

# Local Control and Accountability Plan



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria-Bonita

CDS Code: 42691200000000

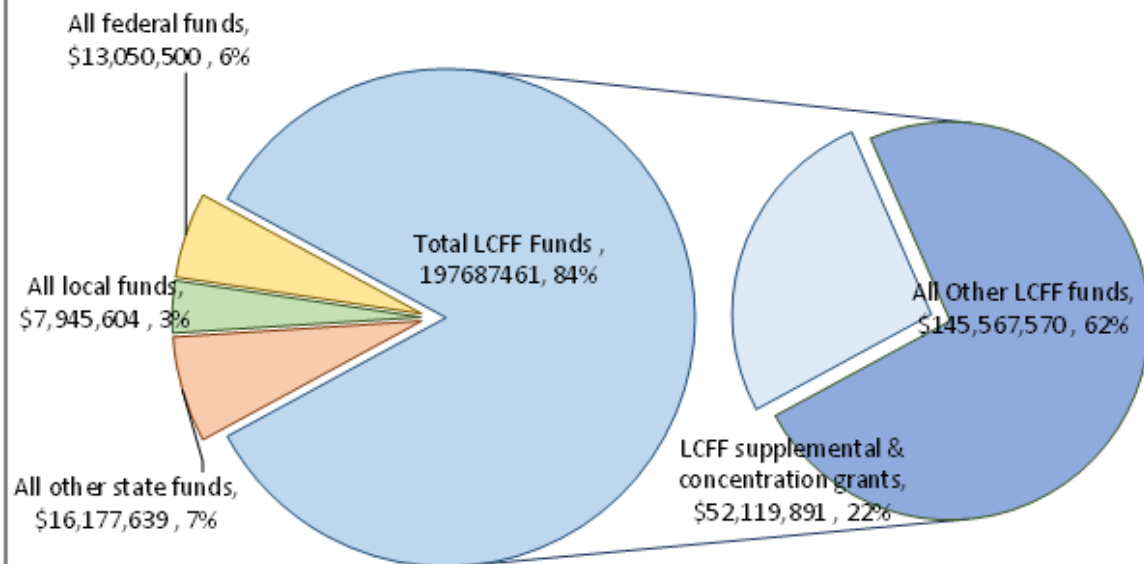
School Year: 2021 – 22

LEA contact information: Luke Ontiveros, 805-361-8110, lontiveros@smbd.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 2021 – 22 School Year

#### Projected Revenue by Fund Source

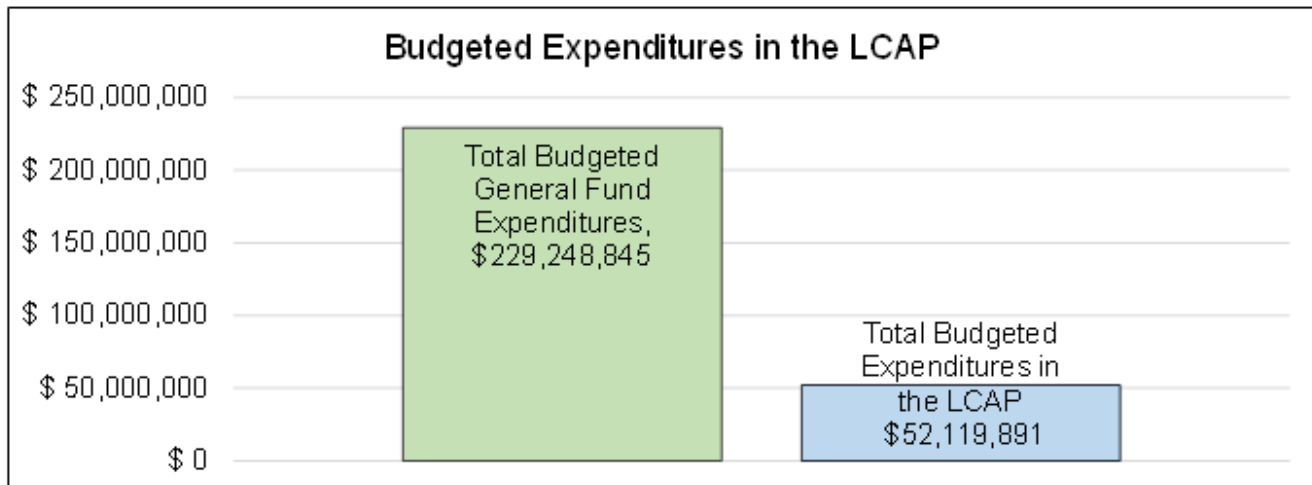


This chart shows the total general purpose revenue Santa Maria-Bonita expects to receive in the coming year from all sources.

