dashboard Orange- 49.7% progressed at least one ELPI level and/or maintained a Level 4. LTELs- 52.4% grew an ELPI level or Maintained a Level 4.	2024 CA Dashboard Orange ALL Students: 44% progressed at least one ELPI level and/or maintained a Level 4. LTELs: 34.68% grew an ELPI level and/or Maintained a Level 4.		2024 CA Dashboard Orange ALL Students: 60% progressed at least one ELPI level and/or maintained a Level 4. LTELs: 60% grew an ELPI level and/or Maintained a Level 4.	-5.7% difference of students decreased one ELPI level from baseline -17.72% difference of LTELs grew an ELPI lever or Maintained a Level 4 from baseline

7	Reclassification Rate Overall LTEL's	19.4% of total EL students were reclassified during the 2022-2023 school year. 25.1% of total LTELs students were reclassified during the 2022-2023 school year.	12.14% of total EL students were reclassified during the 2023-2024 school year. 12.58% of total LTELs students were reclassified during the 2023-2024 school year.		40% of total EL students will be reclassified by the 2025-2026 school year. 45% of total LTELs students were reclassified by the 2025-2026 school year.	-7.26% difference between baseline and year 1 outcome for EL students that were reclassified -12.52% difference between baseline and year 1 outcome for EL students that were reclassified
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Goal Analysis for Goal 3

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

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

Action/Service 3.1: The District has made significant progress in implementing supplemental programs and materials to support student achievement and address student needs. Common Core State Standards (CCSS)-aligned instructional materials have been distributed across all school sites, with targeted supplemental resources being used in English language arts (ELA), mathematics, social studies, and science. Teachers are utilizing these materials to provide differentiated instruction, with a focus on foundational skills for primary-grade students, especially those who are low-income, English learners, or foster youth. These efforts have been supported by ongoing data analysis, which helps identify student needs and guide instructional adjustments.

Action/Service 3.2: Student and staff access to technology is being well maintained. This year we have begun a process to review the variety of software solutions that are currently available to us as we have seen an increasing amount of feature overlap between a variety of solutions. At the same time, the rapid improvements of Artificial Intelligence (AI) provides a variety of new opportunities and challenges in the classroom that we continue to explore alongside classroom teachers. We are currently considering several AI tools for possible future adoption.

Action/Service 3.3: The M&O department worked diligently to staff all custodial vacancies to ensure schools are sanitized and cleaned daily. Additionally, facility work orders are closely monitored and addressed in a timely manner and priority is given to work orders that involve the safety of students.

Action/Service 3.4: Overall implementation of this action/service was fulfilled as proposed with support staff fulfilling roles and responsibilities to ensure compliance with operations and program support, directly resulting in the positive certification of the District's multi-year budget.

Action/Service 3.5: Through the development of the Multilingual Program, a number of actions have supported the learning outcomes for our multilingual students, including Pathways for Junior High English Language Development (ELD). ELD training covers key areas, such as: integrating the English Language Development (ELD) standards, understanding the difference between integrated (iELD) and designated (dELD) approaches, and applying ELD components from adopted standards-aligned curricula. Educators were also trained on how to use technology to support English learners, how to properly reclassify students, and how to support bilingual instructional assistants in the classroom. The Elementary Newcomer Program was developed to meet the needs of our Newcomer 1 students in grades 3-6.

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.

Action/Service 3.1: Material differences between the budgeted and actual expenditures for this action were the result of discontinuing the GATE program, not all school sites utilizing dedicated funding for the expanded learning program allocated to them, and the use of relief funds to fund assessment tools for which funding will return to the LCAP in the upcoming school year.

Action/Service 3.2: Material differences between the budgeted and actual expenditures for this action were the result of vacancies within the Computer Lab Technician position as well as a decrease in need for the annual technology refresh program due to leveraging additional one-time funding sources for which these costs will return to the LCAP in the upcoming school year.

Action/Service 3.3: Material differences between the budgeted and actual expenditures for this action were the result of multiple vacancies within the Evening Custodian position for which the Human Resources is currently recruiting to fully staff in the upcoming school year, as well as, less expenses for facilities projects such as playground improvements than initially anticipated.

Action/Service 3.4: Material differences between the budgeted and actual expenditures for this action were the result of vacancies within the Project Clerk and Clerk Typist III positions for which the Human Resources is currently recruiting to fully staff in the upcoming school year.

Action/Service 3.5: Staffing vacancies for positions such as the Coordinator of Multilingual Services and multiple Bilingual Instructional Assistants have contributed to actual expenditures lower than the budgeted amount.

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

Action/Service 3.1: The actions implemented under this goal have demonstrated promising effectiveness in addressing both academic and social-emotional needs of students. Teachers are noting that the supplemental resources and programs allow them to better differentiate instruction and target skill gaps, particularly in reading and foundational skills for primary-grade students. Preliminary assessment data indicates modest but measurable improvements in student performance, particularly among low-income, English learner, and foster youth populations, reflecting progress toward improved academic performance. While these actions are yielding positive results, ongoing monitoring and refinement will ensure continued alignment with student needs.

Action/Service 3.2: The funding currently in place is allowing us to leverage technology in the classroom. It additionally is ensuring that we are able to address the majority of IT support needs on a timely basis so that instructional minutes are not lost.

Action/Service 3.3: The intent and active pursuit of maintaining a high standard in safe, clean, and exemplary facilities is the highest priority for the M&O department. Students are able to focus on their education and are not deterred by distractions from facility issues. Key Performance Indicator goal of average open work order time of less than 45 days has been met with a result of 36.1 days.

Action/Service 3.4: The effectiveness of this action/service is reflected in the implementation of roles and responsibilities for support staff in fulfilling compliance in centralized operations and result in maintaining positive certification of the District's multi-year budget.

Action/Service 3.5: Reclassification rates included 12.14% of EL's reclassified during the 23-24 year as well as 12.58% of LTELs during the same school year; challenges have included ELD coaches spending significant time covering as substitute teachers in the classroom. Moving into the upcoming school year, the expectation is that greater alignment of actions and training will result in increased ELPAC scores and increased reclassification rates - including further development of the Newcomer student program.

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

Action/Service 3.1: To enhance the effectiveness of the supplemental programs and materials, the following changes or areas of improvement are being considered:

- Increased Differentiation of Resources – while the current materials are aligned with CCSS, providing additional resources tailored for specific student groups (e.g., newcomers, foster youth, or students with learning differences) could further support individual needs;
- Expanded Professional Development – offering more in-depth training on the use of supplemental materials, particularly in integrating technology for personalized learning, could enhance teacher effectiveness;
- Increased Collaboration Opportunities – Creating more structured time for teacher collaboration (e.g., professional learning communities) could allow educators to share best practices for using supplemental materials and SEL strategies.

Additionally, a reduction in materials needed for SEL, AVID and Supplemental Instructional materials and curriculum from the initial launch last year resulted in a decrease in overall allocation for the upcoming school year.

Action/Service 3.2: There are no planned changes to the goal, metrics, target outcomes or actions within this action/service for the upcoming school year.

Action/Service 3.3: Due to leveraging relief funds and completing infrastructure projects in the past school year, there will be a reduction of funding allocated towards infrastructure projects in the 2025-2026 school year.

Action/Service 3.4: There are no planned changes to the goal, metrics, target outcomes or actions within this action/service for the upcoming school year.

Action/Service 3.5: An increase in funding to fulfill Bilingual Instructional Assistants for all classrooms TK-3rd grade resulted in an increase in allocation for the upcoming school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Programs, and Materials	All students have access to state-aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates that 100% of students have access to standards-aligned materials. In order to provide staff with additional support about how to better meet the needs of students, the District and school sites will continue to provide Common Core State Standards (CCSS) aligned supplemental instructional materials and implementation supports, including English language arts (ELA), mathematics, social studies, and science. Additionally, this goal provides dedicated funding to support professional learning in the area of social emotional learning. Quantitative data reinforces this need for both supplemental programs and materials in the areas of academics and social emotional learning, reflecting a high percentage of our primary grade low income, English learner, and foster youth students are below grade level in reading and foundational skills. School sites will increase access to supplemental materials by purchasing programs that are aligned to the core curriculum and will be used to accelerate	\$ 3,120,820	Yes

		learning and provide additional support (such as Achieve 3000 and Smarty Ants) during the regular school day and extended learning opportunities. Supplemental programs that are aligned to the core curriculum and on the approved supplemental programs Educational Services Department list may be used to accelerate learning and provide additional support during the regular school day and expanded learning. All school site supplemental program plans for during the school day and expanded learning programs require site administration to identify the curriculum being used. All requested supplemental program materials are assessed for research-based, clear application, information technology integration, student privacy, and applicability of state funding. Additionally, this goal provides dedicated funding to expanded learning opportunities such as AVID, as well as assessment tools and data instruments to increase the practice of evaluation of programs and student achievement. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, Long-term English Learners, SMBSD Foster Youth, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged students, and SMBSD students with disabilities as well as all students at Adam Elementary, Bonita Elementary, Bruce Elementary, Battles Elementary, Libbon Elementary, Liberty Elementary, Oakley Elementary, Taylor Elementary, Arrellanes JH, El Camino JH, as well as Homeless students at TKJH, to increase student achievement reflected in the CA Dashboard within the ELA Indicators. Additionally, this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged; as well as the following school sites: Adam Elementary, Arellanes Junior High, Libbon Elementary, El Camino Junior High, Fesler Junior High, Tommie Kunst Junior High, and Oakley Elementary; and the following site specific student groups: Students with disabilities at Liberty Elementary, Oakley Elementary, Taylor Elementary, and Tunnel Elementary; and Homeless students at Rice Elementary to increase student achievement reflected in the CA Dashboard within the Math Indicators. This action/service is also principally directed towards the unique identified		
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		needs of Long-Term English Language Learners districtwide, as well as, English Learner students at Bonita Elementary, Oakley Elementary, and Taylor Elementary to increase their English Learner Progress Indicator as per the CDE Dashboard.		
3.2	Technology Infrastructure	The Santa Maria Bonita School District Information Technology Services will continue to invest in technology to support our district Strategic Plan as well as our local community in order to ensure equitable access and ongoing technology services for all SMBSD students. SMBSD will continue to expand the ways in which technology is used to support student engagement and learning by promoting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards. In addition, the District will continue to ensure that students are able to use and access technology during expanded learning hours. Continuing to provide connectivity for our students helps to narrow the achievement gap and provides equitable educational resources. We know through both qualitative and quantitative data that giving our students access to technology has not only supported college and career readiness, but our students have had and will continue to have student-centered and real-world learning experiences. The District will monitor the effectiveness of Information Technology Services supports using the following progress monitoring measure: - LEA Local Indicator 7 Survey	\$ 6,751,484	Yes
3.3	Facilities and Physical Infrastructure	The Santa Maria-Bonita Maintenance & Operations Department staff, including school custodians, will continue to ensure that all students have access to safe and clean school facilities, in order to support all schools receiving a Good or Exemplary overall site rating. Additional funding for evening custodians to support expanded learning programs directly benefit unduplicated student groups in access to increased academic and college and career readiness programs beyond the school day. Additionally, as student enrollment uniquely increases throughout the district, there is consensus on a need for additional, innovative facilities as well as updating of current buildings to best meet student and staff needs for safe, secure, and effective learning spaces.	\$4,885,467	Yes

