



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

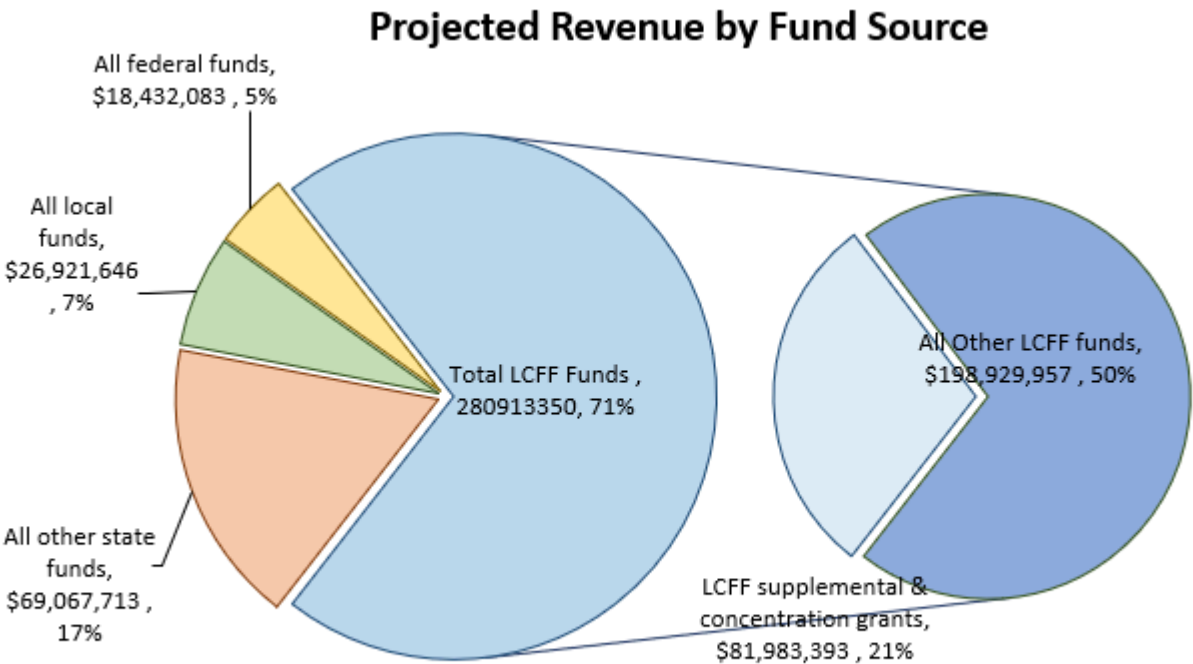
Local Control and Accountability Plan 2026-2027

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria-Bonita
CDS Code: 42691200000000
School Year: 2026-2027
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 2026-27 School Year

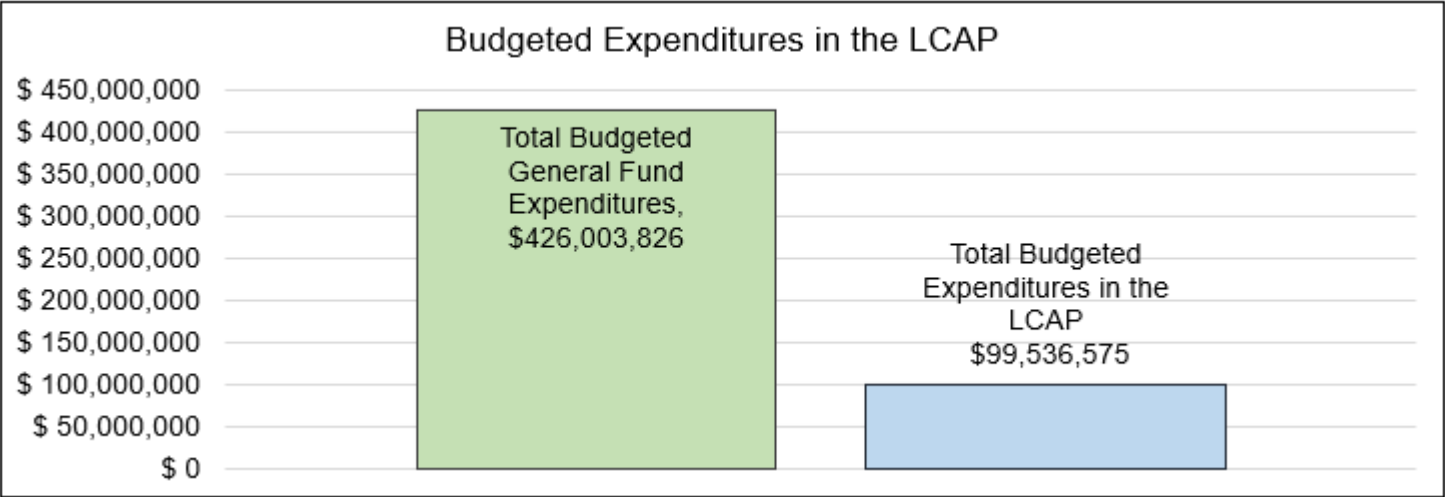


This chart shows the total general purpose revenue Santa Maria-Bonita expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Santa Maria-Bonita is \$395,334,792.00, of which \$280,913,350.00 is Local Control Funding Formula (LCFF), \$69,067,713.00 is other state funds, \$26,921,646.00 is local funds, and \$18,432,083.00 is federal funds. Of the \$280,913,350.00 in LCFF Funds, \$81,983,393.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

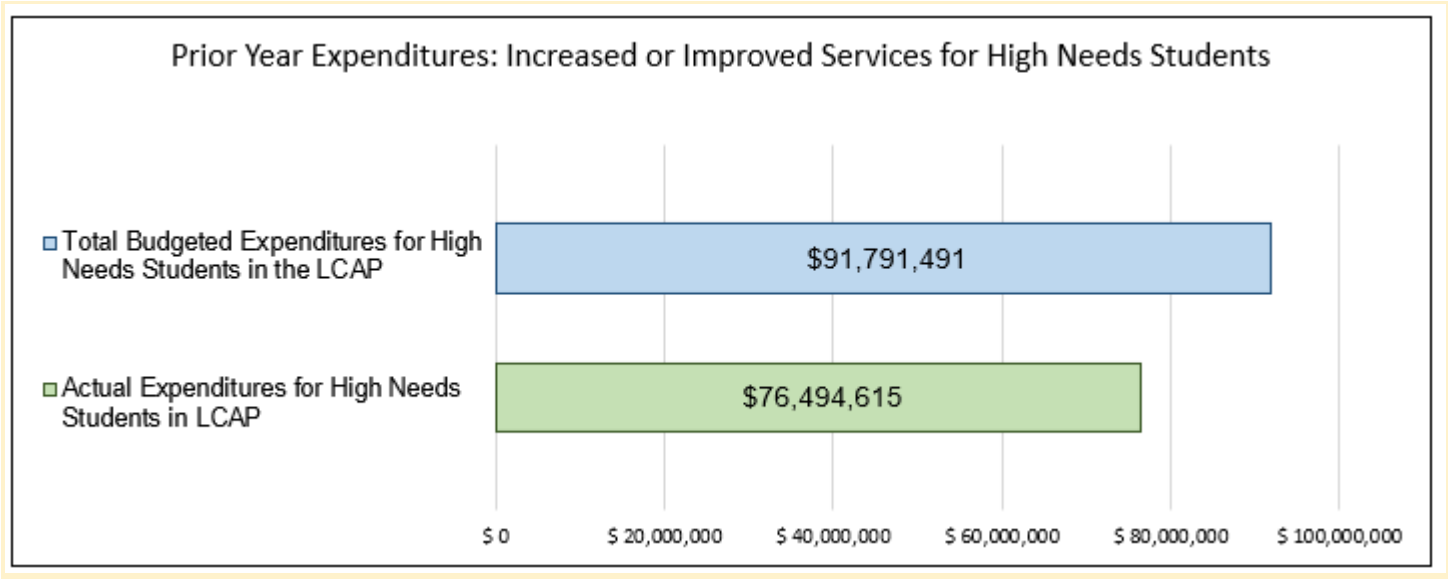
The text description of the above chart is as follows: Santa Maria-Bonita plans to spend \$426,003,826.00 for the 2026-27 school year. Of that amount, \$99,536,575.00 is tied to actions/services in the LCAP and \$326,467,251.00 is not included in the LCAP. The budgeted expenditures that are not included 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 74% 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.

LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year
In 2026-27, Santa Maria-Bonita is projecting it will receive \$81,983,393.00 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 \$96,747,922.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-2026



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 2025-26, Santa Maria-Bonita’s LCAP budgeted \$91,791,491.00 for planned actions to increase or improve services for high needs students. Santa Maria-Bonita actually spent \$76,494,615.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$15,296,876.00 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@smbbsd.net 805-361-8110

Plan Summary 2026-2027

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, 288 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 2025-2026 student population reveals that as a reported ethnicity, Hispanic or Latino students make up approximately 95.14% of the total student enrollment with not Hispanic or Latino reporting 4.43% and refusing to state 0.43%. 89.92% of students are designated as socio-economically disadvantaged based upon Free/Reduced meal counts, 52.37% are designated as English Learners, 23.95% identify as experiencing homelessness, 8.17% are students from migratory families, 12.81% are Students with Disabilities, and 0.58% of our students are designated as Foster Youth. Approximately 17.82% of our students speak indigenous languages (Mixteco, Zapoteco, Trikki, Taquate) with some of these languages having no written language. 93.08% 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 2,325 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.

On November 18, the 2025 California Dashboard was released with updated reports available in DataQuest.

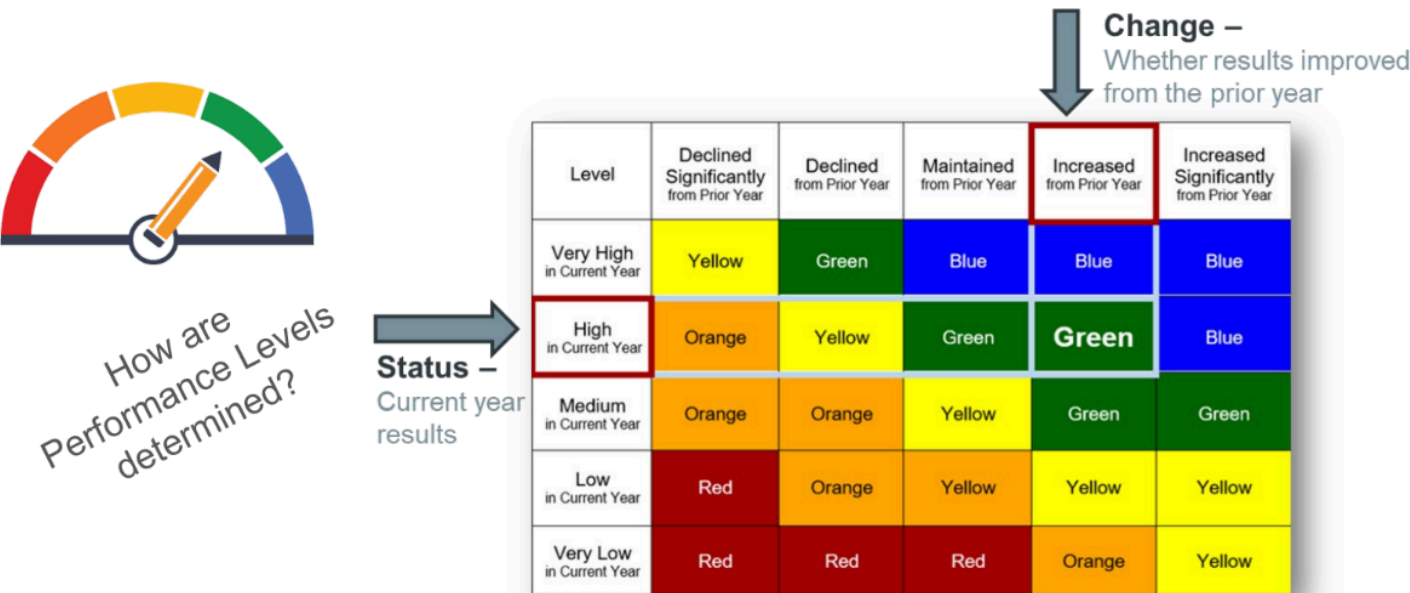
Statewide trends: The 2025 Dashboard results indicate California schools continue to make incremental gains in academic achievement, chronic absenteeism, college readiness, and graduation rates. Of note is the key indicator that for the first time in Dashboard history, all state indicators are “yellow” or “green”, indicative of the trend that all key student outcome indicators are showing improvement. However Chronic Absenteeism remains a major challenge for most schools, and while state test scores have improved, they are still below pre-pandemic levels. Student groups that are most in need of support are students with disabilities, socioeconomically disadvantaged students, English learners, and homeless students.