The total revenue projected for Santa Maria-Bonita is \$234,861,204.00, of which \$197,687,461.00 is Local Control Funding Formula (LCFF), \$16,177,639.00 is other state funds, \$7,945,604.00 is local funds, and \$13,050,500.00 is federal funds. Of the \$197,687,461.00 in LCFF Funds, \$52,119,891.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Maria-Bonita plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Maria-Bonita plans to spend \$229,248,845.00 for the 2021 – 22 school year. Of that amount, \$52,119,891.00 is tied to actions/services in the LCAP and \$177,128,954.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

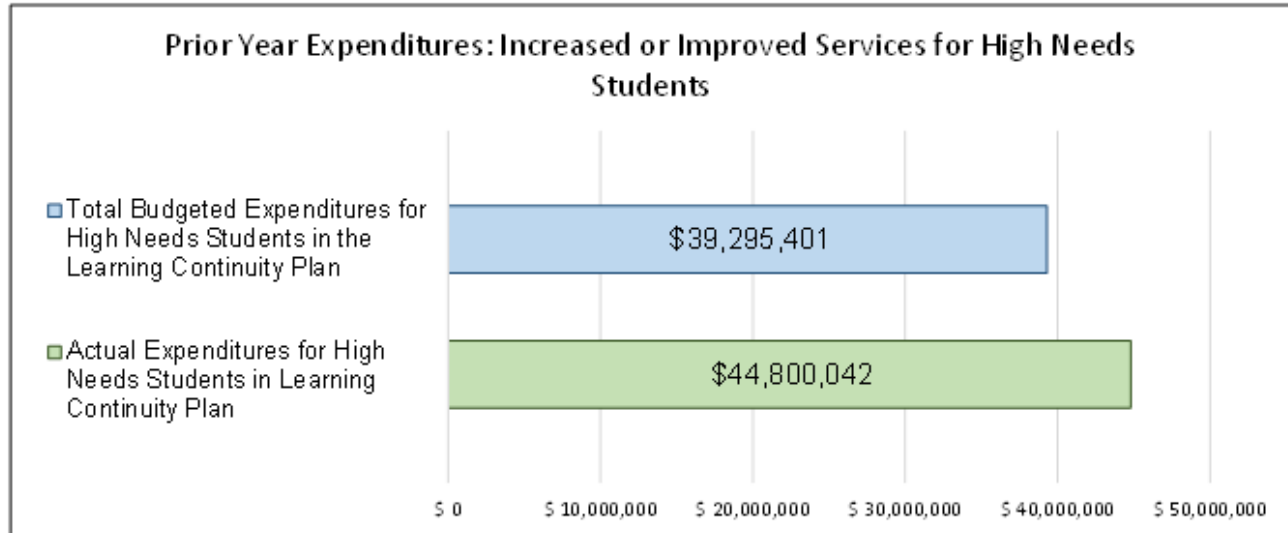
The general fund budget expenditures are for ongoing operating costs to maintain existing programs and services for students. Instruction and instruction related activities account for 77% of all expenditures. The remaining expenditures are for pupil services which include transportation, counseling and health services. Other general fund expenditures include maintenance of facilities, utilities, custodial activities, human resources, business services, investments in instructional materials and supplies, utilities and technology.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Santa Maria-Bonita is projecting it will receive \$52,119,891.00 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 \$52,119,891.00 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Santa Maria-Bonita budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Santa Maria-Bonita's Learning Continuity Plan budgeted \$39,295,401.00 for planned actions to increase or improve services for high needs students. Santa Maria-Bonita actually spent \$44,800,042.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Santa Maria-Bonita School District	Luke Ontiveros Superintendent	lontiveros@smbsd.net (805) 361-8110

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

1. Provide effective district and school wide support systems, procedures, processes, materials and practices that support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Basics (Teachers, Instructional Materials, Facilities) and Implementation of Academic Standards