		SMBSD continues to serve over 17,000 students, each with individual strengths and learning needs. Throughout continued partner engagement, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District will strive to reduce class sizes. The District will monitor the effectiveness of Maintenance & Operations Department supports as well as effectiveness on classroom reduction efforts using the following progress monitoring measures: - Academic achievement through NWEA MAP results - Favorable responses through the Districtwide culture survey		
3.4	Budgeting and Operations	Santa Maria - Bonita District Central Office staff will continue to manage and oversee the centralized operations and support the program quality of the District; including budget control amongst various departments, curriculum support, development of the Local Control Accountability Plan, Student and Family Services, as well as site supports within the school office such as Project Clerks and Clerk Typists. Staff within this action/service directly benefit unduplicated student groups through engagement with educational partners and direct interactions with students on site to improve students' sense of belonging. The District will monitor the effectiveness of operations using the following progress monitoring measure: - Student Culture surveys	\$5,625,498	Yes
3.5	Multilingual Program Development	The District will continue to provide ongoing teacher, paraeducator, and administrator professional learning to support multilingual learners. At a minimum, the professional learning will include: - differences between integrated (iELD) and designated (dELD), - English language development (ELD) components of the supplemental standards-aligned curriculum, - technology for English learners, - reclassification of students, - professional learning specific to instructional practices to benefit LTEL student, and - strategies for bilingual instructional assistants.	\$21,166,526	Yes

		Providing professional learning to support our multilingual learners will provide staff and educators with knowledge and research-based practices to better support our multilingual learners, which comprise 55% of our student population. Additionally, dedicated staffing including Bilingual Instructional Assistants in the classroom as well as centralized staff such as a Director of Multilingual Services and English Learner Coaches will be funded to provide direct support towards meeting the needs of our emerging multilingual learners and LTELs. Systems within this program such as the Dual Language Immersion efforts, State Seal of Biliteracy Pathways, and Native Language Proficiency Assessments will provide equitable access for emerging multilingual students. The District will monitor the effectiveness of operations using the following progress monitoring measure: - Increased reclassification rates through the ELPAC. - Increased academic outcomes for identified ELL and LTEL students through the NWEA MAP and SBAC assessments. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners and Long-term English Learners to increase student achievement reflected in the CA Dashboard within the ELA and Math Indicators. This action/service is also principally directed towards the unique identified needs of SMBSD English Learner and Long-Term English Learner students to increase their English Learner Progress Indicator as per the CDE Dashboard.		
Total				\$41,549,795

Goal 4

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

State Priorities addressed by this goal.

- Priority 1 - Basic Services (Conditions of Learning)
- Priority 2 - Implementation of State Standards (Conditions of Learning)
- Priority 4 - Student Achievement (Pupil Outcomes)
- Priority 5 - Student Engagement (Pupil Outcomes)
- Priority 6 - School Climate (Engagement)
- Priority 7 - Course Access (Conditions of Learning)
- Priority 8 - Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

- The chronic absenteeism rate for the 2023-2024 school year for all students was 12.5%
- The results for All Students on the English Language Arts Assessment was 69.6 points below standard
- The results for All Students on the Math Assessment was 92 points below standard
- Suspension rates reflect 4.3% of students were suspended at least one day

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

- Increase the percentage of students that report a sense of safety and school connectedness as measured by the California Healthy Kids Survey (CHKS) and Panorama survey data,
- Decrease pupil suspension and expulsion rates as measured by suspension rates and expulsion rates,
- Improve the district attendance rate,
- Decrease chronic absenteeism,
- Maintain or increase the support for mental health and counseling services, and
- Provide supplemental and intensified support to students who require more academic, behavioral, and/or emotional support.

Survey results from students, staff, and parents indicate the need for students to continue to demonstrate improvement in social-emotional learning outcomes; as demonstrated by Panorama data, the CHKS, student attendance, and student discipline records. Additionally, as we continue our progress into post-pandemic education, the District recognizes the need to continue to increase and improve associated services to address our students' and families' ongoing safety and social-emotional needs. The CDE system of connected resources and supports provided the inspiration of five specific dimensions for a 'cradle to career' approach for SMBSD students: Safe, Engaged, Supported, Challenged and Healthy. The following services prioritize these dimensions aligned with student safety, social-emotional learning, stress management, and the overarching need to continue to support the well-being and long-term academic success and well-being of our students.

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

- Elementary Counselors at each school site to support students' social emotional needs.
- Staffing such as Library Media Clerks, PE Specialists, and RTI teachers to support academic achievement for all students.
- College and Career readiness staffing and initiatives, including Junior High Counselors and field trips.
- Partnerships with community organizations to provide staffing and services such as Foster Youth Liaisons, Truancy Mentors, Counselors, Outreach Mentors, and Youth Diversion Program to support student health and social emotional well-being.
- Increased sense of positive school climate with student supervision and safety needs and Assistant Principals.
- Exposure to Visual and Performing Arts standards and experiences.

We will provide a whole child approach inclusive of professional learning, supplemental staffing, and college and career readiness experiences to our staff and students in order to improve academic and socio-emotional outcomes for our SMBSD students.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	State Priority 2: Implementation of Content and Performance Standards California Dashboard Local Indicator 2 – Implementation of Academic Standards	2023-2024 All California State Academic Standards have been implemented per LEA Reflection Tool	2024-2025 All California State Academic Standards have been implemented per LEA Reflection Tool		All California State Academic Standards have been implemented per LEA Reflection Tool	No Difference
2	State Priority 4: Student Achievement (Pupil Outcomes) SBAC English Language Arts (ELA) CA Dashboard Academic Indicator Average distance from standard Grades 3-8	2023 Dashboard Overall: 69.4 points below standard English Learners: 89 points below standard Foster Youth: 94.3 points below standard Hispanic: 71.6 points below standard Homeless: 80.9 points below standard Two or more races: 102.6 points below standard	2024 Dashboard Overall: 69.6 points below standard English Learners: 87.8 points below standard Foster Youth: 94.5 points below standard Hispanic: 71.6 points below standard		Overall: 39.4 points below standard English Learners: 59 points below standard Foster Youth: 64.3 points below standard Hispanic: 41.6 points below standard Homeless: 50.9 points below standard	Overall: 0.2 decrease English Learner: 1.2 point increase from baseline Foster Youth: 0.2 point increase from baseline Hispanic: Same as baseline Homeless: 2.6 point decrease from baseline Two or more races: 68 point

		Socioeconomically Disadvantaged: 74.2 points below standard Students with Disabilities: 146.3 points below standard White: 22.2 points below standard Filipino: 0.3 points below standard	Homeless: 82.6 points below standard Two or more races: 34.6 points below standard Socioeconomically Disadvantaged: 72.8 points below standard Students with Disabilities: 143 points below standard White: 25.2 points below standard Filipino: 9.5 points above standard LTEs: 117 points below standard (New student group as of 2024 Dashboard)		Two or more races: 72.6 points below standard Socioeconomically Disadvantaged: 44.2 points below standard Students with Disabilities: 116.3 points below standard White: 2.2 points above standard Filipino: 13.3 points above standard LTEs: 97 points below standard (New student group as of 2024 Dashboard)	increase from baseline Socioeconomically Disadvantaged: 1.4 point increase from baseline Students with Disabilities: 3.3 point increase from baseline White: 3 point decrease from baseline Filipino: 9.2 point increase from baseline
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3	State Priority 4: Student Achievement (Pupil Outcomes) SBAC Math CA Dashboard Academic Indicator Average distance from standard Grades 3-8	2023 Dashboard Overall: 93.3 points below standard English Learners: 106.3 points below standard Foster Youth: 113.3 points below standard Hispanic: 95.4 points below standard Homeless: 98.1 points below standard Two or more races: 107.1 points below standard Socioeconomically Disadvantaged: 97.4 points below standard Students with Disabilities: 163.7 points below standard White: 47.1 points below standard Filipino: 25.8 points	2024 Dashboard Overall: 92 points below standard English Learners: 103.6 points below standard Foster Youth: 127.9 points below standard Hispanic: 94.3 points below standard Homeless: 97.5 points below standard Two or more races: 45.8 points below standard Socioeconomically Disadvantaged: 95 points below standard Students with Disabilities: 160.6		Overall: 63.3 points below standard English Learners: 76.3 points below standard Foster Youth: 83.3 points below standard Hispanic: 65.4 points below standard Homeless: 68.1 points below standard Two or more races: 77.1 points below standard Socioeconomically Disadvantaged: 67.4 points below standard Students with Disabilities: 133.7	Overall: 1.3 point increase from baseline English Learners: 2.7 point increase from baseline Foster Youth: 14.6 point decrease from baseline Hispanic: 1.1 point increase from baseline Homeless: .6 point increase from baseline Two or more races: 61.3 point increase from baseline Socioeconomically Disadvantaged: 2.4 point increase from baseline Students with Disabilities: 3.1
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		below standard	points below standard White: 43.6 points below standard Filipino: 12 points below standard LTEs: 170.8 points below standard (New student group as of 2024 Dashboard)		points below standard White: 17.1 points below standard Filipino: 5.8 points above standard LTEs: 140 points below standard (New student group as of 2024 Dashboard)	point increase from baseline White: 3.5 point increase from baseline Filipino: 13.8 point increase from baseline
4	State Priority 4: Student Achievement (Pupil Outcomes) English Language Arts (ELA) NWEA Map Projected Proficiency	Winter 2023-2024, ELA 2nd - 8th 25.16% projected proficient	Winter 2024-2025, ELA 2nd - 8th 23.61% projected proficient		50% or more students tested will be projected proficient	-1.55 % of ELA 2nd-8th decrease in projected proficient from baseline
5	State Priority 4: Student Achievement (Pupil Outcomes) Math NWEA MAP Projected Proficiency	Winter 2023-2024, Math 2nd - 8th 21.76% projected proficient	Winter 2024-2025, Math 2nd - 8th 15.04% projected proficient		50% or more students tested will be projected proficient	-6.72% Math 2nd-8th decrease in projected proficient from baseline
6	State Priority 4: Student Achievement (Pupil Outcomes) Science Grades: 7th - 8th: NWEA Science RIT Score	Fall 2023-2024 Science: 7th grade students Average RIT: 199 (National Norm: 207) , 8th grade students Average RIT: 202 (National Norm:	Fall 2024-2025 Science: 7th grade students Average RIT: 199 (National Norm: 207) , 8th grade students Average RIT: 202 (National Norm:		By 2026, SMBSD students will improve their academic achievement in Science, by improving the District average	7th grade: 1 point increase from baseline 8th grade: 0 points from baseline

		210)	210)		RIT to at or above the National Norm RIT.	
7	State Priority 5: School Climate (Engagement) Junior High School Dropout Rate	The dropout rate for the 2023-2024 school year was 0 students.	The dropout rate for the 2024-2025 school year was 0 students.		The desired outcome for 2026-27 is a zero (0) student dropout rate.	No difference from baseline
8	State Priority 5: Student Engagement Chronic Absenteeism rate CA Dashboard Learning Recovery Emergency Block Grant Metric	2023 Dashboard Data Overall: 18.9% Asian: 25.9% African American: 22.5% American Indian: 20.5% Foster Youth: 32.7% Two or more races: 30.8% English Learners: 15.7% Filipino: 17.8% Hispanic: 18.5% Homeless: 15.1% Socioeconomically Disadvantaged: 18.6% Students with Disabilities: 30.4% White: 34.5%	2024 Dashboard Data Overall: 12.5% Asian: 14.5% African American: 33% American Indian: 14.5% Foster Youth: 22.5% Two or more races: 19.5% English Learners: 10.1% Filipino: 7.9% Hispanic: 12.3% Homeless: 8.9% Socioeconomically Disadvantaged: 12.3% Students with Disabilities: 19.7% White: 21.8% LTEs: 15% (New student group as of 2024 Dashboard)		Overall: 3.9% Asian: 10.9% African American: 7.5% American Indian: 5.5% Foster Youth: 17.7% Two or more races: 15.8% English Learners: 0.7% Filipino: 2.8% Hispanic: 3.5% Homeless: 0.1% Socioeconomically Disadvantaged: 3.6% Students with Disabilities: 15.4% White: 19.5% LTEs: 10% (New student group as of 2024 Dashboard)	Overall: 6.4% decrease from baseline Asian -11.4 % decrease from baseline African American 10.5% increase from baseline American Indian -6% decrease from baseline Foster Youth -10.2% decrease from baseline Two or more races -11.3% decrease from baseline English Learners -5.6% decrease from baseline Filipino -9.9% decrease from

						baseline Hispanic -6.2% decrease from baseline Homeless -6.2% decrease from baseline Socioeconomically Disadvantaged -6.3% decrease from baseline Students with Disabilities -10.7% decrease from baseline White -12.7% decrease from baseline
9	State Priority 6: School Climate (Engagement) Social-Emotional Panorama Survey (Grades 3-5) Sense of Connectedness- Perceptions of the overall social and learning climate of the school	Fall 2023 School Climate 3rd-6th 57% 7th-8th 34%	Fall 2024 School Climate 3rd-6th 56% 7th-8th 34%		By 2024, SMBSD students will increase their sense of connectedness and engagement to their school site, as measured by the Panorama student survey, such that positive responses of the School Climate questions are 80% or above	School Climate: 3rd-6th -1% decrease from baseline 7th-8th no difference from baseline