For a more complete analysis of Statewide trends, refer to the official [CDE Communication](#).

Updates:

- 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 2025
- ELA & Math Growth Indicators are now included for informational purposes
- LEA & School Dashboard cards now include “Teacher Assignments” percentage for informational purposes

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



What does the Dashboard report, and for whom?

Information Cards:

Performance Level

Status Data

Change Data

Equity Report grouped by Performance Levels

Student Groups Include:

- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic/Latino
- Pacific Islander
- Two or More Races
- White
- English Learners
- Foster Youth*
- Homeless*
- Long-term English Learners (LTEL)*
- Socioeconomically Disadvantaged
- Students with Disabilities

Performance Levels reported for >=30 students

***Exception for districts and COEs: Status reported for >=15**

Note:

Reporting <11 students

- No Status Level
- No Status data
- Not held accountable

Reporting 11-29 students

- No Status Level
- Status data is reported
- Not held accountable

Reporting >=30 students

- Status Level reported
- Status data is reported
- Held accountable

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander

No Performance Color

85% graduated

Declined 5.5% @

Number of Students: 20

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

English Learner Progress

All Students

Orange

42.8% making progress

Maintained -1.3%

Number of Students: 7,211

Student Group Details:

RED	No Student Groups	GREEN	Long-Term English Learners
ORANGE	English Learners	BLUE	No Student Groups
YELLOW	No Student Groups	NO PERFORMANCE COLOR	No Student Groups

Analysis: District data is aligned with State data: in California 46.4% of ELs are making progress (maintained 0.7%). Statewide, ELs are in the YELLOW indicator, and LTELs are in the GREEN indicator. It is important to note that comparisons to State rates include all grades, while SMBSD only has TK - 8th grade students.

24-25 Enrollment of English Learners	English Only	Initial English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
SMBSD	3,596	308	9,275	3,396	833
% of total EL enrolled	20.7%	1.8%	53.3%	19.5%	4.8%
SB County	48.9%	2.2%	24.2%	22.7%	1.9%
State	61.0%	4.6%	17.4%	15.7%	1.1%

	English Learners (as % of Ever ELs)						
24-25 “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	5,519	1,571	919	1,266	9,275	3,396	12,671
% of total EL enrolled	43.6%	12.4%	7.3%	10.0%	73.2%	26.8%	
SB County	28.6%	7.7%	7.8%	7.5%	51.6%	48.4%	31,465
State	26.9%	6.0%	10.4 %	9.3%	52.6%	47.4%	1,918,385

SMBSD's Response:

To address the needs of our growing newcomer population, the district added an additional Newcomer teacher at Robert Bruce Elementary. This enhances the district's capacity to provide intensive foundational skill instruction for upper elementary newcomer students. Ongoing monitoring of Newcomer program implementation at Robert Bruce, Libbon, Battles, and Sanchez Elementary Schools allows the district to assess effectiveness and make adjustments to improve student outcomes.

The Multilingual Services (MLS) team continues to collaborate with the Teaching & Learning (T&L) Core team to sharpen the focus of support teachers on EL academic success and literacy development. In preparation for the upcoming school year, master schedules are being redesigned to ensure that designated English Language Development (dELD) is consistently implemented across all school sites, with additional support targeted at specific grade levels.

Professional learning for teachers and staff has been expanded districtwide, with offerings focused on effective EL instructional strategies. These opportunities have been made available both during Thursday minimum days and on select Saturdays to maximize participation and ensure access for all instructional teams. Additionally, district-provided coaching of grade level teams in EL strategies is occurring at Bonita and Battles.

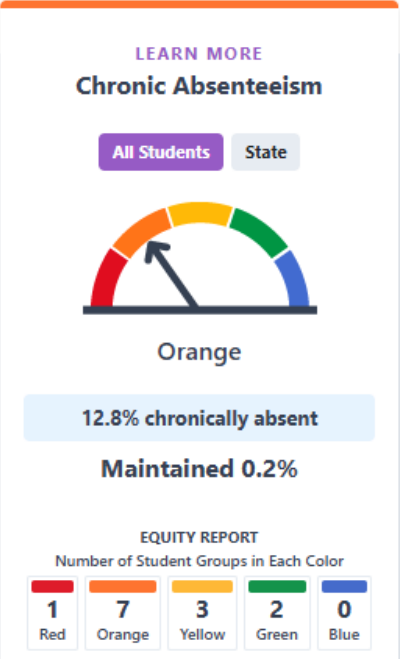
The district is also expanding the Dual Language Immersion (DLI) program at Jimenez Elementary by adding an additional grade level in the upcoming year. Concurrently, preliminary work is being conducted to determine district readiness for further expansion of the DLI model in future years. Additionally, a bilingual afterschool class will be piloted at Oakley Elementary in the spring, and other language and culture enrichment opportunities are being explored.

In an effort to strengthen family engagement and meet state compliance requirements, DELAC meetings have been restructured to include both mandatory compliance components and a new parent workshop series designed to build families' understanding of EL programs, reclassification, and instructional pathways.

Collectively, these actions reflect the district's commitment to providing high-quality language development services, broadening access to bilingual programs, and improving academic outcomes for English Learners.

Please contact Dr. Tammie Castillo-Schiffer for more information.

Chronic Absenteeism



Student Group Details:

RED

American Indian

ORANGE

English Learners

Hispanic

Homeless

Long-Term English Learners

Socioeconomically Disadvantaged

Students with Disabilities

White

YELLOW

African American

Foster Youth

Two or More Races

GREEN

Asian

Filipino

BLUE

No student groups

NO PERFORMANCE COLOR

Pacific Islander

Analysis: The Chronic Absenteeism Indicator represents the % of students who were absent for 10% or more of instructional days they were expected to attend. The indicator includes grades TK - 8 and enrolled at least 31 instructional days (cumulative). Absences include excused, unexcused, out-of-school suspensions, and non-ADA generating independent study. The rate of chronic absenteeism for TK–8 students continues to improve. The 2025 statewide rate represents an improvement from an all-time high of 30 percent in 2022. The chronic absenteeism rate declined by *1.5% for the state, while SMBSD maintained a significantly lower rate with a ^0.2% increase.

*Per DataQuest, Chronic absenteeism rate for 24-25 in CA is 19.4% while the CA Dashboard reports this measure at 17.1, declined 1.5%

^Per DataQuest, Chronic absenteeism rate for 24-25 SMBSD is 12.8% while the CA Dashboard reports this measure at 12.8%, maintained 0.2%

Chronic Absenteeism Rate	SMBSD	SB County	State
24-25	12.8%	17.4%	19.4%
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.

SMBSD's Response:

The Santa Maria-Bonita School District continues to maintain the 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 doctor note or a visit to the health office, where a health assistant will verify their illness. SMBSD also partners with Fighting Back Santa Maria Valley (FBSMV) 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 (FSA), 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 families. Finally, we collaborate with FBSMV to run the School Attendance Review Board (SARB). The SARB board includes community agencies and members that are committed to improving student attendance using a problem-solving approach. SARB community members including FBSMV, Behavior Wellness, Child Welfare Services, CADA, 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; due to changes in state laws, these programs will not be continuing as of January 2026. This multi-dimensional approach to promote school attendance has shown decreases in chronic absenteeism.

Please contact Dr. Mark Palmerston for more information.

Absenteeism by Reason Reports

This report provides the reason why students were absent based on 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 2024-2025	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
SMBSD	9.4	64.8%	33.9%	1.4%	0.0%
Santa Barbara County	11.7	58.4%	38.2%	1.0%	2.3%
State	12.4	54.7%	41.7%	0.8%	2.8%

Analysis: *SMBSD historically maintains a higher percentage of excused absences as compared to the State rates. It is important to note that comparisons to County and State rates include all grades, while SMBSD only has TK - 8th grade students.*

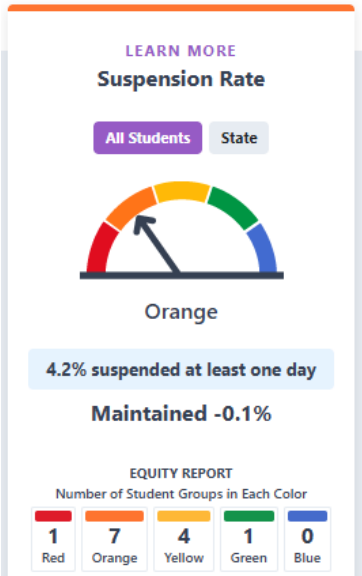
SMBSD’s Response:

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. SMBSD also partners with Fighting Back Santa Maria Valley (FBSMV) 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.

Please contact Dr. Mark Palmerston for more information.

Suspension Rate



Student Group Details:

RED

Foster Youth

ORANGE

Students with Disabilities

American Indian

Asian

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

YELLOW

Homeless

Long-Term English Learners

White

African American

GREEN

Filipino

BLUE

No Student Groups

NO PERFORMANCE COLOR

Pacific Islander

Analysis: The Suspension Rate Indicator represents the % of unduplicated students who were suspended for a combined total of at least one full school day. The indicator includes grades TK - 12 and all in-school and out-of-school suspensions (this includes teacher suspensions). SMBSD has a larger suspension rate (4.2%) as compared to the State rate (2.9%). Suspension data are also available by suspension type (in-school, out-of-school), whether the suspension is "defiance only", and available by serious offense categories.)

It is important to note that comparisons to County and State rates include all grades, while SMBSD only has TK - 8th grade students.

Suspension Data 2024-2025	Suspension Rate	% of suspended students w/ only one suspension	% of suspended students w/ multiple suspensions
SMBSD	4.2%	67.9%	32.1%
SB County	3.9%	68.7%	31.3%
State	3.1%	70.6%	29.4%

Suspension Data	SMBSD	SB County	State
24-25	4.2%	3.9%	3.1%
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%

SMBSD's Response:

Santa Maria-Bonita School District maintained the suspension rate with a .1% reduction in suspensions during the 24-25 school year. This is accomplished through coordinated efforts to teach positive behaviors at each school, provide coordinated support for students, and communicate with parents about interventions to support their children. During the 24-25 school year, the role of Wellness Coach was implemented to provide Tier 1 and Tier 2 behavioral support for students. Hiring goals included 2 Wellness Coaches and 1 School Based Therapist at each school. Partnerships with outside agencies including Fighting Back Santa Maria Valley (FBSMV), Council on Alcohol and Drug Addiction (CADA), Family Services Agency (FSA), Effective School Solutions (ESS), and Communify help support SMBSD in providing student interventions, substance use programs, and parent education programs.

Please contact Dr. Mark Palmerston for more information.

Stability Rate Reports

This report displays the count and percentage of students with stable and non-stable enrollments. Stability rate is defined as the percentage of all students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. 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.