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> English Language Arts (3-8) California School Dashboard  <b>2019-20</b> In 2017-2018 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2019-2020 metric. SMBSD students will improve in English Language Arts, as demonstrated by an increase of 27 points per year on the ELA CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve to <b>Green</b> for all student groups.	Due to the COVID-19 Pandemic, the SBAC was not administered in 2019-20. Results for 2018-19 are provided below.  <b>English Language Arts (3-8)</b> California School Dashboard Performance on the California School Dashboard English Language Indicator (grades 3-8) was <b>Yellow</b> for all student groups. <b>The status Low 39.1 points below standard. The change was Increased by +8.4 points. We did not meet our goal.</b>  Student Groups - Performance as reported on the California State Dashboard:  <b>All Students - Yellow</b> <b>Status:</b> Low (39.1 points below standard) Change: Increased +8.4 points <b>English Learners - Yellow</b>

## Baseline

Student Groups - Performance as reported on the California State Dashboard:

### All students - Yellow

Status: Low (51.7 points below level 3)

Change: Increases + 9.8 points

### English Learners - Yellow

Status: Low (61.2 points below level 3)

Change: Maintained + 6.8

Foster Youth - n/a

Homeless - n/a

### Socioeconomically Disadvantaged - Yellow

Status: Low (55.7 points below level 3)

Change: Increased + 9.5 points

### Students with Disabilities - Red

Status: Very Low (139 points below level 3)

Change: Maintained + 6.7 points

### African American - Orange

Status: Low (47.7 points below level 3)

Change: Declined - 1.7 points

### American Indian -

Status: Low (26.9 points below level 3)

Change: Increased + 15 points

### Asian - Green

Status: Medium (4.1 points below level 3)

Change: Increased Significantly + 28.7 points

### Filipino - Green

Status: Medium (9.7 points above level 3)

Change: Increased + 17.6 points

### Hispanic - Orange

Status: Low (54.3 points below level 3)

Change: Increased +9.6 points

### Pacific Islander - n/a

### Two or More Races: Green

Status: Medium (4.6 points below level 3)

Change: Increased Significantly + 25.4 points

### White - Orange

Status: Low (17.6 points below level 3)

Status: Low (53.6 points below standard)

Change: Increased +3.6 points

### Foster Youth - Yellow

Status: Low (60.3 points below standard)

Change: Increased Significantly +34 points

### Homeless - Yellow

Status: Low (49.1 points below standard)

Change: Increased +7.8 points

### Socioeconomically Disadvantaged - Yellow

Status: Low (42.8 points below standard)

Change: Increased +8 points

### Students with Disabilities - Orange

Status: Very Low (126.9 points below standard)

Change: Increased +8.9 points

### African American - Yellow

Status: Low (45.1 points below standard)

Change: Increased +14.8 points

### American Indian - None

Status: Low (35.9 points below standard)

Change: Maintained +1.1 points

### Asian - Blue

Status: High (32.5 points above standard)

Change: Increased Significantly +23.3 points

### Filipino - Green

Status: High (18.4 points above standard)

Change: Maintained +2.1 points

### Hispanic - Yellow

Status: Low (41.5 points below standard)

Change: Increased +8.4 points

### Pacific Islander - n/a

### Two or More Races - Yellow

Status: Low (4.6 points below standard)

Change: Declined -5.9 points

### White - Green

Status: Medium (0.1 points above standard)