10	State Priority 6: School Climate (Engagement) California School Dashboard Suspension Rates for all and applicable Student Groups Learning Recovery Emergency Block Grant Metric	2023 Dashboard Data Overall: 4% Foster Youth: 8.8% Students with Disabilities: 6.6% African American: 7% Filipino: 5% Hispanic: 4% Homeless: 3.8% Socioeconomically Disadvantaged: 4.1% Two or more races: 1.6% White: 3.4% English Learners: 3% Asian: 1.7% American Indian: 0%	2024 Dashboard Data Overall: 4.3% Foster Youth: 8.7% Students with Disabilities: 6.2% African American: 2.2% Filipino: 3.6% Hispanic: 4.3% Homeless: 4.1% Socioeconomically Disadvantaged: 4.4% Two or more races: 3.1% White: 4.4% English Learners: 3.4% Asian: 1.3% American Indian: 0% LTELs: 18% (New student group as of 2024 Dashboard)		Overall: 1% Foster Youth: 3.8% Students with Disabilities: 1.6% African American: 2% Filipino: 1% Hispanic: 1% Homeless: 1% Socioeconomically Disadvantaged: 1% Two or more races: 1% White: 1% English Learners: 1% Asian: 1% American Indian: 0% LTELs: 8% (New student group as of 2024 Dashboard)	Overall: 0.3% increase from baseline Foster Youth: -0.1% decrease from baseline Students with Disabilities: -0.4% decrease from baseline African American: -4.8% decrease from baseline Filipino: -1.4% decrease from baseline Hispanic: 0.3% increase from baseline Homeless: 0.3% increase from baseline Socioeconomically Disadvantaged: 0.3% increase from baseline Two or more races: 1.5% increase from baseline White: 1% increase
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						from baseline English Learners: 0.4% increase from baseline Asian: 0.4% decrease from baseline American Indian: no difference from baseline
11	State Priority 6: School Climate (Engagement) Student Expulsion Rates Learning Recovery Emergency Block Grant Metric	2023-2024 SMBSD Expulsion rate 0.00577%	2024-2025 SMBSD Expulsion rate 0%		The expected annual outcome for the expulsion rate for the District is to be 0.005% or less.	Current difference from baseline 0.00577%
12	State Priority 6: School Climate (Engagement) Student Attendance Rates	2023-2024 95.42% Attendance Rate	2024-2025 94.85% Attendance Rate		The expected annual attendance rate is 96.5%.	Current difference from baseline 0.57%

Goal Analysis for Goal 4

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

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

Action/Service 4.1: SPED has collaborated closely with T&L CORE to plan and implement professional development (PD) opportunities, ensuring relevance for our staff: November 1 PD: SPED co-led this workshop-style training day, delivering over half of the sessions, tailored to staff feedback and requests; New Teacher Week: SPED partnered with T&L CORE to provide related providers access to learning opportunities during this week; August PD: SPED offered differentiated training for related providers, addressing needs not covered by T&L CORE's sessions. Additionally, to ensure enhanced individualized support for all students with an intentional focus on low-income students, students in foster care, and English Learners, the District has implemented a strategic staffing model to provide additional support at the site level. This initiative focuses on deploying additional site-level personnel to address the unique academic and socio-emotional needs of these student groups.

Library Media Clerks:

- To provide students with equitable access to library resources, foster literacy, and support research and information skills.

Physical Education (PE) Teachers:

- To enhance students' physical well-being and support motor skills. Students are taken to PE a half class at a time so that the teacher is able to work in differentiated small groups with the remaining students to provide Tier II interventions in academics.

Response to Intervention (RTI) Teachers:

- To deliver targeted academic interventions based on student performance data, addressing specific learning gaps in real time.

Special Education Program Specialists:

- To support individualized education plans (IEPs) and provide expertise in accommodating diverse learning needs for students with disabilities.

By providing additional site-level staffing, the District aims to foster a more supportive and inclusive learning environment that addresses the academic, emotional, and social needs of vulnerable student groups, ultimately closing opportunity gaps and improving overall educational outcomes.

Action/Service 4.2: The District's College and Career Readiness (CCR) initiative focuses on enhancing opportunities for low-income students, English learners, redesignated fluent English proficient students, foster youth, and other identified subgroups. Efforts include offering a variety of CTE courses at all junior high schools. Dedicated counselors and additional resources are provided to support grade-level, standard-aligned CCR opportunities, including career exploration and college field trips designed to bridge achievement gaps and foster equity. This initiative integrates CCR learning experiences into the district-wide plan, ensuring consistent support across all sites. This work focuses on sustaining and expanding the quantity of services for students, with junior high counselors playing a key role in preparing students for lifelong success through academic and career counseling.

Action/Service 4.3: The following staff were funded using LCAP funds:

- Student Services Secretary, Junior High Opportunity Teachers (4), Program Specialist, Health Services, Programs Specialist, Pupil Services, Elementary Counselors (17- which was fully staffed for the first time since the initial allocation), and Health Assistants (21) - Mental Health Care Access through Care Solace was planned but not utilized, as this program was not effective, instead the district utilized internal staff to create Closed Loop Referral for Mental Health Resources.

LREBG Funds were utilized to provide social emotional support for students, with the focus on increasing student engagement, decreasing chronic absenteeism and suspensions. Partnerships with the following organizations were provided through LREBG Funds:

- Fighting Back Santa Maria Valley (FBSMV) , Truancy Mentors using the Check - Connect-Respect (CCR) program, Conflict Mediation services at Junior High Schools, Students in Transition (SIT) supporting homeless families with 4 Homeless Liaisons, Foundations for Success (FFS) supporting Foster Youth and families, Santa Barbara County Counsel on Alcohol and Drug Addiction (CADA), Providing Youth Diversion Programs, Family Services Agency (FSA), Providing School Based Therapists (SBTs) for 10 schools providing Tier 3 support for students (10 of 21 SBTs hired), Effective School Solutions (ESS) - providing two Wellness Coaches at each school site to provide Tier 1 and Tier 2 behavioral and social emotional support (38 out of 42 Wellness Coaches hired - providing School Based Therapists (SBTs) for 3 schools providing Tier 3 support for students).

Action/Service 4.4: The implementation of supplemental school climate support staff has been aligned with the planned actions outlined in the LCAP. Key roles, including Assistant Principals, Area Administrators have enhanced the school climate and fostered a safe, inclusive environment conducive to academic and social-emotional success. These individuals are actively supporting positive decision-making, conflict resolution, and relationship-building while contributing to the broader leadership and instructional goals of the schools.

Action/Service 4.5: The Band/Music program has reached full implementation with all 3rd graders receiving 10 weeks of music fundamentals lessons, 4th and 5th graders have access to beginning band, 5th and 6th graders have access to advanced band, and junior high students have access to band electives. The allocations of Arts and Music in Schools funding have now allied us to successfully cap the music program and add supplementary instruction in other VAPA areas of theater, art, and dance. Teachers are utilizing high quality materials to provide instruction which covers fundamentals, applications, and experiences, with a focus on experiences for all students, especially those who are low-income, English learners, or foster youth. These efforts have been supported by ongoing data analysis, which helps identify student needs and guides instructional adjustments.

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.

Action/Service 4.1: Material differences in budgeted expenditures and estimated actual expenditures were the result of vacancies within the Library Media Clerk position as well as the Supervisor of Instructional Materials Center for which Human Resources is recruiting and anticipate fulfilling in the upcoming school year.

Action/Service 4.2: Material differences in budgeted expenditures and estimated actual expenditures were the result of use of one-time funding sources for supplemental supplies as well as site funding for college and career field trips. Both sources of funding will fully return to the LCAP in the upcoming year.

Action/Service 4.3: Our Wellness Coaches and SBT contracts were not expended at the budgeted rate, the difference is due to anticipated hiring at all campuses, and the slower hiring timelines. Due to fewer than anticipated hires the expenditures have been lower than expected. Additionally, Care Solace was not purchased - accounting for the difference between budgeted and actual expenditures.

Action/Service 4.4: Material differences in budgeted expenditures and estimated actual expenditures were the result of unfilled Area Administrator positions, vacancies in the hiring of Student Supervisors, and Assistant Principals hired later in the school year.

Action/Service 4.5: Material differences in budgeted expenditures and estimated actual expenditures were the result of vacancies in the Band teacher position and alternative funding sources for music and band maintenance and repairs.

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

Action/Service 4.1: The deployment of additional site-level staff has demonstrated a significant positive impact on improving student academic achievement, particularly for low-income students, students in foster care, and English Learners. These targeted supports address both academic and socio-emotional needs, creating conditions that are conducive to learning and fostering equitable outcomes. The effectiveness of this approach can be analyzed across several key dimensions:

Targeted Interventions and Personalized Support:

- Response to Intervention (RTI) Teachers: By identifying and addressing individual learning gaps early, RTI teachers provide tailored instruction that helps struggling students catch up to grade-level standards. This leads to measurable gains in reading, math, and other core subject areas.

Special Education Program Specialists:

- These professionals ensure that students with disabilities receive the accommodations and modifications they need to thrive academically, resulting in increased proficiency in IEP-related goals.

Library Media Clerks:

- The presence of library staff enhances access to educational materials, promotes literacy development, and encourages independent learning. Students have more opportunities to engage in research, reading programs, and digital literacy activities, all of which contribute to academic success.

PE Teachers:

- Physical education supports overall health and well-being, which are directly linked to improved focus, behavior, and classroom performance. Most importantly, with strategic scheduling, PE teachers are able to take half of a class at a time to PE to enable the classroom teacher to be able to provide Tier II intervention in small group instruction that is differentiated to meet student needs with the remaining half of the class so that students are getting more individualized attention and support.

Support for English Learners:

- Staff trained in language acquisition strategies provide targeted instruction to English Learners, helping them develop language proficiency more quickly. This allows these students to fully engage with grade-level content and improves overall academic outcomes.

Action/Service 4.2: The effectiveness of the College and Career Readiness (CCR) program is demonstrated through its targeted support for low-income students, English learners, foster youth, and other subgroups, helping close achievement gaps and increase college and career opportunities. The Career Technical Education (CTE) courses provide students with the opportunity to explore diverse career options. College field trips further enrich students' experiences, exposing them to college environments and broadening their career development prospects. The continued investment in dedicated counselors ensures personalized academic and career guidance, helping students make informed decisions and stay on track for future success. These combined efforts lead to a more equitable educational experience, with an increasing number of students prepared for postsecondary education and careers. The program's ongoing growth in both scope and quality shows its positive impact on student outcomes.