2024-2025 Stability Rate	Adjusted Cumulative Enrollment	Stability Rate	Non Stability Rate
SMBSD	18,100	91.2%	8.8%
SB County	64,268	91.8%	8.2%
Statewide	5,224,837	91.7%	8.3%

The Dashboard also includes Academic Performance Indicators for ELA and Math, which were previously released and discussed in a Board presentation:

English Language Arts

Student Group Details:

RED

Homeless

Long-Term English Learners

Socioeconomically Disadvantaged

ORANGE

Asian

English Learners

Foster Youth

Hispanic

Two or More Races

Students with Disabilities

White

GREEN

Filipino

BLUE

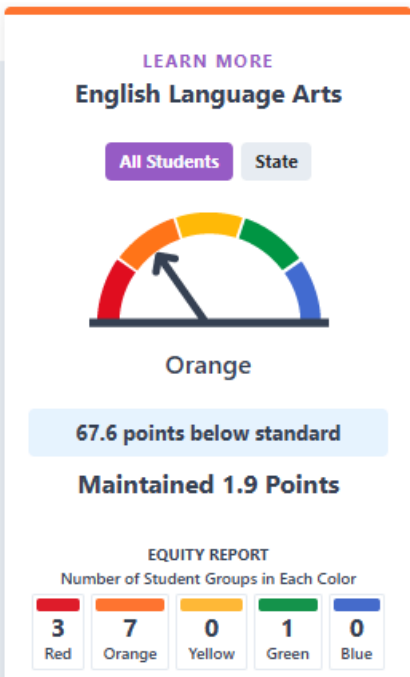
No student groups

NO PERFORMANCE COLOR

African American

American Indian

Pacific Islander



Mathematics

Student Group Details:

RED

English Learners

Homeless

ORANGE

Asian

Foster Youth

Hispanic

Long-Term English Learners

Socioeconomically Disadvantaged

Students with Disabilities

White

YELLOW

Filipino

Two or More Races

GREEN

No student groups

BLUE

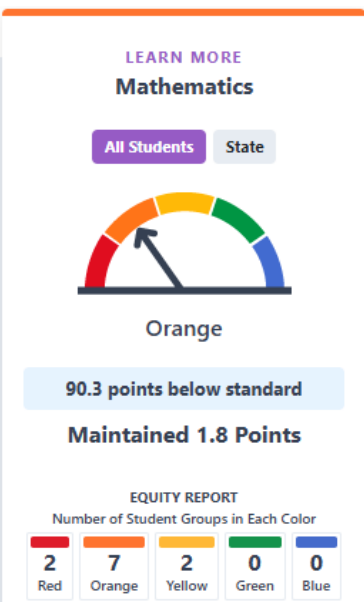
No student groups

NO PERFORMANCE COLOR

African American

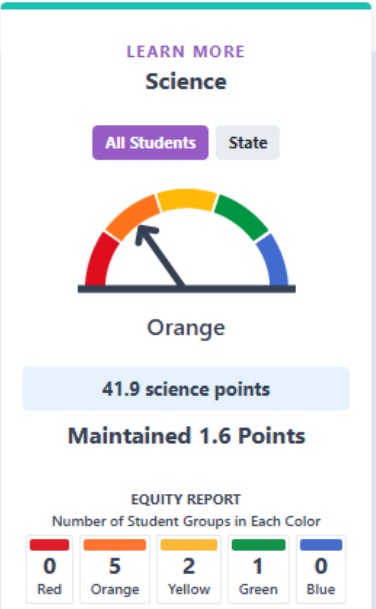
American Indian

Pacific Islander



The Dashboard includes a Science indicator, which is for Informational Purposes only.

This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school. The data elements presented for Science are for informational purposes only and are not yet used for accountability determinations.



Science

Student Group Details:

RED

No student groups

ORANGE

Hispanic

Homeless

Long-Term English Learners

Socioeconomically Disadvantaged

Students with Disabilities

YELLOW

English Learners

White

GREEN

Filipino

BLUE

No student groups

NO PERFORMANCE COLOR

African American

American Indian

Asian

Foster Youth

Two or More Races

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 2026-2027 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).

Reflections: Technical Assistance

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

Although SMBSD is not eligible for Year 1 Differentiated Assistance based on the 2025 CA Dashboard, the district is eligible for Year 2 DA support based on the 2024 CA Dashboard. 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; Long-Term ELs were Red on ELPI
- 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 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. SMBSD engaged with SBCEO beginning January of 2025 to focus on Differentiated Assistance support, specific to Foster Youth Supports. Two meetings were held with SMBSD school teams, which identified an action step to "convene school district partners to identify, understand, and respond with impactful solutions to challenges faced by youth in foster care." Three partner meetings were held between August 2025 and March 2026, identifying the specific problem of practice for the group to collaborate on to support SMBSD: we do not yet have clear, consistent systems and practices that ensure timely information is shared and decisions are made based on a complete picture of the student and the family. In March 2026, three deliverables were produced:

1. Updated list of community partners that support SMBSD Foster Youth
2. Updated Resource Documents for Training/Distribution during the 2026-2027 school year
3. Plan for concerning partners twice annually in support of SMBSD Foster Youth.

As an extension to the partnership with SBCEO, the Education Services department continues prioritizing related actions and supports with 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 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, 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, Special Education 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 18th. Additionally, public comments were heard at the Public Hearing that took place on June 10, 2026. 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:

- [LCAP Community Workshop - October 16, 2025](#)
- [Student Input - Arellanes Junior High Nov 18, 2025](#)
- [Student Input - Tommy Kunst Jr High Nov 17, 2025](#)
- [Student Leader Advisory Team Jan 16, 2026](#)
- [LCAP Annual Survey Jan 19-30, 2026](#)
- [Community Workshop Feb 12](#)
- [DELAC May 19, 2026](#)
- [DPAC May 28, 2026](#)
- [Spring Annual Survey April 13-24, 2026](#)
- [Community Workshop May 7th Goal 4](#)
- [Community Workshop May 7th Goal 2](#)

Educational partner consultation results included over 2,000 individual participants, 2,000 dedicated thoughts/responses, and over 34,000 total ratings to inform the development of the 2026-2027 SMBSD LCAP; resulting in the following actions/services influenced by education partner input, including but not limited to:

- Increased funding through Action & Service 1.1, specific to translation support and staffing to increase communications and family engagement.
- Additional Funding for recruitment and retention of SMBSD staff, to include advertising and branding, through Actions and Service 2.4.
- Centralized funding, in addition to site funding, for an increase in Parent Engagement events.
- Increased funding for professional learning for all staff to build capacity in supporting all students, including a pacific focus on equity, through Action & Service 2.1.
- Specific funding and staffing to support English Language Development and needs specific to Newcomer students through Action & Service 3.5 and 4.1.
- Dedicate funding for college and career experiences as well as CTE programming/courses at the Junior High level.
- Significal funding for staffing, such as Bilingual Instructional Assistants, throughout all goals to support higher ratio of staff to students 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: 12.8% (maintained)
- Asian students: 9.7% (declined by 4.8%)
- African American students: 15% (declined by 18.3%)
- Foster Youth students: 18.6% (declined by 3.9%)
- English Learners: 10.1% (maintained)
- Hispanic students: 12.6% (maintained)
- Homeless students: 11.6% (increased by 2.7%)
- SED students: 12.8% (increased by 0.5%)
- Students with disabilities: 19.9% (maintained)

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

- Family Engagement Survey: *The degree to which families become involved with and interact with their child's school* (50% 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, EL students, Foster Youth, and low income students.	Fall 2023 "Percent Favorable" = 14%	Fall 2024 "Percent Favorable" = 18%	Fall 2025 "Percent Favorable" = 50%	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	Increased by 32%
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	"Winter 2025 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	"Winter 2025	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	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	"Winter 2025 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	"Winter 2025 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	"Winter 2025 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 has provided a significant improvement in the quality of messaging of District/Site events specifically for our multilingual families. In addition, three Family Resource Centers continue to operate and are staffed by Promotora Family Advocates and Community Liaisons who coordinate with community resources to support families. These efforts include assistance with enrollment, access to resources and services, parent education opportunities, and school readiness support. Implementation of this action remains aligned with planned strategies, with continued emphasis on accessibility, consistent communication, and strengthening relationships with families across the district. Community Liaisons also support school site outreach and communication with families, helping strengthen connections between schools and the communities they serve. Implementation of this action is supported through coordination and oversight provided by the Coordinator of Family and Community Engagement, ensuring alignment across sites and programs. Overall, implementation remains aligned with planned strategies, with continued emphasis on accessibility, consistent communication, and strengthening relationships with families across the district as reflected in the CDE self reflection tool.

Action Service 1.2:

The District continues to provide translation and interpretation services to ensure equitable language access for families across school sites and district-level activities, supporting nearly 700 annual meetings. District translators and interpreters support families through simultaneous and consecutive interpretation at meetings and events, translation of public-facing documents including the District website, and on-site interpretation for families visiting school and district locations. Translation and interpretation services are consistently provided to support meaningful family participation in school and district processes. To further strengthen the quality and consistency of services, the District continues to provide interpreter trainings focused on effective interpretation practices, professional standards, and responsiveness to family needs. While demand for services remains high, ongoing refinement of workflows, scheduling practices, and professional learning continues to support timely and responsive communication that reflects the diverse language needs of the District's families. Successes include increased attendance at community meetings with greater involvement due to intentional language access. Challenges continue to be with the need for additional trilingual interpreters and translators due to an increase in Mixteco speaking families for which the District continues to target through hiring and promotion.

Action Service 1.3:

The District continues to implement multiple technology-based communication strategies to provide families with timely, accessible, and understandable information. Communication methods include ParentSquare messages, digital flyers, website updates, PeachJar, text and phone communications, interpretation equipment, and both in-person and virtual informational meetings. The District also utilizes video-based communication, including YouTube videos and online social media platforms, as well as a weekly 30-minute radio program, to

expand access to information and increase awareness of district programs, engagement opportunities, and family resources. These tools support families by providing flexible, on-demand access to information in multiple formats. Multi-language communication remains a priority, with continued use of interpretation services and translated materials to support equitable access for families. While ensuring consistent engagement across all platforms remains an ongoing consideration, the continued use of diverse communication tools has supported improved access to information for families with varying needs and preferences.

Successes in implementation include the following as reflected in the CDE self reflection tool:

- 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 Percentages 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.

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: Parent and Family Engagement actions have supported continued progress toward strengthening family engagement and school connectedness. Quantitative data indicates that overall chronic absenteeism has significantly decreased from the 2023 school year. Additionally, data reflects a continued need for targeted engagement and support efforts for identified student groups, including focused outreach and engagement strategies.

Additional indicators of engagement and connectedness are reflected in CHKS results, reflecting high levels of reported school connectedness amongst students and parents. Qualitatively, observed participation in advisory groups, Parent Education programs, Family Engagement initiatives, and Family Resource Center services suggests that engagement strategies are being utilized by families. Community Liaisons support these efforts through school site outreach, family communication, and coordination of engagement activities, while the Coordinator of Family and Community Engagement provides oversight and alignment across programs. Enhanced communication efforts, supported by the Digital Media Specialist, have further contributed to increased awareness of engagement opportunities, particularly for multilingual families.

Action Service 1.2:

To date, Translation and Interpretation Services have been effective in supporting equitable language access and improving communication between the District, school sites, and families. Interpretation services continue to support meaningful family participation in district and school site meetings, while translation of public-facing documents ensures timely access to information across language groups. Ongoing interpreter training has strengthened the quality and consistency of services by reinforcing professional standards and responsiveness to family needs. At the same time, demand for translation and interpretation services continues to grow, requiring ongoing efforts to balance scheduled services with urgent or emerging requests.

Staffing limitations, including vacancies in trilingual (Mixteco) interpreter positions and reliance on third-party vendors, present ongoing challenges that may impact responsiveness and sustainability. Despite these constraints and results of a 4 out of 5 in creating welcoming environments for all families on the CDE Reflection Tool, current implementation indicates that translation and interpretation services are functioning as intended and continue to support family engagement across the District with opportunities to improve access.

Action Service 1.3:

Technology-based communication strategies have been effective in supporting family access to timely and relevant information across the District. The continued use of multiple platforms—including ParentSquare, website updates, digital flyers, YouTube videos, online social media, and a weekly radio program—has provided families with flexible and accessible ways to receive information about school programs, engagement opportunities, and community resources.