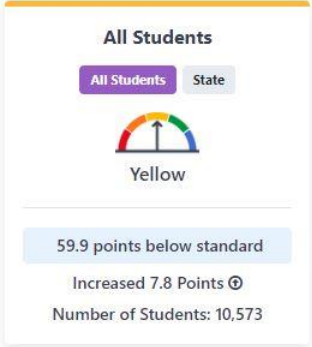
Change: Increased +15.4 points





Expected	Actual																																																															
Change: Increase + 9.8 points																																																																
<p><b>Metric/Indicator</b> Smarter Balanced English Language Arts State Assessment (3-8)</p> <p><b>2019-20</b> By 2020, Grades 3-8 students will <b>decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and "met" areas by 5%</b> on the Smarter Balanced ELA state assessments.</p> <p><b>Baseline</b> SBAC Summary (Aggregate percentage for grades 3-8) 2016-2017 <b>ELA Percentages:</b> Standard Not Met: 44% Standard Nearly Met/Met/Exceeds: 56%</p>	<p><b>Metric/Indicator- Smarter Balanced English Language Arts State Assessment (3-8)</b> <b>Note:</b> Due to the COVID-19 Pandemic, the SBAC was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>SBAC measurable outcomes below indicate that we <b>did not meet our goal</b> of decreasing the percentage of all students in the "Does not Meet" by 5% and increasing the percentage of all students in the "Nearly Met" and "Met", and “Exceeded” areas by <b>5%</b> on the Smarter Balanced Language Arts State Assessment.</p> <p>The SMBSD aggregated data from SBAC testing indicates a <b>decrease</b> of 3rd - 8th grade students in the Standard Not Met category by <b>-3.36%</b> and an <b>increase</b> of 3rd - 8th grade students in the Nearly Met/Met/Exceeds category by <b>3.36%</b>, thus not meeting our goal. SBAC Summary (Aggregate percentage for grades 3-8) English Language Arts: 2017 ELA Percentages: <b>Standard Not Met: 38.15% (-3.36%) Standard Nearly Met/Met/Exceeded: 61.85% (3.36%)</b></p> <div><p><b>SBAC Summary (Aggregate percentage for grades 3-8) English Language Arts:</b> 2018 ELA Percentages: <b>Standard Not Met: 41.51% Standard Nearly Met/Met/Exceeds: 58.49%</b> 2019 ELA Percentages: <b>Standard Not Met:38.15% -3.36% Standard Nearly Met/Met/Exceeds:61.85% +3.36%</b></p><table><tr><th colspan="7">CAASPP 2018 and 2019 Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded English Language Arts</th></tr><tr><th>Grade</th><th>2019 Standard Not Met</th><th>2018 Standard Not Met</th><th>Change</th><th>2019 Standard Nearly Met/Met/Exceeded</th><th>2018 Standard Nearly Met/Met/Exceeded</th><th>Change</th></tr><tr><td>3</td><td>42.87%</td><td>47.05%</td><td>-4.18%</td><td>57.13%</td><td>52.96%</td><td>4.17%</td></tr><tr><td>4</td><td>43.91%</td><td>46.84%</td><td>-2.93%</td><td>56.09%</td><td>53.16%</td><td>2.93%</td></tr><tr><td>5</td><td>41.64%</td><td>48.6%</td><td>-6.96</td><td>58.35%</td><td>51.4%</td><td>6.95%</td></tr><tr><td>6</td><td>32.53%</td><td>35.13%</td><td>-2.6%</td><td>67.47%</td><td>64.87%</td><td>2.6%</td></tr><tr><td>7</td><td>33.74%</td><td>38.97%</td><td>-5.23</td><td>66.27%</td><td>61.03%</td><td>5.24%</td></tr><tr><td>8</td><td>34.09%</td><td>32.11%</td><td>1.98%</td><td>65.9%</td><td>67.88%</td><td>-1.98%</td></tr><tr><td>District</td><td>38.15%</td><td>41.51%</td><td>-3.36%</td><td>61.85%</td><td>58.49%</td><td>+3.36%</td></tr></table></div>	CAASPP 2018 and 2019 Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded English Language Arts							Grade	2019 Standard Not Met	2018 Standard Not Met	Change	2019 Standard Nearly Met/Met/Exceeded	2018 Standard Nearly Met/Met/Exceeded	Change	3	42.87%	47.05%	-4.18%	57.13%	52.96%	4.17%	4	43.91%	46.84%	-2.93%	56.09%	53.16%	2.93%	5	41.64%	48.6%	-6.96	58.35%	51.4%	6.95%	6	32.53%	35.13%	-2.6%	67.47%	64.87%	2.6%	7	33.74%	38.97%	-5.23	66.27%	61.03%	5.24%	8	34.09%	32.11%	1.98%	65.9%	67.88%	-1.98%	District	38.15%	41.51%	-3.36%	61.85%	58.49%	+3.36%
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7	33.74%	38.97%	-5.23	66.27%	61.03%	5.24%																																																										
8	34.09%	32.11%	1.98%	65.9%	67.88%	-1.98%																																																										
District	38.15%	41.51%	-3.36%	61.85%	58.49%	+3.36%																																																										