Action/Service 4.3: District Staffing for Secretary, Program Specialist of Health Services, and Program Specialist for Pupil Services, provided coordination and support for student behavioral and health systems, attendance, discipline, and safety across the district. Interim data demonstrates a slight decline in suspensions year over year, and a slight increase in attendance year over year. This demonstrates effectiveness of these staff supports. The significant increase in behavioral health needs as well as crisis intervention demonstrates a need for increased support for health services at a level greater than Program Specialist level. Elementary schools were fully staffed with one credentialed counselor this year, leading the implementation of Second Step Curriculum, as well as continuing to further develop comprehensive counseling programs. Through professional learning, the recommended student to counselor ratio was reviewed with staff, and staffing 1 counselor at each school site provides equal counseling support to schools with a huge difference in counseling to student ratios.

Action/Service 4.4: The specific actions implemented to date—deploying supplemental school climate support staff, fostering positive student relationships, and integrating social-emotional learning (SEL)—have demonstrated notable progress toward achieving the goal of creating a safe, inclusive, and supportive school climate. The increased interaction between students and support staff, including Assistant Principals and Area Administrators, has positively impacted students' perceptions of support and trust. Many students are reporting a stronger sense of belonging and supportive relationships.

Action/Service 4.5: The specific actions implemented have demonstrated notable progress toward achieving the goal of nurturing the whole child. In 24-25, across our 21 sites, 1,201 students in grades 4 - 8 participated in Band through JH electives, in school pull out programs, and after school programs. Additionally, all participating students had access to instruments and all repairs needed were made.

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

Action/Service 4.1: Maintaining additional site-level staffing for the following year is crucial to ensure continuity in addressing the unique needs of low-income students, foster youth, and English Learners, preventing any disruption to their academic progress. Sustained support allows for deeper implementation of individualized interventions and long-term relationship-building, both of which are essential for fostering trust, engagement, and academic growth. Furthermore, ongoing staffing ensures that schools can continue to close achievement gaps, promote equity, and build on the successes already achieved through this strategic investment. To strengthen future efforts, SPED has participated in ongoing meetings with T&L CORE to incorporate SPED needs into training plans proactively. This ensures inclusion in initial planning phases, reducing the need for supplementary sessions. T&L CORE has demonstrated openness to collaboration and aligning

training opportunities with SPED priorities. An increase in the allocation of funds is the result of fulfilling certificated and classified contract negotiations for positions within the goal such as PE Specialists and Library Media Clerks for all school sites.

Action/Service 4.2: There are no planned changes to the goal, metrics, target outcomes or actions within this action/service for the upcoming school year.

Action/Service 4.3: An additional Counselor position will be funded in the 25-26 school year to increase the number of counselors at the K-8 Jimenez school site. Additionally, LREBG funding added to this goal will support outside community partnerships in supporting students' academic and social-emotional needs.

Action/Service 4.4: There are no planned changes to the goal, metrics, target outcomes or actions within this action/service for the upcoming school year. An increase in the allocation of funds is the result of fulfilling certificated and classified contract negotiations for positions within the goal such as Student Supervisory Assistants and Assistant Principals for all school sites.

Action/Service 4.5: There are no planned changes to the goal, metrics, target outcomes or actions within this action/service for the upcoming school year.

Additionally, LTEL data was added to the following metrics for this goal: 2, 3, 8, 10.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Achievement	SMBSD continues to serve over 17,000 students, each with individual strengths and learning needs. Throughout continued partner engagement, one of the highest priorities that emerged was the need to engage individually with students and address their needs. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District will provide additional site-level staffing (including library media clerks, PE teachers, Response to Intervention teachers, and Special Education Program Specialists) above and beyond the base-funded instructional staffing. (Note that schools may also invest their discretionary funds to further approved on-site staffing in order to deliver more intensive supports to these students as well.) Low-income students, English Learners, and students in foster care will experience the greatest benefit to their achievement in the state content standards owing to their needs for these personalized learning interventions resulting from increased supplemental staffing. In addition, we recognize that this would also benefit all students, and therefore this increase in staffing is implemented Districtwide. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, Long-term English Learners, SMBSD Foster Youth, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged students, SMBSD students with disabilities; and the following school sites: Adam Elementary (Hispanic, EL, Homeless, SED), Alvin Elementary (Hispanic, EL, Homeless, SED, SWD), Battles Elementary (Hispanic, EL, Homeless, SED), Libbon Elementary (Hispanic, EL, Homeless, SWD, SED), Bonita Elementary (All, Hispanic, EL, Homeless, SWD, SED), Bruce Elementary (All, Hispanic, EL, Homeless, SED), Liberty Elementary (All, Hispanic, EL, Homeless, SED), Miller Elementary (EL,	\$12,552,522	Yes

		SWD), Oakley Elementary (Hispanic, EL, SWD, SED), Rice (EL, Homeless, SWD), Taylor Elementary (All, Hispanic, EL, Homeless, SWD, SED), Arrelanes Junior High (Hispanic, EL, Homeless, SED, SWD), Sanchez Elementary (Homeless), Fesler Junior High (EL, SWD), Tommie Kunst Junior High (EL, Homeless, SWD, SED) and El Camino Junior High (All, Hispanic, EL, Homeless, SED, SWD) to increase student achievement reflected in the CA Dashboard within the ELA Indicators. Additionally, this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD English Learners, SMBSD Hispanic students, SMBSD Homeless students, SMBSD students identifying as 2 or more races, SMBSD students identifying as 2 or more races, SMBSD Socioeconomically Disadvantaged; as well as the following school sites: Adam Elementary (Hispanic, EL, SWD, SED), Alvin (EL), Arellanes Junior High (Hispanic, EL, Homeless, SWD, SED), Libbon Elementary (Hispanic, EL, Homeless, SWD, SED), Bruce Elementary (EL), El Camino Junior High (All, Hispanic, EL, SED), Fesler Junior High (All, Hispanic, EL, Homeless, SWD, SED), Taylor Elementary (Hispanic, EL, SWD), Tommie Kunst Junior High (Hispanic, EL, Homeless, SWD, SED), and Oakley Elementary (Hispanic, EL, SED); and the following site specific student groups: Students with disabilities at Liberty Elementary and Tunnel Elementary; and Homeless students at Rice Elementary to increase student achievement reflected in the CA Dashboard within the Math Indicators. This action/service is also principally directed towards the unique identified needs of English Learner students at Bonita Elementary, Oakley Elementary, and Taylor Elementary to increase their English Learner Progress Indicator as per the CDE Dashboard. .		
4.2	College and Career Readiness	The District will continue to support college and career readiness with experiences to enhance opportunities for low income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups; including A-G/Career Technical Education (CTE) elective courses at all junior highs as well as staffing such as dedicated counselors. CTE elective courses offered include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. Resources will be allocated to support college and career-ready, grade-level standard-aligned opportunities and field trips to close achievement gaps. College field trips provide students the opportunity to explore and	\$3,192,259	Yes

		experience the college atmosphere, which may lead to career development opportunities at secondary levels. CCR learning experiences will be included in the larger CCR district plan to ensure equity across all sites. School sites may increase the support by using site funds to pay for transportation, admissions, and other costs for curriculum-aligned enrichment trips that will provide economically disadvantaged students an equal opportunity to experience learning outside of the classroom that their families might not afford otherwise. The District will provide staffing such as counselors to the junior high sites, as funding allows. These positions have been ongoing services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provisions of services to all students, but specifically targeting our English learners, foster youth, and low income students. These positions continue to grow in both quantity and quality. Junior High Counselors prepare and assist students to be successful, lifelong learners, and provide career and academic counseling to enable students to make informed decisions toward achieving their future goals. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD Foster Youth, Long-Term English language Learners and SMBSD students with disabilities; the following school sites: Arellanes Junior High (Hispanic, EL, Homeless, SED, Fesler Junior High (Hispanic, EL, SWD, SED), El Camino Junior High (Hispanic, EL, Homeless, SED) and Taylor School (EL, Homeless, SWD, Hispanic, SED); as well as Homeless students at Tommie Kunst Junior High; Students with Disabilities at Liberty Elementary and Oakley Elementary to decrease student suspension rates reflected in the CA Dashboard within the Suspension Indicator.		
4.3	Student Health and Social Emotional Supports	Research from the Centers for Disease Control and Prevention indicates that children with a high number of Adverse Childhood Experiences (ACEs) - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. To address these mental health and social emotional needs, the District provides low-income students with social-emotional support through supplemental staffing and services addressing mental health/trauma related services and social emotional needs. Staffing positions include Health Specialists and Assistants, as well as School Counselors. These positions support high need students by implementing	\$14,779,249	Yes

		evidence-based practices, outreach/awareness, and crisis support as well as mental health services to ensure their holistic well-being to maximize learning, academic achievement, and school success by providing prevention, early intervention, and intervention for suicide, self-injury, threat of violence, and child abuse/neglect through risk assessments, safety planning, and linkages to mental health and emergency resources. Additionally, a total of \$8,334,281 LREBG funds are allocated within this Action/Service in support of student engagement for the high need student groups identified below. In response to educational partner input in consideration of improvements in the areas of student engagement within the California Dashboard, community partnerships with organizations such as Fighting Back Santa Maria Valley and the Santa Barbara County Council on Alcoholism and Drug Abuse provide evidence-based services and programs through dedicated staff in serving student health and social emotional needs to promote improved engagement to decrease chronic absenteeism and suspensions as well as increase student attendance. These services within the community partnerships outlined are research-based in alignment with the aforementioned research by the Centers for Disease Control and Prevention on children with a high number of ACEs for which these efforts are being dedicated to. These services will be evaluated through the following metrics: improved chronic absenteeism rates, decrease in student suspension rates, and a decrease in student expulsion rates. The action aligns to the allowable uses of funds in the areas of integrating evidence-based pupil supports to address barriers to learning. Metrics 4.8, 4.10, and 4.11 will be utilized to measure progress. LREBG Funds: The District utilized \$6,708,523.53 in 2024-2025 on the aforementioned services; the remaining \$9,667,200 will be allocated towards the same services for the 2025-2026 school year. Low-income students will experience the greatest benefits from the mental health supports provided by these positions and services based on their existing needs as established above. Supporting low-income students and their families dealing with trauma will prepare students with coping skills to attend to learning. Student surveys will reflect an increased sense of safety and connectedness to supportive adults at school. Office referrals and suspensions will decrease in response to increased use of trauma informed strategies. In addition, we recognize that these mental health supports would also benefit all students, and therefore these supports are implemented district-wide.		
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		As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD Foster Youth, Long-Term English language Learners and SMBSD students with disabilities; the following school sites: Arellanes Junior High (Hispanic, EL, Homeless, SED, Fesler Junior High (Hispanic, EL, SWD, SED), El Camino Junior High (Hispanic, EL, Homeless, SED) and Taylor School (EL, Homeless, SWD , Hispanic, SED); as well as Homeless students at Tommie Kunst Junior High; Students with Disabilities at Liberty Elementary and Oakley Elementary to decrease student suspension rates reflected in the CA Dashboard within the Suspension Indicator.		
4.4	School Climate	The role of supplemental school climate support staff, including student supervisory assistants, assistant principals, Area Administrators, and School Security is to assist in guiding students in positive decision making and conflict resolution. These roles support ensuring that the school's health and safety rules are followed; interacting with students, encouraging appropriate play, managing student behavior, and working with teachers and administration where appropriate in an effort to increase the ability of caring adults to build positive relationships with students as they interact with them on campus and provide needed support. Additionally, Assistant Principals support organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. These positions also support the principal in forming a stronger leadership team that improves academic and social-emotional learning outcomes. The APs support the implementation of school plans, policies, and programs and ensure that the needs of disadvantaged student populations are met. They also support state and local testing and lead professional learning communities as they monitor and use data to drive instruction in academics and social emotional learning. The District will monitor the effectiveness of supplemental school climate support staff using the following progress monitoring measures: - Student and Staff Culture Survey As new data becomes available moving forward, these progress monitoring measures are subject to change. English Learners, students in foster care, and students designated as low-income will experience the greatest benefits to their reported feeling of safety and	\$10,885,905	Yes