The availability of information in multiple formats and languages has supported equitable access for families with diverse communication needs. The weekly radio programming, including 30-minute segments, has expanded outreach to families who may have limited access to digital platforms or prefer audio-based communication, complementing existing digital strategies. While engagement levels vary across platforms, current implementation indicates that technology-based communication tools are functioning as intended and continue to support improved awareness, accessibility, and family engagement districtwide. Effectiveness has been reflected in an increase of families reporting Favorable in their interaction with their child's school as per the local survey as well as a 4/5 rating on the CDE Reflection tool on effective two way communication.

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. - Chronic absenteeism rates	\$3,553,192	Yes

		- 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 Additionally, as per EC Section 52064(e), this action/service is principally directed towards the unique identified needs in decreasing the chronic absenteeism rates of Asian students within SMBSD.		
1.2	Translation and Interpretation Services	The District will dedicate resources for translation/interpretation services to improve communication with our educational partners. Translation/interpretation services will be used to provide equitable language access for students and families, including bilingual and trilingual services for both the site and district level. District translators/interpreters serve the community by providing language access to families through simultaneous and consecutive interpretation at district and school site meetings, translation of all public documents including our website, and on-site interpretation for families visiting any of our site locations. We continue to refine processes to maximize our ability to provide language access and ensure we are doing so in a way that is responsive to the needs of our families. The District will monitor the effectiveness of Translation and Interpretation services by: - Family survey results - Attendance at community meetings	\$992,204	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	\$ 203,330	Yes

		and additional leveraging through social media to support the entire community. The District will monitor the effectiveness of parent communication and accessibility through technology through family engagement responses within 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			\$4,748,726	

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 87.8%, Certificated staff responded with a favorability ranking of 68.9%). 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)	96.8% Fall 2025 (per Census Day)	100% (per Census Day)	3.3% above 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	140 teachers participating Winter 2025	180 teachers participating in the New Teacher Institute and monthly professional learning opportunities.	No difference from the base line.
3	Aspiring Leader Academy	8 participants in Aspiring Leader	Program instituted every other school	16 participants in Aspiring Leader	15 candidates in the Aspiring	8 over Baseline

	Source: agendas, surveys, and sign in sheets.	Academy by Winter 2023	year, next cohort begins in 25-26 school year	Academy by Winter 2025	Leader Academy for the 2026-2027 school year	
4	State Priority 1: Basic Services (Conditions of Learning) Staff Survey: All Staff Question: Professional Learning - perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	Fall 2023: Classified 65%, Certificated 56%"	Fall 2024: Classified: 63% Certificated: 58%	Fall 2025 Classified: 87.8% Certificated: 68.9%	Staff survey will result in Professional Learning questions with 80% or more positive response	Classified: 22.8% increase from baseline Certificated: Increase 12.9% 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. Support for new teachers include dedicated professional learning for student teachers, mentor teachers, and master teachers as well as a weeklong professional learning opportunity provided annually to teachers new to the district to effectively onboard new staff with curriculum, programs, systems, and instructional practices specific to supporting students in SMBSD. Teacher professional learning takes place in two distinct areas including learning for current teachers and learning for support staff including Bilingual Instructional Assistants and Special Education Paraeducators. SMBSD district-wide professional learning time occurs during staff meetings held weekly on Thursday afternoon, prior to school starting, and on two release days in the Fall and Winter. Learning during these times is aligned across the district so that all staff in each category have equal access to learning that is related to district wide initiatives and student 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 continued with targeted areas such as: ELD, SEL, and Phonemic Awareness.

Action/Service 2.2: Identified challenges surfaced in meeting the individual needs of 21 site principals through dedicated coaching as well as feedback to extend administrative leadership coaching efforts to Assistant Principals and Area Administrators. Additionally, the Coordinator of Educator Effectiveness and our TOSA of Teacher Development lead the professional learning for staff, including our accredited Teacher Induction Program (TIP) for all of the Year 1 and Year 2 teachers to clear their teaching credential. This support includes providing professional learning opportunities throughout the year in addition to mentoring and coaching to improve Tier I instruction. These important positions also lead the support of the Instructional Coaches at each site including coaching cycles and leading site professional learning. 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 Residency program has expanded this year to include an Educational Specialist credential in order to support this high need area for our district.

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: During the implementation period, Santa Maria-Bonita School District (SMBSD) advanced its goal of recruiting and retaining experienced and qualified certificated teachers to improve outcomes for English learners, foster youth, and socioeconomically disadvantaged students. The district increased staffing above baseline levels as funding allowed, revised salary placement practices to recognize verified prior certificated experience, and actively participated in recruitment events to expand the pool of qualified candidates. These actions strengthened recruitment and retention, supported reduced class sizes at targeted sites, and improved staffing stability. While regional teacher shortages created some hiring delays, the district implemented the majority of planned actions with fidelity and continued progress toward ensuring appropriately credentialed teachers.

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 in the funds spent versus the allocation are the result of leveraging available grant funding towards professional learning opportunities. As a result of expiring professional learning grant funding, this action will be fully funded with LCFF sources in the upcoming school year.

Action/Service 2.2: There are no material differences between the budgeted expenditures and estimated actual expenditures.

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 a midyear start date for the Program Specialist - Academic Support position. Recruitment efforts and promotion for the vacant TOSA positions from the Human Resources are being initiated to fill the position for the 2026-2027 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 2025-26 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: 21 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 2026 then will be employed as teachers in SMBSD August 2026. The CACP Induction program has resulted in 9 participants completing by the end of the school year. Additionally, survey results of administrators on the effectiveness of the Aspiring Administrator Academy provided an overall effectiveness rating of 4.85/5, and the New Leader Institute reflected an overall effectiveness rating of 4.8/5 with 16 participants for the school year.

Teacher professional learning aligned with PLCs has been successfully rolled out district wide at all sites. Teacher participation has been positive and the shift in PLC focus as a result of this training is evident by the analysis of student data, reflection on student work, tuning lessons, and deep diving into the standards.

New teacher professional learning provided has resulted in prepared teachers new to our district who are able to utilize our curriculum and use strong instructional practices to support student learning.

Action/Service 2.2: Overall effectiveness of the Director for School Supports role in supporting leaders in our system is reflected in positive survey results from administrators. The Director of School Services continues to support building leadership capacity among site administrators, leveraging direct feedback reflecting the following effectiveness ratings :

- Aspiring Administrator Academy overall effectiveness rating of 4.85/5
- New Leader Institute overall effectiveness rating of 4.8/5

Additionally, their work in the CACP Induction program has resulted in a total of nine candidates completing the program within the 25-26 school year. The success of the Teacher Residency Program is measured by the number of individuals that successfully complete the program, graduate with their teaching credential, and are employed to work in our SMBSD schools. The program has been highly effective in creating a sustainable and supportive pathway for developing high-quality educators within our district including the two highest need areas of credentials in our district.

Residency enrollment and graduation rates:

23-24 Cohort 1 - 8 graduates with a Multiple Subject credential with Bilingual Authorization

24-25 Cohort 2 - 23 graduates with a Multiple Subject credential with Bilingual Authorization

25-26 Cohort 3 - 13 on track to graduate May 2026 with a Multiple Subject credential with Bilingual Authorization

25-26 Cohort 1 - 8 on track to graduate May 2026 with an Education Specialist Credential

26-27 Cohort 4 - 15 students started the Multiple Subject credential with a Bilingual Authorization

26-27 Cohort 2 - 5 students started the Education Specialist Credential

The target is a combined goal of 20 residents, between the Multiple Subject Bilingual and the Education Specialist credential programs, per year to meet staffing needs in these difficult to staff areas. Effectiveness is also reflected in the increase of fully credentialed and appropriately assigned teachers from 86% to 96.8%.

Action/Service 2.3: 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 has 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 Rtl 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. The instructional support staff have provided help for site educators including instructional coaches, content specialists, and intervention coordinators, in order to help enhance the impact of those roles and they have been pivotal in 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. Effectiveness has been reflected in doubling the number of participants in the Aspiring Leader Academy from 8 to 16 in the past two years.

Additionally, a feedback survey was administered after the weekly professional learning session with staff throughout the year. Results were separated between teaching staff and classified support staff and results are reported independently below. On a scale of 1-5 with a 1= Not Useful and a 5=Very Useful. Staff were asked the question: "What I learned in this training will be useful in supporting SMBSD students." Feedback results over the year were an average of 4.14 for Teachers. Survey results were an average of 4.64 for Classified Support Staff. In the same feedback survey, the second question was "This Professional learning increased my capacity to better support each student in my care." On a scale of 1-5 with 1=Strongly Disagree and a 5=Strongly Agree. Feedback results over the year were an average of 4.03 for Teachers. Survey results were an average of 4.5 for Classified Support Staff.

Action/Service 2.4: The district's recruitment and retention actions have been effective in strengthening staffing stability and increasing access to experienced, fully credentialed teachers. Recognizing verified prior experience for salary placement improved competitiveness in hiring and supported retention, while participation in recruitment events helped increase district visibility and attract a broader pool of qualified candidates. Additional staffing above baseline levels, where funding allowed, contributed to smaller class sizes and more personalized instruction for English learners, foster youth, and socioeconomically disadvantaged students. Overall, these actions have resulted in measurable progress toward the district's staffing and instructional quality goals, including the following hiring data:

Classified: 202 new hires in the following areas: Instructional Assistants (Special Education, Bilingual-Bicultural), Food Service, Student Supervision Aides, Community Liaisons, Custodians, LVNs, Tech, HR, Seasonal ELPAC Examiners, Classified Supervisors (Food Service, Payroll, M&O), Guest (sub) support- IAs, SSAs, Clerical, Custodia.

Certificated: Approximately 70% of people surveyed were unfamiliar with SMBSD prior to contact at recruitment events and about one-third expressed interest in applying or working with SMBSD in the future, reflecting an increased awareness of SMBSD through recruitment efforts. Vacancy data reflects the following over the past three years:

2023-2024: Total vacancies equalled 56, with 38 uncredentialed teachers

2024-2025: Total vacancies dropped to 39, with 35 uncredentialed teachers

2025-2026: Vacancies spiked to 66 with 17 uncredentialed teachers. Of the total 66 vacancies, 52 of them are Special Education positions. This year SMBSD has hired over 14 certificated individuals since the March Job fairs. Additionally, SMBSD has over 150 elementary school applicants, more than we have ever had at any one given time. SMBSD was also able to staff historically difficult English and History

teaching positions as well as almost completely staff Math and Science teaching positions. Effectiveness is also reflected in the increase of fully credentialed and appropriately assigned teachers from 86% to 96.8%.

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: The Aspiring Administrators Academy is run every other year and will resume in the school year 2027-2028. There are no other proposed changes to this action/service for the upcoming school year.

Action/Service 2.2: There are no proposed changes to this action/service for the upcoming school year.

Action/Service 2.3: There are no proposed changes to this action/service for the upcoming school year.