Expected	Actual
<p><b>Metric/Indicator</b> Mathematics (3-8) California School Dashboard</p> <p><b>2019-20</b> In 2017-2018 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2019-2020 metric. SMBSD students will improve in Math, as demonstrated by an increase of <b>35 points per year on the ELA CAASPP</b> district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve to <b>Green</b> for all student groups.</p> <p><b>Baseline</b> Student Groups - Performance as reported on the California State Dashboard:  <b>All students - Yellow</b>  <b>Status:</b> Low (70.4 points below level 3)  Change: Increases + 5.2 points  <b>English Learners - Yellow</b>  <b>Status:</b> Low (76.1 points below level 3)  Change: Maintained + 2.6  Foster Youth - n/a Homeless - n/a  <b>Socioeconomically Disadvantaged - Yellow</b>  <b>Status:</b> Low (73.2 points below level 3)  Change: Increased + 5.3 points  <b>Students with Disabilities - Red</b>  <b>Status:</b> Very Low (165.6 points below level 3)  Change: Maintained - 0.6 points  <b>African American - Orange</b>  <b>Status:</b> Low (78.2 points below level 3)  Change: Declined -2.6 points  <b>American Indian -</b>  <b>Status:</b> Low (67.4 points below level 3)  Change: Increased + 1.5 points</p>	<p>Due to the COVID-19 Pandemic, the SBAC was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p><b>Mathematics (3-8)</b> California School Dashboard Performance on the California School Dashboard Mathematics Indicator (grades 3-8) was <b>Yellow</b> for all student groups. The status Low 59.9 points below standard. The change was Increased by +7.8 points. We did <b>not meet our goal</b>.</p> <p>Student Groups - Performance as reported on the California State Dashboard:</p> <div data-bbox="1688 529 1997 873">  <p>The screenshot shows the 'All Students' tab selected. A yellow status indicator is displayed with a corresponding yellow arrow. Below the indicator, it states '59.9 points below standard' and 'Increased 7.8 Points'. At the bottom, it notes 'Number of Students: 10,573'.</p> </div> <p><b>All students - Yellow</b>  <b>Status:</b> Low (59.9 points below standard)  Change: Increased +7.8 points  <b>English Learners - Yellow</b>  <b>Status:</b> Low (70 points below standard)  Change: Increased +3.9 points  <b>Foster Youth - Red</b>  <b>Status:</b> Very Low (123.1 points below standard)  Change: Declined -5.6 points  <b>Homeless - Yellow</b>  <b>Status:</b> Low (63.1 points below standard)  Change: Increased +7.8 points  <b>Socioeconomically Disadvantaged - Yellow</b>  <b>Status:</b> Low (62.6 points below standard)  Change: Increased +7.3 points  <b>Students with Disabilities - Orange</b>  <b>Status:</b> Very Low (151.3 points below standard)  Change: Increased +8.4 points  <b>African American - Yellow</b>  <b>Status:</b> Low (60.4 points below standard)  Change: Increased +5.1 points  <b>American Indian - None</b></p>

Expected	Actual
<p><b>Asian – Green</b>  <b>Status:</b> Medium (19.8 points below level 3)  Change: Increased Significantly + 16.6 points</p> <p><b>Filipino – Green</b>  <b>Status:</b> Medium (13.5 points above level 3)  Change: Increased + 12.8 points</p> <p><b>Hispanic - Yellow</b>  <b>Status:</b> Low (72.5 points below level 3)  Change: Increased +5 points  Pacific Islander - n/a</p> <p><b>Two or More Races: Green</b>  <b>Status:</b> Medium (23.9 points below level 3)  Change: Increased Significantly + 32.6 points</p> <p><b>White - Yellow</b>  <b>Status:</b> Low (46.4 points below level 3)  Change: Increased + 4.1 points</p>	<p><b>Status:</b> Low (55.1 points below standard)  Change: Increased +7.8 points</p> <p><b>Asian - Green</b>  <b>Status:</b> Medium (2.6 points below standard)  Change: Increased Significantly +15.5 points</p> <p><b>Filipino - Blue</b>  <b>Status:</b> High (0.8 points above standard)  Change: Increased Significantly +16.6 points</p> <p><b>Hispanic - Yellow</b>  <b>Status:</b> Low (62 points below standard)  Change: Increased +7.7 points</p> <p><b>Pacific Islander - n/a</b>  <b>Two or More Races - None</b>  <b>Status:</b> Low (44.6 points below standard)  Change: Decreased Significantly -21.5 points</p> <p><b>White - Yellow</b>  <b>Status:</b> Low (27.6 points below standard)  Change: Increased +14.2 points</p>
<p><b>Metric/Indicator</b>  Smarter Balanced State Mathematics Assessment (3-8)</p> <p><b>2019-20</b>  By 2020, Grades 3-8 students will decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and "met" areas by 5% on the Smarter Balanced mathematics state assessments.</p> <p><b>Baseline</b>  SBAC Summary (Aggregate percentage for grades 3-8)  <b>2016 Math Percentages:</b>  Standard Not Met: 48% Standard Nearly/Met/Exceeds: 51%</p>	<p><b>Metric/Indicator - Smarter Balanced Mathematics State Assessment (3-8)</b>  <b>Note:</b> Due to the COVID-19 Pandemic, the SBAC was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>SBAC measurable outcomes below indicate that <b>we did not meet our goal</b> of decreasing the percentage of all students in the "Does not Meet" by 5% and increasing the percentage of all students in the "Nearly Met" and "Met", and "Exceeded" areas by 5% on the Smarter Balanced Mathematics State Assessments.</p> <p>The SMBSD aggregated data from SBAC testing shows a <b>decrease</b> of 3rd – 8th grade students in the Standard Not Met category by <b>-3.53%</b> an <b>increase</b> of 3rd – 8th grade students in the Nearly Met/Met/Exceeded category by <b>3.53%</b>.</p>