		connectedness, based on the additional barriers these students face. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented district-wide. As per EC Section 52064(e), this action/service is principally directed towards the unique identified needs of the following student groups: SMBSD Foster Youth, Long-Term English language Learners and SMBSD students with disabilities; the following school sites: Arellanes Junior High (Hispanic, EL, Homeless, SED, Fesler Junior High (Hispanic, EL, SWD, SED), El Camino Junior High (Hispanic, EL, Homeless, SED) and Taylor School (EL, Homeless, SWD, Hispanic, SED); as well as Homeless students at Tommie Kunst Junior High; Students with Disabilities at Liberty Elementary and Oakley Elementary to decrease student suspension rates reflected in the CA Dashboard within the Suspension Indicator.		
4.5	Visual and Performing Arts	In order to support unduplicated pupils, the Visual and Performing Art (VAPA) programs, which assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic skills, the District will provide band teachers, as funding allows. These teachers will support the elementary supplemental band program as well as the junior high band program. In addition, the District will provide a maintenance program to maintain the current band equipment and materials. In order to provide unduplicated students with rich instruction in fine arts, school sites will support visual and performing arts by providing additional supplemental support materials, field trips, on and off site experiences, and by contracting with outside agencies in order to support the fine arts programs. These visual and performing arts opportunities would provide students with rich instruction in fine arts (including art, dance, music, and theater). The support of school programs will help students grow social and artistic skills by providing exposure and interest within the Fine Arts program, as well as increasing students' involvement in school and community events held throughout the year.	\$1,747,993	Yes
Total			\$43,157,928	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$79,955,117	\$10,615,804

Required Percentage to Increase or Improve Services for the 2025-2026 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
43.643%	6.451%	\$11,376,373.18	50.094%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	The analysis of the California School Dashboard data on Chronic Absenteeism indicated a clear need to continue viewing family engagement as a way to move student achievement and improve student support. For example: - All Students: 12.5% (declined by 6.4%) - Asian students: 14.5% (declined by 15.4%) - African American students: 33% (increased by 10.5%)	In order to empower parents and families as partners in students' education and to elevate parent voice in school- and district-level decision making, particularly in addressing the unique needs of low-income, foster youth, and English Learner students, SMBSD will pursue the following family engagement strategies: - Communication and coordination for local families with site, district, and community supports; providing dedicated staff members to bridge supports for families	The District will monitor the effectiveness of Parent and Family Engagement programs utilizing the following progress monitoring measures: Social - Emotional Development Survey for educational partners, increasing the number of families which respond

	- Foster Youth students: 22.5% (declined by 10.2%) - English Learners: 10.1% (declined by 5.6%) - Hispanic students: 12.3% (declined by 6.5%) - Homeless students: 8.9% (declined by 6.2%) - SED students: 12.3% (declined by 6.3%) - Students with disabilities: 19.7% (declined by 10.7%) Specifically, the following student groups in Red: African-American students. This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below, for example: - Panorama Survey – Family Engagement: <i>The degree to which families become involved with and interact with their child's school</i> (18% of respondents reporting Favorable). During the LCAP development process in alignment with the SMBSD Strategic Plan development, educational partners identified the need for: - Ongoing parent education programs - Increased translation services, including retention and recruitment efforts - Increased and improved communication services	including Community Liaisons at each school site, the Executive Liaison for the Superintendent, Family Outreach Advocates, the Coordinator and Program Specialist for Family Engagement, and Digital Media Specialist. - Resources will be allocated to continue to develop the district's family engagement and outreach programs. District and school site parent support centers will provide additional access points for parents to receive assistance with enrollment and access to resources, programs, and services. There will also continue to be an expansion of outreach and communication using a diversity, equity, and inclusion lens to increase parent participation. - SMBSD seeks to continue its partnership with effective parent education and engagement programs such as PIQE, PIBE, FACTOR, and Simon Silva Arts Events. - Parent Education opportunities to increase parents' understanding of role in supporting positive outcomes for their student and engagement within the school community. While these strategies are LEA-wide, they are specifically directed towards equipping families of unduplicated students, including low-income, ELs, and foster youth, with the information, knowledge, and skills necessary to actively support their children's academic and socio-emotional development. Offering these actions/services districtwide ensures that all parents, regardless of their child's status, can	favorably to the degree in which families become involved with and interact with their child's school as well as the number of visits to their child's school in the past year; chronic absenteeism rates; CDE self-reflection survey on parent involvement and engagement, increasing the rating of implementation for the following areas: Creating a welcoming environment, Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, Professional learning to increase partnerships with families, Seeking input for decision making within advisory groups
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		benefit from these resources, fostering a more inclusive and supportive educational community.	
1.3	The analysis of the California School Dashboard data on Chronic Absenteeism indicated a clear need to continue viewing family engagement as a way to move student achievement and improve student support. For example: - All Students: 12.5% (declined by 6.4%) - Asian students: 14.5% (declined by 15.4%) - African American students: 33% (increased by 10.5%) - Foster Youth students: 22.5% (declined by 10.2%) - English Learners: 10.1% (declined by 5.6%) - Hispanic students: 12.3% (declined by 6.5%) - Homeless students: 8.9% (declined by 6.2%) - SED students: 12.3% (declined by 6.3%) - Students with disabilities: 19.7% (declined by 10.7%) Specifically, the following student groups in Red: African-American students This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below, for example: - Panorama Survey – Family Engagement: <i>The degree to which families become involved with and</i>	The District will continue to increase parent communication between schools, parents, and community members. The District will use various means to provide all families with timely information, such as: letters, flyers, handouts, audiovisuals, phone calls, texts, Parent Square messages, PeachJar, interpretation equipment, home visits, web postings, and in-person or virtual informational meetings as appropriate. The District will expand communication by improving the delivery of multi-language content on the district's website through video communications and additional leveraging through social media to support the entire community. While these strategies are LEA-wide, they are specifically directed towards equipping families of unduplicated students, including low-income, ELs, and foster youth, with the information, knowledge, and skills necessary to actively support their children's academic and socio-emotional development. Offering these actions/services districtwide ensures that all parents, regardless of their child's status, can benefit from these resources, fostering a more inclusive and supportive educational community. SMBSD continues 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 all SMBSD families.	The District will monitor the effectiveness of parent communication and accessibility through family engagement responses within the Social-Emotional Development survey, chronic absenteeism rates, and comments specific to the questions on seeking input for decision-making as well as the CDE Self-Reflection Tool on Priority 3 specific to the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

	<i>interact with their child's school</i> (18% of respondents reporting Favorable). During the LCAP development process in alignment with the SMBSD Strategic Plan development, educational partners identified the need for: - Ongoing parent education programs - Increased translation services, including retention and recruitment efforts - Increased and improved communication services		
2.1	California Dashboards results reflect the following for our unduplicated students: ELA Results - students groups in Red (English Learners, Long-Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged) Math Results - students groups in Red (English Learners, Long-Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged) English Learner Progress - 49.7% of EL's progressed at least one ELPI level Indicating a need for increased professional learning for staff to improve their capacity to support the academic achievement outcomes for the above identified student groups, particularly in English Language Development as well as collaboration to scale best practices in providing high quality grade level instruction.	Staff within the Teaching & Learning and Multilingual Services Departments such as Teachers on Special Assignment, Coordinator of Teaching & Learning, and Junior High Department Chairs will provide professional learning in supporting the identified student groups, as well as students on an LEA-wide basis, to include the following: - English Language Development specific training opportunities to increase capacity for all educators in building language proficiency for students - weekly collaboration for site coaches, monthly professional learning for new teachers, monthly onboarding for substitute teachers, and ongoing support for student teachers, mentor teachers, and master teachers - workshops, coaching and conference opportunities, 1:1 coaching, and collaborative time to support the implementation of professional learning communities (PLCs) that will assist in building capacity regarding personnel	The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the NWEA MAP test in core subjects, with a focus on progress for English Language Learners as well as the percentage of favorable responses by staff through the district survey from the Teaching & Learning Core department.

		practices, site management, and instructional leadership - Pipeline development through professional learning opportunities for our classified staff as well as collaborative efforts with 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. This action is principally designed to meet the specific needs of our Low-Income, English Learners, and Foster Youth students. However, we believe that by providing these professional learning efforts LEA-wide, all students can benefit. Through an LEA-wide implementation SMBSD aims to foster a culture of continuous improvement and ensure all educators have the opportunity to enhance their instructional practices and support the diverse needs of our unduplicated students as well as other student groups in our district.	
2.2 and 2.4	California Dashboards results reflect the following for our unduplicated students: ELA Results - students groups in Red (English Learners, Long-Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged) Math Results - students groups in Red (English Learners, Long-Term English Learners, Foster Youth, Homeless)	Staff within the Teaching & Learning Department and Educational Services, including the Director of School Support services, Teachers on Special Assignment, and Coordinators will lead the development of schoolwide leadership structures such as: - Year 1: new leader onboarding and monthly and quarterly meetings - Year 2: leader meetings focused on learning specific to SMBSD vision and goals	The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the NWEA MAP test in core subjects, with a focus on progress for English Language Learners as well as the percentage of favorable responses by

	English Learner Progress - 45.9% of EL's progressed at least one ELPI level Indicating a need for the development of schoolwide leadership structures, the development and support for aspiring, new, and existing leaders through new leader onboarding, and support for administrative teams development and professional learning. This action will ensure that the focus areas of the district are carried out by directly supporting and coaching staff. Additionally, 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, Long-Term English Learners, Foster and Homeless Youth.	- A component of our pipeline development is establishing a teacher residency program to grow our own. Through our Teacher Residency program, we will sustain employment and support the health and well-being of all residents during their student teaching experience - Pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers - Clear Administrative Credential Program professional learning with a focus on coaching strategies and techniques - Principal Leadership Academies - weekly meetings to develop instructional and adaptive leadership skills. SMBSD's English learners, foster youth, and socio-economically disadvantaged students lag behind the national average in both ELA and mathematics on state and local measures (SBAC/NWEA LCAP metrics]). Feedback from our educational partners indicates that a smaller class size, with a high-quality teacher, provides for a more personalized class environment in order to better impact the academic outcomes for English learners, foster youth, and socioeconomically disadvantaged students. SMBSD will add additional teachers, as funding allows, above school baseline staffing levels as space and funding allows. All new additional hires to SMBSD, beginning with the 2022-2023 school year, will have their verified and relevant certificated public school experience considered and applied to their placement on the appropriate SMBSD Certificated Salary Schedule. In addition, in order to retain highly qualified teachers, current employees that were hired prior	staff through the district survey from the Teaching & Learning Core department as well as through the 4.1 Staffing component of CALPADS aligned with State Priority 1: Basic Services in ensuring 100% fully credentialed and appropriately assigned teachers each school year.
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		to the recruitment for the 2022-0223 school year, will be afforded the same opportunity to have their prior verified and relevant certificated public school/non SMBSD years of service considered and applied at the start of the 2022-2023 school year. This action will help recruit and retain experienced and qualified candidates to serve the students in our District. As a result of providing highly qualified and experienced teachers, SMBSD will ensure that all classroom positions are filled early in the hiring process with the most qualified candidates, as well as reducing class size in early grades as much as spacing allows at each site.	
2.3	California Dashboards results reflect the following for our unduplicated students: ELA Results - students groups in Red (English Learners, Long-Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged) Math Results - students groups in Red (English Learners, Long-Term English Learners, Foster Youth, Homeless) English Learner Progress - 45.9% of EL's progressed at least one ELPI level	The District will continue to provide staffing dedicated to supporting an increase in capacity for educators to principally serve our Foster Youth, Low Income, and English Learners students, however, all SMBSD students will benefit in monitoring their progress towards college and career readiness and improved academic outcomes. Staffing includes a Coordinator of Teaching and Learning as well as Teachers on Special Assignment across a range of academic and content areas, assessment and accountability, Special Education, and Culture and Climate. Services include direct support and resources for teachers and administrators with specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices and progress monitoring that will support foster youth, homelessness, and English learners and retain/recruit highly qualified teachers. There is an indicated need for instructional support for certificated and classified staff in meeting the diverse academic needs of all	The District will monitor the effectiveness of Instructional Support through the percentage of unduplicated students showing academic growth through the NWEA MAP test in core subjects and English language acquisition progress.