Action/Service 2.4: There are no proposed changes to 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
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	\$4,375,449	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 (All, Hispanic, EL, Homeless, SED, SWD), Battles Elementary (All, Hispanic, EL, Homeless, SED), Libbon Elementary (All, 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 (All, 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		
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		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 Socioeconomically Disadvantaged; as well as the following school sites: Adam Elementary (All, Hispanic, EL, SWD, SED), Alvin (EL), Arellanes Junior High (Hispanic, EL, Homeless, SWD, SED), Libbon Elementary (All, 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 (All, Hispanic, EL, SED, SWD); 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	\$829,093	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.	\$2,891,714	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	\$4,547,425	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			\$12,643,681

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 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 Social Emotional Development Survey
 - 70% of 3rd - 6th grade students
 - 53% 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:

- 42.8% of EL's progressed at least one ELPI level and/or maintained a Level 4
- 47.3% of LTEL's at least one ELPI level and/or maintained a Level 4
- 82.7 points below standard on the ELA assessment
- 101.3 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)	95.5% Fall 2025 (per Williams Report)	100% of Facilities in "Good" repair as per FIT	4.5% decrease 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% Fall 2025 (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	Fall 2025 Percent Favorable: 5th grade = 70% 7th grade = 53% *Survey changed from Panorama to CHKS, maintained same language for questions.	Student survey will result in Sense of Belonging questions with 80% or more positive response	5th grade: Increase 1% from baseline 7th grade: Increase 17% 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.	Fall 2025 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.	Winter 2025: Full implementation of Seal of Biliteracy program in 8th grade	Full implementation of Seal of Biliteracy program in 8th grade, 5th grade, and TK.	No difference from baseline.
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 ALL Students- 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.	2025 CA Dashboard Orange ALL Students: 42.8% progressed at least one ELPI level and/or maintained a Level 4. LTELs: 47.3% grew an ELPI level and/or Maintained a Level 4.	CA Dashboard Green ALL Students: 60% progress at least one ELPI level and/or maintained a Level 4. LTELs: 60% grow an ELPI level and/or Maintained a Level 4.	CA Dashboard ALL Students - 6.9% decrease from baseline. LTELs- 5.1% decrease 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.	10.30% of total EL students were reclassified during the 2024-2025 school year. 9.36% of total LTELs students were reclassified during the 2024-2025 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.	Total EL student reclassified amount decreased by 9.1% from baseline Total LTELs students reclassified amount decrease by 15.74% from baseline

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. Targeted supplemental resources are approved for use in English language arts (ELA), mathematics, social studies, and science as well as Music, Spanish, Culture, Art, SEL, Chess, theater, engineering, speech, fitness, nutrition and typing. 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: The District successfully implemented the majority of planned actions under Goal 3.2 Technology Infrastructure, maintaining a strong focus on equitable access, system reliability, and instructional integration of technology. All TK through 8th grade students continued to have access to a dedicated device, and expanded access beyond the school day remained a priority through take home use and targeted connectivity supports. The District maintained a highly reliable network environment, ensuring consistent access to instructional resources. While there were no substantive changes to the planned actions, the District did experience an external challenge related to intermittent internet disruptions caused by denial of service attacks targeting the District's internet service provider. In response, the District worked closely with the provider to implement mitigation strategies and strengthen resiliency. Successes included sustained high system uptime, continued expansion of at home connectivity supports, and consistent student access to digital instructional resources. These efforts supported uninterrupted instructional delivery and reinforced equitable access across all student groups.

Action/Service 3.3: By maintaining lower class sizes and student to staff ratios, SMBSD staff has provided 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, as well as innovative learning structures, for unduplicated student groups allowed 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 enhanced instructional support, fostered increased student engagement, and cultivated a more inclusive and supportive learning environment conducive to overall academic success.

Action/Service 3.4: With the increasing enrollment of unduplicated student groups, Santa Maria - Bonita District site and central office staff have supported 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 on-site supports within the school office such as Project Clerks and Clerk Typists. Staff within this action/service principally benefited unduplicated student groups through engagement with educational partners and direct interactions with students on site to improve students' sense of belonging and academic outcomes.

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). Our Director and TOSA, ML calibrated and built the learning base for Coaches, Teachers, and BIA's beginning in the 2024-2025 school year through partnering with SBCOE Literacy and Language Director, Dr. Carlos Pagan. 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 PL opportunities started with New Teacher Week, and Summer Spark, continuing the themes of understanding the needs of Multilingual students within the Tier 1 teaching. Using the Districtwide PL plan we provided learning to our sites surrounding Oral language development, dELD, and iELD. We updated the dELD pacing guides for the K-5 curriculum in order to focus on Part I of the ELD Standards, Interacting in meaningful ways. It provides teachers the opportunity to use all the curriculums students engage with and cross-curricular application the ELPAC requires.

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

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. Additionally, infrastructure investments were unspent due to a delayed timeline for a start date at the school sites and additional evening custodians were able to be funded through ELO-P funds that will continue for the upcoming school year.

Action/Service 3.4: There are no material differences between the budgeted expenditures and estimated actual expenditures.

Action/Service 3.5: Staffing vacancies for positions such as the English Learner Coach as well as significant turnover and vacancies for the Bilingual Instructional Assistants position have contributed to actual expenditures lower than the budgeted amount. Human Resources is actively recruiting to fully staff this position in the upcoming school year.

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. The implementation of structured time for teacher collaboration (e.g., PLC and Bright Futures work) now allows educators to share best practices for using supplemental materials and SEL strategies. Additionally, access to standards aligned materials through the Williams Report remains at 100% as per Local Indicator 1 and an increase in the percentage of students responding favorably towards a sense of belonging reflect effectiveness in SEL professional learning within this action.

Action/Service 3.2: The actions implemented under Goal 3.2 have been effective in advancing equitable access to technology and supporting student engagement and learning in alignment with ensuring full access to courses of study reflected in the CDE Self-Reflection tool within Local Indicator 7. Universal access to devices has ensured that all students can participate fully in digital learning experiences both during and beyond the school day. High network reliability has enabled consistent access to core instructional platforms and digital curriculum, minimizing disruptions to teaching and learning. Additionally, targeted at home connectivity supports have helped reduce barriers for students who may not otherwise have reliable internet access. Qualitative feedback from sites indicates that technology continues to support student centered learning, collaboration, and access to rigorous, standards aligned content. Overall, the combination of infrastructure, access, and support systems has contributed positively to college and career readiness and real world learning experiences.

Action/Service 3.3: The intent and active pursuit of maintaining a high standard in safe, clean, innovative and exemplary facilities is the highest priority for SMBSD as aligned with the Facility Inspection Tool of State Priority 1. Developing additional spaces of learning for students within the school site infrastructure and creative facilities use has supported in increasing student to staff ratios and ultimately a higher sense of belonging reflected by students within the local CHKS survey.

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. Additionally, student and family culture surveys represent an increase in school connectedness as a result of these positions in servicing direct site supports for students, families, and staff as educational partners.

Action/Service 3.5: Our districtwide data reflects ELPI for LTELs rate with incremental growth of 13% as well as 10.30% of total EL students and 9.36% of total LTELs were reclassified during the 2024-2025 school year. Effective contributing efforts include the professional learning provided to make connections to the ELPAC, ELD Standards and dELD time, as well as the importance of the ELPAC for our English Learner students. The purchase and use of Ellevation for our district at sites provided the data needed to appropriately level and progress monitor their students for eventual reclassification.

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: An increase in allocation for the upcoming school year is due to increasing expanded learning opportunities and educational technology at the site level.

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: Custodial services will be funded through core funding sources and ELO-P to provide needed funding availability in meeting actions/services for meeting student social-emotional needs currently funded through sunseting relief funds.

Action/Service 3.4: The survey was evaluating effectiveness will be the CHKS, provided to 5th and 7th grade students to gauge a sense of belonging as a result of this action/service.

Action/Service 3.5: The English Learner Coach positions will be transitioned to an Academic Support Teacher within Goal 4 for each school site to best respond to the need and educational partner input for targeted, direct, and intentional support on improving outcomes for the many multilingual students within SMBSD.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Programs, and Materials	All students have access to state-aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates that 100% of students have access to standards-aligned materials. In order to provide staff with additional support about how to better meet the needs of students, the District and school sites will continue to provide Common Core State Standards (CCSS) aligned supplemental instructional materials and implementation supports, including English language arts (ELA), mathematics, social studies, and science. Additionally, this goal provides dedicated funding to support professional learning in the area of social emotional learning. Quantitative data reinforces this need for both supplemental programs and materials in the areas of academics and social emotional learning, reflecting a high percentage of our primary grade low income, English learner, and foster youth students are below grade level in reading and foundational skills. School sites will increase access to supplemental materials by purchasing programs that are aligned to the core curriculum and will be used to accelerate learning and provide additional support (such as Achieve 3000 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	\$ 3,736,237	Yes

		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, Alvin Elementary, Arellanes Junior High, 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 for all students: Adam Elementary, Arellanes Junior High, Libbon Elementary, El Camino Junior High, Fesler Junior High, Tommie Kunst Junior High, and Oakley Elementary; and the following site specific student groups: Students with disabilities at Liberty Elementary, Oakley Elementary, Taylor Elementary, and Tunnel Elementary; and Homeless students at Rice Elementary to increase student achievement reflected in the CA Dashboard within the Math Indicators. This action/service is also principally directed towards the unique identified needs of 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.	\$7,091,354	Yes

		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		
3.3	Facilities and Physical Infrastructure	The Santa Maria-Bonita Maintenance & Operations Department staff 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. As student enrollment uniquely increases throughout the district, there is consensus on a need for additional, innovative facilities as well as updating of current buildings to best meet student and staff needs for safe, secure, and effective learning spaces. SMBSD continues to serve over 17,000 students, each with individual strengths and learning needs. Throughout continued partner engagement, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies 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	\$3,688,981	Yes
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	\$5,746,545	Yes

		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		
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. 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 the Director of Multilingual Services, 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.	\$16,864,075	Yes

		- 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			\$37,127,192	

Goal 4

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

State Priorities addressed by this goal.

- Priority 2 - Implementation of State Standards (Conditions of Learning)
- Priority 4 - Student Achievement (Pupil Outcomes)
- Priority 5 - Student Engagement (Pupil Outcomes)
- Priority 6 - School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

- Chronic absenteeism rate:12.8%
- English Language Arts: 67.6 points below standard
- Math: 90.3 points below standard
- Suspension rates reflect 4.2% 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 and staffing 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 the California Healthy Kids Survey (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, including EL students and English Language Development 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	2025-2026 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	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	2025 Dashboard Overall: 67.6 points below standard English Learners: 82.7 points below standard Foster Youth: 82.7 points below standard Hispanic: 69.5 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	2026 Dashboard Overall: 1.8 point increase from baseline English Learners: 6.3 point increase from baseline Foster Youth: 11.6 points increase from baseline Hispanic: 2.1 points increase from baseline

		standard 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)	Homeless: 80.8 points below standard Two or more races: 36 points below standard Socioeconomically Disadvantaged: 70.9 points below standard Students with Disabilities: 133.8 points below standard White: 32.3 points below standard Filipino: 20.4 points above standard LTEs: 118.8 points below standard	Two or more races: 72.6 points below standard Socioeconomically Disadvantaged: 44.2 points below standard Students with Disabilities: 116.3 points below standard White: 2.2 points above standard Filipino: 13.3 points above standard LTEs: 97 points below standard (New student group as of 2024 Dashboard)	Homeless: 0.1 point increase from baseline Two or more races: 66.6 points increase from baseline Socioeconomically Disadvantaged: 3.3 points increase from baseline Students with Disabilities: 12.5 points increase from baseline White: 10.1 points decrease from baseline Filipino: 20.7 points increase from baseline LTEs: 1.8 point decrease from 2024
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				(New student group as of 2024 Dashboard)		
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	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	2025 Dashboard Overall: 90.3 points below standard English Learners: 101.3 points below standard Foster Youth: 113.6 points below standard Hispanic: 92.3 points below standard Homeless: 95.4 points below standard Two or more races: 36.9 points below standard Socioeconomically	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	2026 Dashboard Overall: 3 points increase from baseline English Learners: 5 points increase from baseline Foster Youth: 0.3 point decrease from baseline Hispanic: 3.1 points increase from baseline Homeless: 2.7 points increase from baseline Two or more races: 70.2 points increase from baseline

		Students with Disabilities: 163.7 points below standard White: 47.1 points below standard Filipino: 25.8 points below standard	Students with Disabilities: 160.6 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)	Disadvantaged: 93 points below standard Students with Disabilities: 150.6 points below standard White: 54.5 points below standard Filipino: 12.6 points below standard LTEs: 163.1 points below standard (New student group as of 2024 Dashboard)	Students with Disabilities: 133.7 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)	Socioeconomically Disadvantaged: 4.4 points increase from baseline Students with Disabilities: 13.1 points increase from baseline White: 7.4 points decrease from baseline Filipino: 13.2 points increase from baseline LTEs: 7.7 point increase from 2024
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	Winter 2025-2026, ELA 2nd - 8th 26.97% projected proficient	50% or more students tested will be projected proficient	ELA 2nd - 8th 1.81% increase from baseline
5	State Priority 4: Student Achievement (Pupil Outcomes) Math NWEA MAP Projected	Winter 2023-2024, Math 2nd - 8th 21.76% projected proficient	Winter 2024-2025, Math 2nd - 8th 15.04% projected proficient	Winter 2025-2026, Math 2nd - 8th	50% or more students tested will be projected proficient	Math 2nd -8th 2.96% decrease from baseline