## Expected

### Metric/Indicator

By 2020, Grades TK-1 students will decrease the percentage of all students in the "far below basic" and "below basic" areas by 15% and increase the percentage of all student in the "basic" and "proficient" areas by 15% on the District Assessments for ELA and mathematics.

## Actual

SBAC Summary 2019 (Aggregate percentage for grades 3-8)  
Mathematics: Standard Not Met: 43.32% (-3.53%) Standard Nearly Met/Met/Exceeded: 56.68% (+3.53%).

It should be noted that students in 5th and 7th grades decreased the number of students in the "Standard Not Met" in mathematics by -9.76% and -6.3% and increased the number of students in the "Standard Nearly Met/Met/Exceeded" in mathematics by 9.76% and 6.3%.

### SBAC Summary (Aggregate percentage for grades 3-6) Mathematics:

2018 Mathematics Percentages:

Standard Not Met: 46.85% (-1.91%) Standard Nearly Met/Met/Exceeds: 51.24%

2019 Mathematics Percentages:

Standard Not Met: 43.32% (-3.53%) Standard Nearly Met/Met/Exceeds: 56.68% +3.53%

CAASPP 2018 and 2019 Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded Mathematics						
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Grade	2019 Standard Not Met	2018 Standard Not Met	Change	2019 Standard Nearly Met/Met/Exceeded	2018 Standard Nearly Met/Met/Exceeded	Change
3	38.02%	41.07%	-3.05%	61.98%	58.93%	3.05%
4	32.47%	36.54%	-4.07%	67.54%	63.46%	4.08%
5	48.25%	58.01%	-9.76%	51.75%	41.99%	9.76%
6	45.53%	43.82%	1.71%	54.47%	56.18%	-1.71%
7	46.77%	53.07%	-6.3%	53.23%	46.93%	6.3%
8	48.9%	48.53%	0.37%	51.1%	51.47%	-0.37%
District	43.32%	46.85%	-3.53	56.68%	53.15%	3.53%

### Kindergarten-Second Grade: ENGLISH LANGUAGE ARTS (ELA).

For the 2019-20 school year, the District transitioned to Fountes and Pinnel Benchmark Assessment System. This new assessment system used at Santa Maria-Bonita School District