		SMBSD students. This action will ensure that the focus areas of the district are carried out by directly supporting and coaching staff.	
3.1	In addition to the following unduplicated student groups currently within the Red in both ELA and Math according to the California State Dashboard: (English Learners, Long-Term English Learners, Foster Youth, and Homeless); SMBSD students also report the following favorable responses on the Panorama SED Survey in regards to their sense of belonging within the school community: 3rd-6th grade = 70% 7th-8th grade = 38%	Staff within the Teaching & Learning Department and Educational Services, including the Director of Supplemental Programs, Coordinator of T & L Supplemental, Teachers on Special Assignment and Data Team members will provide staff with dedicated professional learning to support the use of system data from classroom, site, District, and state levels to make instructional decisions to better meet the needs of students; including progress monitoring student outcomes and social emotional learning. Additionally, the District and school sites will continue to provide Common Core State Standards (CCSS) aligned supplemental instructional materials and implementation supports, including English language arts (ELA), mathematics, social studies, and science. School sites will increase access to supplemental materials by purchasing programs that are aligned to the core curriculum and will be used to accelerate learning and provide additional support during the regular school day and extended learning opportunities. All requested supplemental program materials are assessed for research-based, clear application, information technology integration, student privacy, and applicability of state funding. Additionally, this goal provides dedicated funding to expanded learning opportunities in the regular school day, after school programs, non-school day programs and AVID, as well as assessment tools and data instruments to increase the practice of evaluation of programs and student achievement.	The District will monitor the effectiveness of this goal through student culture survey results, student achievement within the CA Dashboard and NWEA MAP, as well as measurements through the Resolution of Sufficiency.

		Both the academic achievement and social emotional outcomes of these targeted student groups necessitate increased and improved services to increase results for both areas through increasing dedicated professional learning, supplemental instructional materials and programs as well as the personnel and programs to assess and evaluate progress and inform strategic planning. While this action is primarily dedicated towards serving our Low-Income students, its implementation district-wide is crucial for ensuring that all students benefit from dedicated professional learning, supplemental instructional materials and programs as well as the personnel and programs to assess and evaluate progress and inform strategic planning to improve academic and socio-emotional outcomes for all students.	
3.2	In reviewing qualitative data through LCAP ed partner engagement meetings and online surveys as well as quantitative data including the CA Dashboard, we understand that providing our SED students in particular access to technology has not only supported college and career readiness, but the benefit of student-centered and real-world learning experiences. Additionally, SMBSD has a continued prioritization on connectivity for our student groups most at-risk to narrow the achievement gap and provide equitable educational resources.	The Santa Maria Bonita School District Information Technology Services will continue to invest in classroom technology to support our district Strategic Plan as well as our local community in order to expand the ways in which technology is used to support engagement and learning principally for our Low Income students 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. The IT Department works closely with the Teaching and Learning Department to ensure that the technology tools being identified for student use meet the needs of those students with the highest needs. This can be seen in some of the	The District will monitor the effectiveness of Information Technology Services supports using the following progress monitoring measure: - LEA Local Indicator 7 Survey

		supplemental software (ScreenCastify, PearDeck, etc) that is purchased to ensure students have multiple ways to receive instruction based on their specific needs and strengths. Additionally a similar approach is done through the IT Departments partnership with Expanded Programs whether the goal be enrichment or academic support. While this action is primarily dedicated towards bridging the digital divide of our Low-Income students, its implementation district-wide is crucial for ensuring that all students benefit from the advancements in technology and 21st-century learning. By equipping teachers with the necessary skills and resources, we empower them to create inclusive and engaging learning experiences that cater to the diverse needs of our student population.	
3.3 and 3.4	Throughout continued partner engagement, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District will strive to reduce class sizes. Additionally, as student enrollment increases, educational partner engagement through surveys and meetings reflect a need for direct support to school sites to ensure responsiveness and overall program quality.	By maintaining lower class sizes and student to staff ratios, SMBSD staff can provide more individualized attention to students – which is particularly beneficial for low-income students, English Learners, and Foster Youth. Reducing class sizes and student to staff ratios for unduplicated student groups allow for improved identification and addressing of gaps in foundational skills, providing additional academic support that these students may lack outside of school; offering opportunities for one-on-one and small group interactions as well as a stable and nurturing environment with personalized socio-emotional support. These actions/services enhance instructional support, fosters increased student engagement, and cultivates a more inclusive and supportive learning environment conducive to overall academic success.	The District will monitor the effectiveness of identified supports and effectiveness on classroom reduction efforts using the following progress monitoring measures: - Academic achievement through NWEA MAP results - Favorable responses through the districtwide culture survey, <i>Sense of Connectedness-Perceptions of the overall social and learning climate of the school.</i>

		Additional funding for evening custodians to support expanded learning programs directly benefit unduplicated student groups in access to increased academic and college and career readiness programs beyond the school day. As student enrollment uniquely increases throughout the district, there is consensus on a need for additional, innovative facilities as well as updating of current buildings to best meet individualized student needs for safe, secure, and effective learning spaces. With the increasing enrollment of unduplicated student groups, Santa Maria - Bonita District Central Office staff will continue to support the program quality of the District to ensure supplemental programmatic efforts are supported with supplemental operational structures; including budget control amongst various departments, curriculum support, development of the Local Control Accountability Plan, Student and Family Services, as well as site supports within the school office such as Project Clerks and Clerk Typists. Staff within this action/service principally benefit unduplicated student groups through engagement with educational partners and direct interactions with students on site to improve students' sense of belonging and academic outcomes. While this action is primarily designed to address the specific needs of low-income students, English Learners, and Foster Youth, it will be provided district-wide for all students. The reduction in class sizes and student to staff ratios as well as innovative learning venues aligns with the district's commitment to closing achievement gaps and ensuring equitable access to high-quality education for all students.	
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4.1	The analysis of the California School Dashboard and local assessment measures indicated a clear need to improve student supports and outcomes, for example: - The results for All Students on the English Language Arts Assessment was 69.6 points below standard, with the following student groups in Red: English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, SED. - The results for All Students on the Math Assessment was 92 points below standard, with the following student groups in Red: English Learners, Foster Youth, Homeless, Long-Term English Learners. Throughout continued partner engagement, one of the highest priorities that emerged was the need to engage individually with students and address their specific academic needs.	In order to deliver increased individualized support for our low-income students, Homeless Youth, students in foster care, Long-Term English Learners and English Learners, in alignment with the strategies described throughout this LCAP, the District will provide additional site-level staffing (including library media clerks, PE teachers, Response to Intervention teachers, and Special Education Program Specialists) above and beyond the base-funded instructional staffing. (Note that schools may also invest their discretionary funds to further approved on-site staffing in order to deliver more intensive support to these students as well.) Low-income students, Long-Term English Learners, Homeless Youth, English Learners, and students in foster care will experience the greatest benefit to their achievement in the state content standards owing to their needs for these personalized learning interventions resulting from increased supplemental staffing. In addition, we recognize that this action/service also benefits all students, and therefore this increase in staffing is implemented Districtwide.	The District will monitor the effectiveness of identified supports and effectiveness through results reflected in the ELA and Math assessments on the CA School Dashboard.
4.2	Educational partner engagement opportunities such as LCAP committee meetings, student interviews, and surveys have surfaced the interest and importance of college and career readiness experiences and opportunities.	The Teaching & Learning Department will continue to establish career readiness with experiences to enhance opportunities for low income pupils, English learners, Long-Term English Learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups; including Career Technical Education (CTE) elective courses at all junior highs as well as staffing such as dedicated counselors. CTE elective courses offered include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and	The District will monitor the effectiveness of college and career readiness efforts in promoting a connection to real world applications and investment in ongoing education for students using the following progress monitoring measure:

		Course C: Engineering & Product Development. Resources will be allocated to support college and career-ready, grade-level standard-aligned opportunities and field trips to close achievement gaps. Junior High Counselors prepare and assist students to be successful, lifelong learners, and provide career and academic counseling to enable students to make informed decisions toward achieving their future goals. College field trips provide students the opportunity to explore and experience the college atmosphere, which may lead to career development opportunities at secondary levels. CCR learning experiences will be included in the larger CCR district plan to ensure equity across all sites.	- Decrease in student suspension rates as reflected in the CA Dashboard within the Suspension Indicator. - Increase in student attendance rates as reflected in the CA Dashboard within the Suspension Indicator.
4.3	Research from the Centers for Disease Control and Prevention indicates that children with a high number of Adverse Childhood Experiences (ACEs) - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. To address these mental health and social emotional needs, the District provides low-income students with social-emotional support through supplemental staffing and services addressing mental health/trauma related services and social emotional needs.	Staffing positions including Health Specialists and Assistants, Counselors, and partnerships with community organizations such as Santa Barbara County Council on Alcoholism and Drug Abuse, Fighting Back Santa Maria, and Family Service Agency will support high need students by implementing evidence-based practices, outreach/awareness, and crisis support as well as mental health services to ensure their holistic well-being to maximize learning, academic achievement, and school success by providing prevention, early intervention, and intervention for suicide, self-injury, threat of violence, and child abuse/neglect through risk assessments, safety planning, and linkages to mental health and emergency resources. Low-income students will experience the greatest benefits from the mental health support provided by these positions and services based on their existing needs as established above. Supporting low-income students and their families dealing with trauma will prepare students with coping	Student surveys will reflect an increased sense of safety and connectedness to supportive adults at school. Office referrals and suspensions will decrease in response to increased use of trauma informed strategies and a decrease in chronic absenteeism rates.

		skills to attend to learning. In addition, we recognize that these mental health supports would also benefit all students, and therefore these supports are implemented district-wide.	
4.4	The analysis of the California School Dashboard and local assessment measures indicated a clear need to improve student supports and outcomes for the whole child, for example: - The chronic absenteeism rate for the 2023-2024 school year for all students was 12.5% - Suspension rates reflect 4.3% of students were suspended at least one day Additionally, our educational partners identified the importance of the following areas when considering the development of learning goals that focus on the whole child: - increase the percentage of students that report a sense of safety and school connectedness as measured by the California Healthy Kids Survey (CHKS) and Panorama survey data, - decrease pupil suspension and expulsion rates as measured by suspension rates and expulsion rates, - improve the district attendance rate, - decrease chronic absenteeism, - maintain or increase the support for mental health and counseling services, and - provide supplemental and intensified support to students who require more academic, behavioral, and/or emotional support.	The role of supplemental school climate support staff, including student supervisory assistants, assistant principals, Area Administrators, and School Security is to assist in guiding students in positive decision making and conflict resolution. These roles support ensuring that the school's health and safety rules are followed; interacting with students, encouraging appropriate play, managing student behavior, and working with teachers and administration where appropriate in an effort to increase the ability of caring adults to build positive relationships with students as they interact with them on campus and provide needed support. Additionally, Assistant Principals support organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. These positions also support the principal in forming a stronger leadership team that improves academic and social-emotional learning outcomes. The APs support the implementation of school plans, policies, and programs including coordinating services to ensure that the needs of disadvantaged student populations are met. They also support state and local testing and lead professional learning communities as they monitor and use data to drive instruction in academics and social emotional learning. English Learners, Long-Term English Learners, students in foster care, and students designated as low-income will experience the greatest benefits to their reported feeling of safety and	The District will monitor the effectiveness of supplemental school climate support staff using the following progress monitoring measures: - Student and Staff Culture Survey: <i>Sense of Connectedness- Perceptions of the overall social and learning climate of the school.</i>