	Proficiency			18.80% projected proficient		
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: 210)	Fall 2024-2025 Science: 7th grade students Average RIT: 199 (National Norm: 207) , 8th grade students Average RIT: 202 (National Norm: 210)	Fall 2025-2026 Science: 7th grade students Average RIT: 201.29 (National Norm: 208.81) , 8th grade students Average RIT: 205.68 (National Norm: 211.48)	By 2026, SMBSD students will improve their academic achievement in Science, by improving the District average RIT to at or above the National Norm RIT.	7th Grade: 2.29 RIT points increase: 8th grade 3.68 RIT points increase
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 dropout rate for the 2025-2026 school year was 0.08% of students.	The desired outcome for 2026-27 is a zero (0) student dropout rate.	Increased by 0.08% from baseline year.
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%	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%	2025 Dashboard Data Overall: 12.8% Asian: 9.7% African American: 15% American Indian: 20.5% Foster Youth: 22.5% Two or more races:	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%	2026 Dashboard Data Overall: 6.1% decrease Asian: 16.20% decrease African American: 7.5% decrease American Indian: same Foster Youth: 10.2% decrease Two or more races: 11.9% decrease English Learners: 5.6% decrease

		Hispanic: 18.5% Homeless: 15.1% Socioeconomically Disadvantaged: 18.6% Students with Disabilities: 30.4% White: 34.5%	Homeless: 8.9% Socioeconomically Disadvantaged: 12.3% Students with Disabilities: 19.7% White: 21.8% LTELs: 15% (New student group as of 2024 Dashboard)	18.9% English Learners: 10.1% Filipino: 5.6% Hispanic: 12.6% Homeless: 11.6% Socioeconomically Disadvantaged: 12.8% Students with Disabilities: 19.9% White: 20.8% LTELs: 17.6% (New student group as of 2024 Dashboard)	Socioeconomically Disadvantaged: 3.6% Students with Disabilities: 15.4% White: 19.5% LTELs: 10% (New student group as of 2024 Dashboard)	Filipino: 12.2% decrease Hispanic: 5.9% decrease Homeless: 3.5% decrease Socioeconomically Disadvantaged: 5.8% decrease Students with Disabilities: 10.5% decrease White: 13.7% decrease LTELs: 2.6% increase from 2024
9	State Priority 6: School Climate 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%	Fall 2025 Percent Favorable: 5th grade = 73% 7th grade = 54% *Survey changed from Panorama to CHKS, maintained same language for questions.	By 2027, SMBSD students will increase their sense of connectedness and engagement to their school site, as measured by the student survey, such that positive responses of the School Climate	5th grade: Increase 16% from baseline 7th grade: Increase 20% from Baseline

					questions are 80% or above	
10	State Priority 6: School Climate 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% LTEs: 18% (New student group as of 2024 Dashboard)	2025 Dashboard Data Overall: 4.2% Foster Youth: 10.3% Students with Disabilities: 4.5% African American: 4.8% Filipino: 2.2% Hispanic: 4.3% Homeless: 3.6% Socioeconomically Disadvantaged: 4.3% Two or more races: 3.8% White: 4% English Learners: 3.9% Asian: 1.6% American Indian:	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% LTEs: 8% (New student group as of 2024 Dashboard)	2026 Dashboard Data Overall: 0.2% increase Foster Youth: 1.5% increase Students with Disabilities: 2.1% decrease African American: 2.2% decrease Filipino: 2.8% decrease Hispanic: 0.3% increase Homeless: 0.2% decrease Socioeconomically Disadvantaged: 0.2% increase Two or more races: 2.2% increase White: 0.6% increase English Learners: 0.9% increase Asian: 0.1% decrease American Indian: 2.7% increase LTEs: 2.3% decrease from 2024

				2.7% LTELs: 15.7% (New student group as of 2024 Dashboard)		
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%	2025-2026 SMBSD Expulsion rate 0%	The expected annual outcome for the expulsion rate for the District is to be 0.005% or less.	Decreased by 0.00577%
12	State Priority 6: School Climate (Engagement) Student Attendance Rates	2023-2024 95.42% Attendance Rate	2024-2025 94.85% Attendance Rate	2025-2026 94.95% Attendance Rate	The expected annual attendance rate is 96.5%.	Decreased by 0.47% from baseline

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: Overall implementation of this action/service is reflective of the following positions:

All sites have PE Specialists whose primary role is to provide the classroom teacher with reduced class size to support targeted, differentiated instructional time (while also meeting requirements for PE minutes for each student). 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.

Library Media Clerks: To provide students with equitable access to library resources, foster literacy, and support research and information skills.

Response to Intervention (RTI) Teachers: To deliver targeted academic interventions based on student performance data, addressing specific learning gaps in real time.

One Certificated Teacher for each Junior High Opportunity Class: Staffed to support increased behavioral interventions on site and reduce overall suspension rates.

SPED Program Specialist and the District Support Team have collaborated closely with T&L CORE to plan and implement professional development (PD) opportunities, ensuring relevance for our staff. SPED has 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. 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: SMBSD was able to staff Health Assistants and School Counselors at all schools during the 2025-2026 school year. This year all schools have full-time health assistants, and the district has been able to hire 3 LVNs. An additional 7 LVNs have been hired through contract agencies. An additional elementary counselor was added this year to expand services and support at our largest K-8 school program, providing an increase in support by decreasing student to counselor ratios. Additionally, 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, and Student Supervisory Assistants 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 - at all sites, 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 allowed us to successfully cap the music program and add supplementary instruction in other VAPA areas of music, 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 Response to Intervention Teacher and PE teacher positions for which Human Resources is recruiting and anticipate fulfilling in the upcoming school year.

Action/Service 4.2: There are no material differences between the budgeted expenditures and estimated actual expenditures.

Action/Service 4.3: Material differences in budgeted expenditures and estimated actual expenditures were the result of vacancies within the Health Assistant position and unexpended LREBG funds due to a staffing shortage amongst contracted community partners. Additionally, Care Solace was not purchased and will be discontinued in the upcoming school year due to ineffectiveness as measured by usage rates.

Action/Service 4.4: Material differences in budgeted expenditures and estimated actual expenditures were the result of unfilled vacancies in the hiring of Student Supervisors and Assistant Principals positions. Human Resources is recruiting and anticipate fulfillment in the upcoming school year.

Action/Service 4.5: 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 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. Increases in RIT Science scores as well as increases in baseline data on the SBAC for both English and Math reflect incremental effectiveness in these services. The CDE Reflection Tool consistently reflects that all academic standards have been implemented, including for EL students and English Language Development standards. Additionally, 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.

One Certificated Teacher for each Junior High Opportunity Class has resulted in overall reduction in suspension rates across the district. Specifically year a change in year over year suspension rates at Junior Highs being reduced by .4-5.2% as of February 1, 2026.

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 through higher academic engagement that results in increases in attendance from last school year as well as a decrease in suspensions from baseline data for a number of student groups and consistently 0% expulsion and dropout rates.

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. Year to date improvements in districtwide attendance rates from last school year and reduction in suspension rates is seen by the end of the school year as a result of targeted support by the community partnerships funded through the Learning Emergency Block Grant.

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. California 2025 Dashboard data shows a decrease or maintain in suspension rates in 19/23 identified subgroups across the district and school sites. Continued focus needs to occur for areas across the district where there

has been an increase in suspension including, SMBSD: foster youth; Taylor School: EL, Homeless; TKJH: Homeless. Additionally, gains in student survey responses on perceptions of connectedness have increased in both 5th and 7th grade respondents.

Action/Service 4.5: The specific actions implemented have demonstrated notable progress toward achieving the goal of nurturing the whole child and increasing a sense of connectedness for students as reflected in the annual culture survey with favorable responses increasing in both 5th and 7th grade. In 25-26, across our 21 sites, 1,320 students in grades 4 - 8 participated in Band through JH electives, in school pull out programs, and after school programs. This is an increase of more than 100 students over 24-25. 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: The Rtl teaching position will be transitioned to an Academic Support Teacher role for each school site to best respond to the need and educational partner input for targeted, direct, and intentional support on improving outcomes for the many multilingual students within SMBSD. An increase in funding is reflected as the AST position also includes the transition of the English Learner Coach in Goal 3.

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: Continued LREBG funding added to this goal will support outside community partnerships in supporting students' academic and social-emotional needs based on the annual needs assessment. Additionally, the position of Program Specialist, Culture & Climate will be added to support SMBSD's goals for equity and support of all students. A change to the SED survey will transition to CHKS and surveying 5th and 7th grade students' sense of connectedness.

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. Note that less funding is allocated into this action/service to adjust for anticipated vacancies within the Student Supervisory Assistant position. A change to the SED survey will transition to CHKS and surveying 5th and 7th grade students' sense of connectedness.

Action/Service 4.5: A change to the SED survey will transition to CHKS and surveying 5th and 7th grade students' sense of connectedness.

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, Academic Support 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 (All, Hispanic, EL, Homeless, SED, SWD), Battles Elementary (Hispanic, EL, Homeless, SED), Libbon Elementary (All, 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 (All, Hispanic, EL, SWD, SED), Rice (EL, Homeless, SWD), Taylor Elementary (All, Hispanic, EL, Homeless, SWD, SED), Arrelanes	\$17,571,843	Yes

		Junior High (All, 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 (All, Hispanic, EL, SWD, SED), Alvin (EL), Arellanes Junior High (All, Hispanic, EL, Homeless, SWD, SED), Libbon Elementary (All, 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 (All, Hispanic, EL, SED, SWD); 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 experience the college atmosphere, which may lead to career development	\$3,239,821	Yes

		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 (All, Hispanic, EL, Homeless, SED, Fesler Junior High (All, Hispanic, EL, SWD, SED), El Camino Junior High (Hispanic, EL, Homeless, SED) and Taylor School (All, 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 and Program Specialist of Climate and Culture. These positions support high	\$12,404,403	Yes

		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. Additionally, LREBG funds totalling \$2, 788, 653 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. 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. 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,		
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		Long-Term English language Learners and SMBSD students with disabilities; the following school sites: Arellanes Junior High (All, Hispanic, EL, Homeless, SED, Fesler Junior High (All, Hispanic, EL, SWD, SED), El Camino Junior High (Hispanic, EL, Homeless, SED) and Taylor School (All,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 connectedness, based on the additional barriers these students face. In addition,	\$10,090,000	Yes

		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 (All, Hispanic, EL, Homeless, SED, Fesler Junior High (All, Hispanic, EL, SWD, SED), El Camino Junior High (Hispanic, EL, Homeless, SED) and Taylor School (All, 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.	\$1,710,909	Yes
Total			\$45,016,976	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$81,983,393	\$10,846,299

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
42.60%	7.663%	\$14,144,529	50.263%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1 Parent and Family Engagement	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: 12.8% (maintained 0.2%) - Foster Youth students: 18.6% (declined by 3.9%) - Students with disabilities: 19.9%	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 identified UDP student groups, 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

	(maintained 0.2%) Additionally, the following student groups in Red: American Indian students. This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below, for example: - Survey – Family Engagement: <i>The degree to which families become involved with and interact with their child's school</i> (50% 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,, 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. Additionally, reducing chronic absenteeism rates to support student engagement through family support.
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		benefit from these resources, fostering a more inclusive and supportive educational community.	
1.3 Technology for Communications and Accessibility	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: 12.8% (maintained 0.2%) - Foster Youth students: 18.6% (declined by 3.9%) - Students with disabilities: 19.9% (maintained 0.2%) Additionally, the following student groups in Red: American Indian students. This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below, for example: - Survey – Family Engagement: <i>The degree to which families become involved with and interact with their child's school</i> (50% 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	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,, 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. Additionally, reducing chronic absenteeism rates to support student engagement through family support.

	recruitment efforts - Increased and improved communication services		
2.1 Professional Learning for High Quality Academic & Social Emotional Learning Instruction	California Dashboards results reflect the following for our unduplicated students: ELA Results - students groups in Red (Long-Term English Learners, Homeless, Socioeconomically Disadvantaged) Math Results - students groups in Red (English Learners, Homeless) English Learner Progress - 42.8% 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. Additionally, in an effort to support these student groups there is a distinct need for responsive and intentional professional learning towards student-centered leadership and increasing student outcomes.	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 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	The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the CAASP test in core subjects.

		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 Staff Development and 2.4 Recruit and Retain Experienced and Qualified Certificated Teachers	California Dashboards results reflect the following for our unduplicated students: ELA Results - students groups in Red (Long-Term English Learners, Homeless, Socioeconomically Disadvantaged) Math Results - students groups in Red (English Learners, Homeless) English Learner Progress - 42.8% of EL's progressed at least one ELPI level Indicating a need for the development of schoolwide leadership structures across the district, the development and support for aspiring, new, and existing leaders through new leader onboarding, and support for administrative teams development and professional learning.	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 - 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,	The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the CAASP test in core subjects, with a focus on progress for English Language Learners that will benefit all students.

	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, fully credentialed and assigned 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.	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 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	
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		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 Instructional Support	California Dashboards results reflect the following for our unduplicated students: ELA Results - students groups in Red (Long-Term English Learners, Homeless, Socioeconomically Disadvantaged) Math Results - students groups in Red (English Learners, Homeless) English Learner Progress - 42.8% of EL's progressed at least one ELPI level These results reflect a need for increased instructional leadership capacity across all school sites.	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 SMBSD students. This action will ensure that the focus areas of the district are carried out by directly supporting and coaching staff.	The District will monitor the effectiveness of these professional learning actions and services through the percentage of students showing academic growth through the CAASP test in core subjects, with a focus on progress for English Language Learners that will benefit all students.
3.1 Supplemental Programs, and Materials	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	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	The District will monitor the effectiveness of this goal through student culture survey results and student achievement within the CA

	students also report the following favorable responses on the SED Survey in regards to their sense of belonging within the school community: 5th grade = 70% 7th grade = 53% While these results reflect an increase from the past school year, the goal of 80% favorable responses remains indicating a need for the actions and services within this Goal.	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. 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.	Dashboard for core subject areas.
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		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 Technology Infrastructure	In reviewing data through the CDE Reflection Tool within Local Indicator 7 in ensuring all students have access to a Broad Course of Study, as well as feedback from LCAP ed partner engagement meetings, we understand that providing 100% 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 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.	The District will monitor the effectiveness of Information Technology Services supports using the following progress monitoring measure: - LEA Local Indicator 7 Survey

		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 Facilities and Physical Infrastructure	Throughout continued partner engagement, one of the highest priorities that emerged was the need for reduced class sizes and innovative structures to enable teachers to engage individually with students and address their needs within a 21st century learning context. 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 and increase student achievement and connectedness in the following areas: SMBSD students report the following favorable responses on the SED Survey in regards to their sense of belonging within the school community: 5th grade = 70% 7th grade = 53% NWEA MAP scores Winter 2025-2026:	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, as well as innovative learning structures, for unduplicated student groups allows 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. 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	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 Belonging</i>.

	ELA 2nd - 8th 26.97% projected proficient Math 2nd - 8th 18.80% projected proficient Science: 7th grade students Average RIT: 201.29 (National Norm: 208.81) , 8th grade students Average RIT: 205.68 (National Norm: 211.48)	gaps and ensuring equitable access to high-quality education for all students.	
3.4 Budgeting and Operations	As student enrollment of unduplicated students increases beyond current capacities, educational partner engagement through surveys and meetings reflect a need for direct support to school sites to ensure responsiveness, student and family support, as well as, overall program quality. SMBSD students report the following favorable responses on the SED Survey in regards to their sense of belonging within the school community: 5th grade = 70% 7th grade = 53% Increased personnel services in direct support of site for student and family engagement present an opportunity to increase these survey results and a sense of belonging for all SMBSD students.	With the increasing enrollment of unduplicated student groups, Santa Maria - Bonita District site and 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 on-site supports within the school office such as Project Clerks and Clerk Typists. While staff within this action/service principally benefit unduplicated student groups, the increased staffing support benefits students districtwide through additional engagement opportunities with educational partners and direct interactions with students on site to improve students' sense of belonging and academic outcomes.	The District will monitor the effectiveness of identified supports and effectiveness on classroom reduction efforts using the following progress monitoring measures: - Favorable responses through the districtwide culture survey, <i>Sense of Belonging</i>.
4.1 Academic Achievement	The analysis of the California School Dashboard and local assessment measures indicated a clear need to improve student supports and outcomes, for example:	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 monitor the effectiveness of identified supports and effectiveness through results reflected in the ELA and Math

	- The results for All Students on the English Language Arts Assessment was 67.6 points below standard, with the following student groups in Red: Homeless (80.8 points below standard), Long-Term English Learners (118.8 points below standard), SED (70.9 points below standard). - The results for All Students on the Math Assessment was 90.3 points below standard, with the following student groups in Red: English Learners (101.3 points below standard), Homeless (95.4 points below standard). 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, including the implementation of academic standards for all students as well as English Language Development standards as per the CDE Reflection Tool.	the District will provide additional site-level staffing for small group and targeted instruction (including library media clerks, PE teachers, Academic Support 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.	assessments on the CA School Dashboard as well as the CDE Reflection Tool on implementation of academic standards, including for EL students and ELD standards.
4.2 College and Career Readiness	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. Additionally, data from the CA Dashboard reflect the following for	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	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

	student engagement, necessitating a need to improve in meeting our 3 year outcome goals: Chronic Absenteeism Rates Overall: 12.8% Foster Youth: 22.5% English Learners: 10.1% Homeless: 11.6% Socioeconomically Disadvantaged: 12.8% Students with Disabilities: 19.9% LTELs: 17.6% (New student group as of 2024 Dashboard)	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. 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 - increasing student engagement and lowering actions that will result in suspensions. Low-income students, Long-Term English Learners, Homeless Youth, English Learners, and students in foster care will experience the greatest benefit to their achievement with these college and career readiness experiences. In addition, we recognize that this action/service also benefits all students, and therefore this action/service is implemented Districtwide.	using the following progress monitoring measures: - Decrease in student chronic absenteeism rates as reflected in the CA Dashboard.
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	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	Suspensions will decrease in response to increased use of trauma informed strategies.

	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. While student survey data on safety and connectedness and overall attendance rates have increased since the baseline data year, suspensions have overall incrementally increased since that time reflecting a need for continued efforts within this goal focused on the whole child approach, necessitating a need to improve in meeting our 3 year outcome goals: Suspension Rates Overall: 4.2% Foster Youth: 10.3% Students with Disabilities: 4.5% Homeless: 3.6% Socioeconomically Disadvantaged: 4.3% English Learners: 3.9% LTELs: 15.7% (New student group as of 2024 Dashboard)	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 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 School Climate	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 to improve in meeting	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.	The District will monitor the effectiveness of supplemental school climate support staff using

	our 3 year outcome goals, for example: Suspension Rates Overall: 4.2% Foster Youth: 10.3% Students with Disabilities: 4.5% Homeless: 3.6% Socioeconomically Disadvantaged: 4.3% English Learners: 3.9% LTELs: 15.7% (New student group as of 2024 Dashboard) Additionally, our educational partners identified the importance of the following areas when considering the development of learning goals that focus on the whole child as reflected in ThoughtExchange summary results. 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	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 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.	the following progress monitoring measures: - <i>Decrease in suspension rates</i>
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	well-being of our students.		
4.5 Visual and Performing Arts	The analysis of the California School Dashboard and local assessment measures indicated a clear need to improve student supports and outcomes for student engagement and sense of belonging to improve in meeting our 3 year outcome goals, for example: Chronic Absenteeism Rates Overall: 12.8% Foster Youth: 22.5% English Learners: 10.1% Homeless: 11.6% Socioeconomically Disadvantaged: 12.8% Students with Disabilities: 19.9% LTEs: 17.6% (New student group as of 2024 Dashboard) Additionally, educational partner responses through community workshops and online surveys surface the need for increasing student connectedness as well as critical thinking skills, reflecting an urgent need for strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic/SEL skills through access to Visual and Performing Art (VAPA) programs.	Research from organizations such as Americans for the Arts underscores the profound impacts of arts education on students' success and sense of connectedness/engagement within the school community; 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. In order to provide unduplicated student groups 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 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	The District will monitor the effectiveness of these actions and services using the following progress monitoring measures: - Decrease in student chronic absenteeism rates as reflected in the CA Dashboard.

		comprehensive arts education, aligning with the district's commitment to a whole child approach.	
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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 Translation and Interpretation Services	While absenteeism rates have declined, English Language Learners chronic absenteeism rates of 10.1% indicate a clear need for increased and improved communication with families to support increased attendance. Additionally, the CDE Reflection Tool results remain at a 4 out of 5 rating in creating welcoming environments for all families, reflecting a need for increased translation supports districtwide in further connecting families as educational partners in supporting positive outcomes for all students.	The District will dedicate resources for translation/interpretation services and multi-language content/technology to improve communication with our educational partners. Translation/interpretation services will be used to provide equitable language access for students and families, including bilingual and trilingual services for both the site and district level. District translators/interpreters serve the community by providing language access to families through simultaneous and consecutive interpretation at district and school site meetings, translation of all public documents including our website, and on-site interpretation for families visiting any of our site locations. We continue to refine processes to maximize our ability 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 parent communication and accessibility through family engagement responses within 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. Additionally, the District will monitor progress through a decrease in chronic absenteeism rates for English Learners.
3.5 Multilingual Program Development	The CA Dashboard reflects the following results for English Learner progress: - 42.8% of EL's progressed at least one ELPI level	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	The District will monitor the effectiveness of operations using the following progress monitoring measure: - Improved ELPI rates based on ELPAC. - Reclassification rates.

	- 23.9% of EL's progressed on the Summative Alternate ELPAC - 82.7 points below standard on the ELA assessment - 101.3 points below standard on the Math assessment LTEs: - ELA: 118.8 points below standard - Math: 163.1 points below standard - ELPI: 47.3% making progress 10.30% of total EL students were reclassified during the 2024-2025 school year. 9.36% of total LTEs students were reclassified during the 2024-2025 school year. These results reflect a clear need to increase and improve services for our English Learner students, representing over 53% of our student population, across all academic areas with a focus on increasing English proficiency.	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.	- Increased academic outcomes for identified ELL and LTE students through the SBAC assessments.
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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 include LCAP surveys dating back to the 2022-23 school year reflecting that 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 upcoming 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 2026-2027. 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.