	Survey results from students, staff, and parents indicate the need for students to continue to demonstrate improvement in social-emotional learning outcomes, as demonstrated by Panorama data, the CHKS, student attendance, and student discipline records. Additionally, as we continue our progress into post-pandemic education, the District recognizes the need to continue to increase and improve associated services to address our students' and families' ongoing safety and social-emotional needs. The CDE system of connected resources and supports provided the inspiration of five specific dimensions for a 'cradle to career' approach for SMBSD students: Safe, Engaged, Supported, Challenged and Healthy. The services prioritize these dimensions aligned with student safety, social-emotional learning, stress management, and the overarching need to continue to support the well-being and long-term academic success and well-being of our students.	connectedness, based on the additional barriers these students face. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented district-wide.	
4.5	Research from organizations such as Americans for the Arts underscores the profound impacts of arts education on students' success; encompassing academic achievement, critical thinking, and social emotional well-being. Arts instruction fosters literacy and math skills, nurtures creativity, and promotes resilience, which is particularly beneficial for our low-income students in SMBSD. Educational partner responses through community workshops and online surveys surface the need for increasing critical	In order to provide low income students with rich instruction in fine arts, school sites will support visual and performing arts by providing additional supplemental support materials and by contracting with outside agencies in order to support the fine arts programs. These visual and performing arts personnel would provide students with rich instruction in fine arts (including art, dance, music, and theater). The support of school programs will help students grow social and artistic skills by providing exposure and interest within the Fine Arts	The District will monitor the effectiveness of these actions and services using the following progress monitoring measures: - Student and Staff Culture Survey: <i>Sense of Connectedness-Perceptions of the overall social and</i>

	thinking skills, reflecting an urgent need for strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic skills through access to Visual and Performing Art (VAPA) programs.	program, as well as increasing students' involvement in school and community events held throughout the year. Additionally, band teachers will support the elementary supplemental band program as well as the junior high band program with funding for a maintenance program to maintain the current band equipment and materials. While principally directed to our low-income students in SMBSD, this action will be implemented district-wide to ensure that all students have equitable access to a comprehensive arts education, aligning with the district's commitment to a whole child approach.	<i>learning climate of the school.</i>
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	English Language Learners chronic absenteeism rates stands at 15%, indicating a clear need for increased and improved communication with families to support increased attendance.	The District will dedicate resources for translation/interpretation services and multi-language content/technology to improve communication with our educational partners. Translation/interpretation services will be used to provide equitable language access for students and families, including bilingual and trilingual services for both the site and district level. District translators/interpreters serve the community by providing language access to	The District will monitor the effectiveness of parent communication and accessibility through family engagement responses within the Social-Emotional Development survey and comments specific to the questions on seeking input for decision-making as well as the CDE Self-Reflection Tool on Priority 3 specific to the LEA's

		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.	progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Additionally, the District will monitor progress through an increase in chronic absenteeism rates for English Learners.
3.5	The CA Dashboard reflects the following results for English Learner progress: - 43.8% of EL's progressed at least one ELPI level - 41.2% of EL's progressed on the Summative Alternate ELPAC - 87.7 points below standard on the ELA assessment - 103.6 points below standard on the Math assessment LTEs: - ELA - 117 points below standard - Math - 171 points below standard - ELPI: 44.6% making progress These results reflect a clear need to increase and improve services for our English Learner students, representing 53.6% of our student population, across all academic areas with a focus on increasing English proficiency.	The Multilingual Department staff, including Director and Coordinator positions will support ELL students through professional learning such as: - Integration of the ELD standards, - differences between integrated (iELD) and designated (dELD), - English language development (ELD) components of the adopted standards-aligned curriculum, - technology for English learners, - reclassification of students, - professional learning specific to instructional practices to benefit LTE students, and - strategies for bilingual instructional assistants. Additionally, dedicated staffing including Bilingual Instructional Assistants in the classroom provide direct support towards meeting the needs of our emerging multilingual learners as well as LTEs. Systems within this program such as the Dual Language Immersion efforts, State Seal of Biliteracy Pathways, and Native Language Proficiency Assessments will provide equitable access for emerging multilingual students.	The District will monitor the effectiveness of operations using the following progress monitoring measure: - Improved ELPI rates based on ELPAC. - Increased academic outcomes for identified ELL and LTE students through the NWEA MAP and SBAC assessments.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

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

– Bilingual Instructional Assistants (BIAs) for Jr. High Schools (Action 3.5): This action will continue to be increased to support our multilingual students. Key trends LCAP surveys dating back to the 2022-23 school year reflect bilingual aides continue to be needed outside of the primary grade levels on a full time basis. The District will continue the services and use the 15% supplemental concentration grant fund to provide one full-time Bilingual Instructional Assistant (BIA) to each junior high school to support newcomer students for the 2025-2026 academic year. The BIAs support certificated teachers in providing small groups or 1:1 instructional reviews to newcomer students. Additionally, the BIAs support the certificated teacher by: monitoring and reporting student progress regarding performance, assisting in providing guidance and support to the students in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and supporting the administration of assessments. Having this support benefits our junior high multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support. In order to provide further site support for newcomer students, each junior high will increase the service by one BIA, if needed. This action is being provided through the additional concentration grant funding that must be used to increase the number of credentialed and/or classified staff at high need schools to provide direct services to students. All of our schools are high need schools. To determine these positions, the District sought input from its parents, students, staff, and community-based organizations through meetings such as LCAP Community Workshops, DELAC Meetings, Educational Services Team Meetings, Board Meetings, and additional surveys.

- Elementary School Counselors (Action 4.3): In order to increase the support provided to all students and to specifically target the needs of our low income, English learner, and foster youth students, the District added this action during the 2022-2023 school year and will continue into 2025-2026. This service will improve our students’ academic development, college and career readiness, and social-emotional development. The District will provide one full time Elementary School Counselor for every elementary school site (17 total). These counselors will have a positive impact on a student's overall achievement. They will support the development and implementation of social-emotional programs by collaborating with school administrators, classroom teachers, school staff, and community educational partners. Additionally, they will support classroom lessons, academic, and social-emotional counseling, connecting families to community support, and parent engagement opportunities. This action is being provided through the additional concentration grant funding

that must be used to increase the number of credentialed and/or classified staff at high need schools to provide direct services to students. All of our schools are high need schools. To determine these positions, the District sought input from its parents, students, staff, and community-based organizations through meetings such as LCAP Community Workshops, DELAC Meetings, Educational Services Team Meetings, Board Meetings, and additional surveys.

- Response to Intervention Teachers (Action 4.1): This was a continued action from the 2023-2024 school year and a direct result of feedback from educational partners at the LCAP collaboration meetings regarding additional support for multilingual learners who may also be considered low-income, foster youth, or homeless youth. For the 2025-2026 school year, the District will provide one full-time Rtl Teacher for each site (21). The Rtl teacher is responsible for push-in and pull-out support in literacy and/or mathematics for individual or small groups of students who are struggling academically and have been identified for Tier 2 or Tier 3 support through the Coordination of Services (COST) process. The Rtl teacher will provide specific instructional support designed to promote academic success for students. The Rtl teacher assesses student needs in relation to curriculum objectives and applies a program consistent with identified learning needs, curriculum objectives, and instructional materials, using appropriate teaching strategies, and assessing student progress. The Rtl teacher creates and manages a teaching environment conducive to high levels of student learning and communicates regularly with the classroom teacher, and when appropriate, the parents regarding student academic and social progress.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent of less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:18.58
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15.15

2025-26 TOTAL PLANNED EXPENDITURES TABLE

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 183,200,617	\$ 79,955,117	43.643%	6.451%	50.094%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 91,791,491	\$ 9,667,200	\$ -	\$ -	\$ 101,458,691.0	\$ 73,253,534	\$ 28,205,157

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Parent and Family Engagement	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 2,581,763	\$ 1,143,739	\$ 3,725,502	\$ -	\$ -	\$ -	\$ 3,725,502	0.000%
1	1.2	Translation and Interpretation Services	English Learners	Yes	Limited	English Learners	All Schools	ongoing	\$ 757,227	\$ 20,000	\$ 777,227	\$ -	\$ -	\$ -	\$ 777,227	0.000%
1	1.3	Technology for Communications and Accessibility	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ -	\$ 203,500	\$ 203,500	\$ -	\$ -	\$ -	\$ 203,500	0.000%
2	2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ -	\$ 4,376,924	\$ 4,376,924	\$ -	\$ -	\$ -	\$ 4,376,924	0.000%
2	2.2	Staff Development	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 812,379	\$ -	\$ 812,379	\$ -	\$ -	\$ -	\$ 812,379	0.000%
2	2.3	Instructional Support	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 2,814,436	\$ 16,000	\$ 2,830,436	\$ -	\$ -	\$ -	\$ 2,830,436	0.000%
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 4,025,000	\$ -	\$ 4,025,000	\$ -	\$ -	\$ -	\$ 4,025,000	0.000%

3	3.1	Supplemental Programs, and Materials	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 383,744	\$ 2,737,076	\$ 3,120,820	\$ -	\$ -	\$ -	\$ 3,120,820	0.000%
3	3.2	Technology Infrastructure	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All Schools	ongoing	\$ 2,089,661	\$ 4,661,823	\$ 6,751,484	\$ -	\$ -	\$ -	\$ 6,751,484	0.000%
3	3.3	Facilities and Physical Infrastructure	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 3,326,351	\$ 1,559,116	\$ 4,885,467	\$ -	\$ -	\$ -	\$ 4,885,467	0.000%
3	3.4	Budgeting and Operations	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 5,085,124	\$ 540,374	\$ 5,625,498	\$ -	\$ -	\$ -	\$ 5,625,498	0.000%
3	3.5	Multilingual Program Development	English Learners	Yes	Limited	English Learners	All Schools	ongoing	\$ 20,614,827	\$ 551,699	\$ 21,166,526	\$ -	\$ -	\$ -	\$ 21,166,526	0.000%
4	4.1	Academic Achievement	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 11,985,094	\$ 567,428	\$ 12,552,522	\$ -	\$ -	\$ -	\$ 12,552,522	0.000%
4	4.2	College and Career Readiness	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 1,868,888	\$ 1,323,371	\$ 3,192,259	\$ -	\$ -	\$ -	\$ 3,192,259	0.000%
4	4.3	Student Health and Social Emotional Supports	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 4,942,859	\$ 9,836,390	\$ 5,112,049	\$ 9,667,200	\$ -	\$ -	\$ 14,779,249	0.000%
4	4.4	School Climate	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 10,453,175	\$ 432,730	\$ 10,885,905	\$ -	\$ -	\$ -	\$ 10,885,905	0.000%
4	4.5	Visual and Performing Arts	English Learners, Foster Youth and Low Income	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	ongoing	\$ 1,513,006	\$ 234,987	\$ 1,747,993	\$ -	\$ -	\$ -	\$ 1,747,993	0.000%