- Academic Support Teachers (Action 4.1): This is a transition from the prior Rtl Teacher position in response to educational partner feedback with a further emphasis on more intention and direct support for the high number of multilingual students within SMBSD. For the

2026-2027 school year, the District will provide ASTs for each site with the number determined by student enrollment and demographic in alignment with needs as reflected in the CA Dashboard.. The AST position is responsible for push-in and pull-out support 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 AST position will provide specific instructional support designed to promote academic success for students. The AST position 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 AST position creates and manages a teaching environment conducive to high levels of student learning and communicates regularly with the classroom teacher, and when appropriate, the parents regarding student academic and social progress.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	01:19.16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	01:15.04

2026-27 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 %)
2026-27	\$ 192,449,587	\$ 81,983,393	42.600%	7.663%	50.263%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 96,747,922	\$ 2,788,653	\$ -	\$ -	\$ 99,536,575.0	\$ 69,922,494	\$ 29,614,081

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	\$ 2,411,383	\$ 1,141,809	\$ 3,553,192	\$ -	\$ -	\$ -	\$ 3,553,192	0.000%
1	1.2	Translation and Interpretation Services	English Learners	Yes	Limited	English Learners	All Schools	ongoing	\$ 972,204	\$ 20,000	\$ 992,204	\$ -	\$ -	\$ -	\$ 992,204	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	\$ -	\$ 203,330	\$ 203,330	\$ -	\$ -	\$ -	\$ 203,330	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	\$ -	\$ 4,375,449	\$ 4,375,449	\$ -	\$ -	\$ -	\$ 4,375,449	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	\$ 829,093	\$ -	\$ 829,093	\$ -	\$ -	\$ -	\$ 829,093	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	\$ 2,875,621	\$ 16,093	\$ 2,891,714	\$ -	\$ -	\$ -	\$ 2,891,714	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	\$ 4,547,425	\$ -	\$ 4,547,425	\$ -	\$ -	\$ -	\$ 4,547,425	0.000%
3	3.1	Supplemental Programs, and Materials	English Learners, Foster Youth	Yes	LEA-wide	English Learners, Foster Youth	All Schools	ongoing	\$ 397,676	\$ 3,338,561	\$ 3,736,237	\$ -	\$ -	\$ -	\$ 3,736,237	0.000%

			and Low Income			& Low-Income										
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	\$ 2,141,500	\$ 4,949,854	\$ 7,091,354	\$ -	\$ -	\$ -	\$ 7,091,354	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	\$ -	\$ 3,688,981	\$ 3,688,981	\$ -	\$ -	\$ -	\$ 3,688,981	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	\$ 5,209,950	\$ 536,595	\$ 5,746,545	\$ -	\$ -	\$ -	\$ 5,746,545	0.000%
3	3.5	Multilingual Program Development	English Learners	Yes	Limited	English Learners	All Schools	ongoing	\$ 16,194,010	\$ 670,065	\$ 16,864,075	\$ -	\$ -	\$ -	\$ 16,864,075	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	\$ 15,986,217	\$ 1,585,626	\$ 17,571,843	\$ -	\$ -	\$ -	\$ 17,571,843	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	\$ 1,873,454	\$ 1,366,367	\$ 3,239,821	\$ -	\$ -	\$ -	\$ 3,239,821	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	\$ 5,382,599	\$ 7,021,804	\$ 9,615,750	\$ 2,788,653	\$ -	\$ -	\$ 12,404,403	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	\$ 9,660,199	\$ 429,801	\$ 10,090,000	\$ -	\$ -	\$ -	\$ 10,090,000	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	\$ 1,441,163	\$ 269,746	\$ 1,710,909	\$ -	\$ -	\$ -	\$ 1,710,909	0.000%

2026-2027 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
\$ 192,449,587	\$ 81,983,393	42.600%	7.663%	50.263%	\$ 96,747,922	0.000%	50.272%	Total:	\$ 96,747,922
								LEA-wide Total:	\$ 78,891,643
								Limited Total:	\$ 17,856,279
								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	\$ 3,553,192	0.000%
1	1.2	Translation and Interpretation Services	Yes	Limited	English Learners	All Schools	\$ 992,204	0.000%
1	1.3	Technology for Communications and Accessibility	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 203,330	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	\$ 4,375,449	0.000%
2	2.2	Staff Development	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 829,093	0.000%
2	2.3	Instructional Support	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 2,891,714	0.000%
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 4,547,425	0.000%
3	3.1	Supplemental Programs and Materials	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 3,736,237	0.000%
3	3.2	Technology Infrastructure	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 7,091,354	0.000%
3	3.3	Facilities and Physical Infrastructure	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 3,688,981	0.000%
3	3.4	Budgeting and Operations	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 5,746,545	0.000%
3	3.5	Multilingual Program Development	Yes	Limited	English Learners	All Schools	\$ 16,864,075	0.000%
4	4.1	Academic Achievement	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 17,571,843	0.000%
4	4.2	College and Career Readiness	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 3,239,821	0.000%
4	4.3	Student Health and Social Emotional	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 9,615,750	0.000%

		Supports						
4	4.4	School Climate	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 10,090,000	0.000%
4	4.5	Visual and Performing Arts	Yes	LEA-wide	English Learners, Foster Youth & Low-Income	All Schools	\$ 1,710,909	0.000%

2025-26 ANNUAL UPDATE TABLE

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 101,458,691.00	\$ 85,017,592.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Parent and Family Engagement	Yes	\$ 3,725,502	\$2,944,996
1	1.2	Translation and Interpretation Services	Yes	\$ 777,227	\$655,642
1	1.3	Technology for Communications and Accessibility	Yes	\$ 203,500	\$189,970
2	2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	Yes	\$ 4,376,924	\$2,288,970
2	2.2	Staff Development	Yes	\$ 812,379	\$795,811
2	2.3	Instructional Support	Yes	\$ 2,830,436	\$2,481,816
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	\$ 4,025,000	\$2,969,715
3	3.1	Supplemental Programs, and Materials	Yes	\$ 3,120,820	\$2,972,358
3	3.2	Technology Infrastructure	Yes	\$ 6,751,484	\$6,348,986
3	3.3	Facilities and Physical Infrastructure	Yes	\$ 4,885,467	\$2,675,902
3	3.4	Budgeting and Operations	Yes	\$ 5,625,498	\$5,641,885
3	3.5	Multilingual Program Development	Yes	\$ 21,166,526	\$17,830,308
4	4.1	Academic Achievement	Yes	\$ 12,552,522	\$11,292,165
4	4.2	College and Career Readiness	Yes	\$ 3,192,259	\$3,006,299
4	4.3	Student Health and Social Emotional Supports	Yes	\$ 14,779,249	\$12,957,017
4	4.4	School Climate	Yes	\$ 10,885,905	\$8,385,744
4	4.5	Visual and Performing Arts	Yes	\$ 1,747,993	\$1,580,008

2025-26 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)
\$ 78,732,165	\$ 91,791,491	\$ 76,494,615	\$ 15,296,876	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	\$ 3,725,502	\$ 2,944,996	0.000%	0.000%
1	1.2	Translation and Interpretation Services	Yes	\$ 777,227	\$ 655,642	0.000%	0.000%
1	1.3	Technology for Communications and Accessibility	Yes	\$ 203,500	\$ 189,970	0.000%	0.000%
2	2.1	Professional Learning for High Quality Academic & Social Emotional Learning Instruction	Yes	\$ 4,376,924	\$ 2,288,970	0.000%	0.000%
2	2.2	Staff Development	Yes	\$ 812,379	\$ 795,811	0.000%	0.000%
2	2.3	Instructional Support	Yes	\$ 2,830,436	\$ 2,481,816	0.000%	0.000%
2	2.4	Recruit and Retain Experienced and Qualified Certificated Teachers	Yes	\$ 4,025,000	\$ 2,969,715	0.000%	0.000%
3	3.1	Supplemental Programs, and Materials	Yes	\$ 3,120,820	\$ 2,972,358	0.000%	0.000%
3	3.2	Technology Infrastructure	Yes	\$ 6,751,484	\$ 6,348,986	0.000%	0.000%
3	3.3	Facilities and Physical Infrastructure	Yes	\$ 4,885,467	\$ 2,675,902	0.000%	0.000%
3	3.4	Budgeting and Operations	Yes	\$ 5,625,498	\$ 5,641,885	0.000%	0.000%
3	3.5	Multilingual Program Development	Yes	\$ 21,166,526	\$ 17,830,308	0.000%	0.000%
4	4.1	Academic Achievement	Yes	\$ 12,552,522	\$ 11,292,165	0.000%	0.000%
4	4.2	College and Career Readiness	Yes	\$ 3,192,259	\$ 3,006,299	0.000%	0.000%
4	4.3	Student Health and Social Emotional Supports	Yes	\$ 5,112,049	\$ 4,434,040	0.000%	0.000%
4	4.4	School Climate	Yes	\$ 10,885,905	\$ 8,385,744	0.000%	0.000%
4	4.5	Visual and Performing Arts	Yes	\$ 1,747,993	\$ 1,580,008	0.000%	0.000%

2025-26 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)
\$ 184,575,705	\$ 78,732,165	6.451%	49.107%	\$ 76,494,615	0.000%	41.443%	\$ 14,144,529	7.663%

Appendix A

Required Actions and Services for Low Performing Indicators

ELA Indicator (78 groups)		Action(s)
SMBSD	English Learner	2.1, 3.1, 3.4, 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, 3.4, 4.1
SMBSD	Alvin	2.1, 3.1, 3.4, 4.2
SMBSD	Arellanes JH	2.1, 3.1, 3.4, 4.3
SMBSD	Battles	2.1, 3.1, 3.4, 4.4
SMBSD	Libbon	2.1, 3.1, 3.4, 4.5
SMBSD	Bonita	2.1, 3.1, 3.4, 4.6
SMBSD	Bruce	2.1, 3.1, 3.4, 4.7
SMBSD	El Camino JH	2.1, 3.1, 3.4, 4.8
SMBSD	Liberty	2.1, 3.1, 3.4, 4.9
SMBSD	Oakley	2.1, 3.1, 3.4, 4.10
SMBSD	Taylor	2.1, 3.1, 3.4, 4.11
Adam	All	2.1, 3.1, 4.1
Adam	English Learner	2.1, 3.1, 3.4, 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	All	2.1, 3.1, 4.1
Alvin	English Learner	2.1, 3.1, 3.4, 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	All	2.1, 3.1, 4.1
Arellanes JH	English Learner	2.1, 3.1, 3.4, 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, 3.4, 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	All	2.1, 3.1, 4.1
Libbon	English Learner	2.1, 3.1, 3.4, 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, 3.4, 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, 3.4, 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, 3.4, 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, 3.4, 4.1
Fesler JH	Students with Disabilities	2.1, 3.1, 4.1

Tommie Kunst JH	English Learner	2.1, 3.1, 3.4, 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, 3.4, 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, 3.4, 4.1
Miller	Students with Disabilities	2.1, 3.1, 4.1
Oakley	All	2.1, 3.1, 4.1
Oakley	English Learner	2.1, 3.1, 3.4, 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, 3.4, 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, 3.4, 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)		
SMBSB	English Learner	2.1, 3.1, 3.4, 4.1
SMBSB	Hispanic	2.1, 3.1, 4.1
SMBSB	Homeless	2.1, 3.1, 4.1
SMBSB	2 or more races	2.1, 3.1, 4.1
SMBSB	Socioeconomically Disadvantaged	2.1, 3.1, 4.1
SMBSB	Adam	2.1, 3.1, 3.4, 4.1
SMBSB	Arellanes JH	2.1, 3.1, 3.4, 4.2

SMBSD	Libbon	2.1, 3.1, 3.4, 4.3
SMBSD	El Camino JH	2.1, 3.1, 3.4, 4.4
SMBSD	Fesler JH	2.1, 3.1, 3.4, 4.5
SMBSD	Tommie Kunst JH	2.1, 3.1, 3.4, 4.6
SMBSD	Oakley	2.1, 3.1, 3.4, 4.7
Adam	All	2.1, 3.1, 4.1
Adam	English Learner	2.1, 3.1, 3.4, 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, 3.4, 4.1
Arellanes JH	All	2.1, 3.1, 4.1
Arellanes JH	English Learner	2.1, 3.1, 3.4, 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	All	2.1, 3.1, 4.1
Libbon	English Learner	2.1, 3.1, 3.4, 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, 3.4, 4.1
El Camino JH	All	2.1, 3.1, 4.1
El Camino JH	English Learner	2.1, 3.1, 3.4, 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, 3.4, 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	All	2.1, 3.1, 4.1

Tommie Kunst JH	English Learner	2.1, 3.1, 3.4, 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	All	2.1, 3.1, 4.1
Oakley	English Learner	2.1, 3.1, 3.4, 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
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 Junior High	All	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	All	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
Oakley	Students with Disabilities	4.2, 4.3, 4.4
Taylor	All	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, 3.4, 4.1
SMBSD	Oakley	2.1, 3.1, 3.4, 4.2
SMBSD	Taylor	2.1, 3.1, 3.4, 4.3

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:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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.
 - o 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 displayed 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).