2025-26 CONTRIBUTING ACTIONS TABLE

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to 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
\$ 183,200,617	\$ 79,955,117	43.643%	6.451%	50.094%	\$ 91,791,491	0.000%	50.104%	Total:	\$ 91,791,491
								LEA-wide Total:	\$ 69,847,738
								Limited Total:	\$ 21,943,753
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Parent and Family Engagement	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 3,725,502	0.000%
1	1.2	Translation and Interpretation Services	Yes	Limited	English Learners	All Schools	\$ 777,227	0.000%
1	1.3	Technology for Communications and Accessibility	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 203,500	0.000%
2	2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 4,376,924	0.000%
2	2.2	Staff Development	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 812,379	0.000%
2	2.3	Instructional Support	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 2,830,436	0.000%
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 4,025,000	0.000%
3	3.1	Supplemental Programs and Materials	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 3,120,820	0.000%
3	3.2	Technology Infrastructure	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 6,751,484	0.000%
3	3.3	Facilities and Physical Infrastructure	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 4,885,467	0.000%
3	3.4	Budgeting and Operations	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 5,625,498	0.000%
3	3.5	Multilingual Program Development	Yes	Limited	English Learners	All Schools	\$ 21,166,526	0.000%
4	4.1	Academic Achievement	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 12,552,522	0.000%
4	4.2	College and Career Readiness	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 3,192,259	0.000%

4	4.3	Student Health and Social Emotional Supports	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 5,112,049	0.000%
4	4.4	School Climate	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 10,885,905	0.000%
4	4.5	Visual and Performing Arts	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 1,747,993	0.000%

2024-25 ANNUAL UPDATE TABLE

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 89,080,620.00	\$ 79,085,736.60

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)	Difference
1	1.1	Parent and Family Engagement	Yes	\$ 3,649,084	\$3,157,146	\$ 491,938
1	1.2	Translation and Interpretation Services	Yes	\$ 873,027	\$540,710	\$ 332,317
1	1.3	Technology for Communications and Accessibility	Yes	\$ 185,000	\$209,633	\$ (24,633)
2	2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	Yes	\$ 1,384,424	\$2,027,201	\$ (642,777)
2	2.2	Staff Development	Yes	\$ 991,262	\$758,174	\$ 233,088
2	2.3	Instructional Support	Yes	\$ 3,013,995	\$2,411,705	\$ 602,290
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	\$ 3,242,305	\$2,912,045	\$ 330,260
3	3.1	Supplemental Programs, and Materials	Yes	\$ 4,377,667	\$2,400,500	\$ 1,977,167
3	3.2	Technology Infrastructure	Yes	\$ 8,184,755	\$7,325,982	\$ 858,773
3	3.3	Facilities and Physical Infrastructure	Yes	\$ 9,114,925	\$7,269,195	\$ 1,845,730
3	3.4	Budgeting and Operations	Yes	\$ 5,567,904	\$5,388,666	\$ 179,238
3	3.5	Multilingual Program Development	Yes	\$ 18,170,430	\$16,851,698	\$ 1,318,732
4	4.1	Academic Achievement	Yes	\$ 11,522,939	\$11,029,706	\$ 493,233
4	4.2	College and Career Readiness	Yes	\$ 3,358,617	\$2,836,697	\$ 521,920
4	4.3	Student Health and Social Emotional Supports	Yes	\$ 5,023,600	\$4,006,508	\$ 1,017,092
4	4.4	School Climate	Yes	\$ 8,708,217	\$8,345,852	\$ 362,365
4	4.5	Visual and Performing Arts	Yes	\$ 1,712,469	\$1,614,318	\$ 98,151

2024-25 CONTRIBUTING ACTIONS ANNUAL UPDATE TABLE

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 74,744,709	\$ 89,080,620	\$ 79,085,737	\$ 9,994,883	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Parent and Family Engagement	Yes	\$ 3,649,084	\$ 3,157,146	0.000%	0.000%
1	1.2	Translation and Interpretation Services	Yes	\$ 873,027	\$ 540,710	0.000%	0.000%
1	1.3	Technology for Communications and Accessibility	Yes	\$ 185,000	\$ 209,633	0.000%	0.000%
2	2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	Yes	\$ 1,384,424	\$ 2,027,201	0.000%	0.000%
2	2.2	Staff Development	Yes	\$ 991,262	\$ 758,174	0.000%	0.000%
2	2.3	Instructional Support	Yes	\$ 3,013,995	\$ 2,411,705	0.000%	0.000%
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	\$ 3,242,305	\$ 2,912,045	0.000%	0.000%
3	3.1	Supplemental Programs, and Materials	Yes	\$ 4,377,667	\$ 2,400,500	0.000%	0.000%
3	3.2	Technology Infrastructure	Yes	\$ 8,184,755	\$ 7,325,982	0.000%	0.000%
3	3.3	Facilities and Physical Infrastructure	Yes	\$ 9,114,925	\$ 7,269,195	0.000%	0.000%
3	3.4	Budgeting and Operations	Yes	\$ 5,567,904	\$ 5,388,666	0.000%	0.000%
3	3.5	Multilingual Program Development	Yes	\$ 18,170,430	\$ 16,851,698	0.000%	0.000%
4	4.1	Academic Achievement	Yes	\$ 11,522,939	\$ 11,029,706	0.000%	0.000%
4	4.2	College and Career Readiness	Yes	\$ 3,358,617	\$ 2,836,697	0.000%	0.000%
4	4.3	Student Health and Social Emotional Supports	Yes	\$ 5,023,600	\$ 4,006,508	0.000%	0.000%
4	4.4	School Climate	Yes	\$ 8,708,217	\$ 8,345,852	0.000%	0.000%
4	4.5	Visual and Performing Arts	Yes	\$ 1,712,469	\$ 1,614,318	0.000%	0.000%

2024-25 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)
\$ 176,362,217	\$ 74,744,709	8.912%	51.293%	\$ 79,085,737	0.000%	44.843%	\$ 11,376,373.18	6.451%

Appendix A

Required Actions and Services for Low Performing Indicators

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

SMBSD	Bruce	2.1, 3.1, 3.5, 4.1
SMBSD	El Camino JH	2.1, 3.1, 3.5, 4.1
SMBSD	Liberty	2.1, 3.1, 3.5, 4.1
SMBSD	Oakley	2.1, 3.1, 3.5, 4.1
SMBSD	Taylor	2.1, 3.1, 3.5, 4.1
Adam	All	2.1, 3.1, 4.1
Adam	English Learner	2.1, 3.1, 3.5, 4.1
Adam	Hispanic	2.1, 3.1, 4.1
Adam	Homeless	2.1, 3.1, 4.1
Adam	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Alvin	English Learner	2.1, 3.1, 3.5, 4.1
Alvin	Hispanic	2.1, 3.1, 4.1
Alvin	Homeless	2.1, 3.1, 4.1
Alvin	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Alvin	Students with Disabilities	2.1, 3.1, 4.1
Arellanes JH	English Learner	2.1, 3.1, 3.5, 4.1
Arellanes JH	Hispanic	2.1, 3.1, 4.1
Arellanes JH	Homeless	2.1, 3.1, 4.1
Arellanes JH	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Arellanes JH	Students with Disabilities	2.1, 3.1, 4.1
Battles	All	2.1, 3.1, 4.1
Battles	English Learner	2.1, 3.1, 3.5, 4.1
Battles	Hispanic	2.1, 3.1, 4.1
Battles	Homeless	2.1, 3.1, 4.1
Battles	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Libbon	English Learner	2.1, 3.1, 3.5, 4.1
Libbon	Hispanic	2.1, 3.1, 4.1
Libbon	Homeless	2.1, 3.1, 4.1
Libbon	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Libbon	Students with Disabilities	2.1, 3.1, 4.1
Bonita	All	2.1, 3.1, 4.1
Bonita	English Learner	2.1, 3.1, 3.5, 4.1
Bonita	Hispanic	2.1, 3.1, 4.1
Bonita	Homeless	2.1, 3.1, 4.1
Bonita	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Bonita	Students with Disabilities	2.1, 3.1, 4.1
Bruce	All	2.1, 3.1, 4.1
Bruce	English Learner	2.1, 3.1, 3.5, 4.1

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

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

Fesler JH	Hispanic	2.1, 3.1, 4.1
Fesler JH	Homeless	2.1, 3.1, 4.1
Fesler JH	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Fesler JH	Students with Disabilities	2.1, 3.1, 4.1
Tommie Kunst JH	English Learner	2.1, 3.1, 3.5, 4.1
Tommie Kunst JH	Hispanic	2.1, 3.1, 4.1
Tommie Kunst JH	Homeless	2.1, 3.1, 4.1
Tommie Kunst JH	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Tommie Kunst JH	Students with Disabilities	2.1, 3.1, 4.1
Liberty	Students with Disabilities	2.1, 3.1, 4.1
Oakley	English Learner	2.1, 3.1, 3.5, 4.1
Oakley	Hispanic	2.1, 3.1, 4.1
Oakley	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
Oakley	Students with Disabilities	2.1, 3.1, 4.1
Rice	Homeless	2.1, 3.1, 4.1
Taylor	English Learner	2.1, 3.1, 3.5, 4.1
Taylor	Students with Disabilities	2.1, 3.1, 4.1
Tunnell	Students with Disabilities	2.1, 3.1, 4.1

Oakley	Students with Disabilities	4.2, 4.3, 4.4
Taylor	English Learner	4.2, 4.3, 4.4
Taylor	Hispanic	4.2, 4.3, 4.4
Taylor	Homeless	4.2, 4.3, 4.4
Taylor	Socioeconomically Disadvantaged	4.2, 4.3, 4.4
Chronic Absenteeism Indicator (1 group)		
SMBSD	Asian	1.1
English Learner Progress Indicator (3 groups)		
SMBSD	Bonita	2.1, 3.1, 3.5, 4.1
SMBSD	Oakley	2.1, 3.1, 3.5, 4.1
SMBSD	Taylor	2.1, 3.1, 3.5, 4.1
Suspension Indicator (23 groups)		
SMBSD	Foster Youth	4.2, 4.3, 4.4
SMBSD	Students with Disabilities	4.2, 4.3, 4.4
SMBSD	Arellanes JH	4.2, 4.3, 4.4
SMBSD	Fesler JH	4.2, 4.3, 4.4
SMBSD	Taylor	4.2, 4.3, 4.4
Arellanes JH	English Learner	4.2, 4.3, 4.4
Arellanes JH	Hispanic	4.2, 4.3, 4.4
Arellanes JH	Homeless	4.2, 4.3, 4.4
Arellanes JH	Socioeconomically Disadvantaged	4.2, 4.3, 4.4
El Camino JH	English Learner	4.2, 4.3, 4.4
El Camino JH	Homeless	4.2, 4.3, 4.4
El Camino JH	Students with Disabilities	4.2, 4.3, 4.4
Fesler JH	English Learner	4.2, 4.3, 4.4
Fesler JH	Hispanic	4.2, 4.3, 4.4
Fesler JH	Socioeconomically Disadvantaged	4.2, 4.3, 4.4
Fesler JH	Students with Disabilities	4.2, 4.3, 4.4
Tommie Kunst JH	Homeless	4.2, 4.3, 4.4
Liberty	Students with Disabilities	4.2, 4.3, 4.4

Local Control and Accountability Plan Instructions

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance of 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - o If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section [32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section [32526\(d\)](#).
 - o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\)](#) and [52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected

outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier school site must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- o The specific metrics for each identified student group at each specific school site, as applicable, to measure the progress toward the goal, and/or
- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - o Indicate the school year to which the baseline data applies.
 - o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its

practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - o Include a discussion of relevant challenges and successes experienced with the implementation process.
 - o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section [32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section [32526\(c\)\(2\)](#).
- o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

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 LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - 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 Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or character wide), 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - 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 support for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews

the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).