Expected	Actual
<p><b>2019-20</b> The grading rubric was changed for the 2017- 2018 school year for Grades TK-1 from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). By 2020, Grades TK-1 students will decrease the percentage of all students in the “Beginning” and “Developing” areas by 5% and increase the percentage of all students in the “Secure” and “Exceeding” areas by 5% on the District Assessments for ELA and mathematics.</p> <p><b>Baseline</b> The average growth of students in basic and proficient for TK, K, and 1st grade students on the ELA Trimester 2 Benchmark Assessment was 2.51%. The average growth of student in basic and proficient for TK, K, and 1st grade students on the Math Trimester 2 Benchmark Assessment was 2.41%. The growth data from the beginning of the year pretest assessments will also be used as a baseline.</p>	<p>does not measure the same items as the 2018-19 system. The following are Fountas and Pinnel reports which display data pulled for grades kindergarten, first, and second grade. The following information is an explanation of the benchmark data for each grade level report. Prior years’ data will not be compared due to a new assessment being used and the inconsistency across the district of the assessment given the second trimester due to school closures. We are reporting the data to show student’s growth or decline between the first and second trimester.</p> <p><b>Here is a brief explanation about what areas students are assessed using the Fountas and Pinnel.</b></p> <p>Fountas and Pinnel Benchmark Assessment provides information about students in reading accuracy, comprehension, fluency and more. Reading text evaluates topics such as word count, number of different words, number of high frequency words, sentence length, sentence complexity, word repetitions, illustration support, etc.</p> <p>In regards to the parameters provided, students are assigned a reading level associated with school grade. The following are the reading level assignments for K-2 students. Kindergarten students are placed in A, B, C, D. First grade students are placed in E, F, G, H, I, J. And second grade students are placed in K, L, M.</p> <p><b>Kindergarten - ENGLISH LANGUAGE ARTS (ELA).</b> For the 2019-20 School Year the District reported on Baseline, 1st trimester, and 2nd trimester.</p> <p><b>Standards Not Met:</b></p> <p>a) Baseline was 80.5% and 1st trimester was 44.7%, which showed a decline of 35.8%.</p> <p>b) Baseline of 80.5% to the 2nd trimester was 12.9%, which showed a decline of 67.6%.</p> <p>c) 1st trimester of 44.7% to 2nd trimester was 12.9%, which showed a decline of 31.8%</p> <p><b>Standards Nearly Met:</b></p>

Expected	Actual																																																				
	<p>a) Baseline was 17.4% and 1st trimester was 37.4%, which showed an increase of 20%.</p> <p>b) Baseline of 17.4% to the 2nd trimester was 57%, which showed an increase of 39.6%.</p> <p>c) 1st trimester of 37.4% to 2nd trimester was 57%, which showed an increase of 19.6%</p> <p><b>Standards Met:</b></p> <p>a) Baseline was 1.2% and the 1st trimester was 13.9%, which showed an increase of 12.7%.</p> <p>b) Baseline of 1.2% to the 2nd trimester was 22.2%, which showed an increase of 21%.</p> <p>c) 1st trimester of 13.9% to 2nd trimester was 22.2%, which showed an increase of 8.3%</p> <p><b>Standard Exceeded</b></p> <p>a) Baseline was 1% and 1st trimester was 4%, which showed an increase of 3%.</p> <p>b) Baseline of 1% to the 2nd trimester was 7.9%, which showed an increase of 6.9%.</p> <p>c) 1st trimester of 4% to 2nd trimester was 7.9%, which showed an increase of 3.9%.</p>																																																				
	<table><tr><th>Kindergarten F&amp;P Benchmark</th><th colspan="2">Standard Not Met</th><th colspan="2">Standard Nearly Met</th><th colspan="2">Standard Met</th><th colspan="2">Standard Exceeded</th></tr><tr><td>Baseline</td><td colspan="2">80.5%</td><td colspan="2">17.4%</td><td colspan="2">1.2%</td><td colspan="2">1%</td></tr><tr><td rowspan="2">1st Trimester</td><td colspan="2">44.7%</td><td colspan="2">37.4%</td><td colspan="2">13.9%</td><td colspan="2">4%</td></tr><tr><td>(-35.8%)</td><td></td><td>+20%</td><td></td><td>+12.7%</td><td></td><td>+3%</td><td></td></tr><tr><td rowspan="2">2nd Trimester</td><td colspan="2">12.9%</td><td colspan="2">57.0%</td><td colspan="2">22.2%</td><td colspan="2">7.9%</td></tr><tr><td>(-67.6%)</td><td>(-31.8%)</td><td>+39.6%</td><td>+19.6%</td><td>+21%</td><td>+8.3%</td><td>+6.9%</td><td>+3.9%</td></tr></table>	Kindergarten F&P Benchmark	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded		Baseline	80.5%		17.4%		1.2%		1%		1st Trimester	44.7%		37.4%		13.9%		4%		(-35.8%)		+20%		+12.7%		+3%		2nd Trimester	12.9%		57.0%		22.2%		7.9%		(-67.6%)	(-31.8%)	+39.6%	+19.6%	+21%	+8.3%	+6.9%	+3.9%
Kindergarten F&P Benchmark	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded																																														
Baseline	80.5%		17.4%		1.2%		1%																																														
1st Trimester	44.7%		37.4%		13.9%		4%																																														
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2nd Trimester	12.9%		57.0%		22.2%		7.9%																																														
	(-67.6%)	(-31.8%)	+39.6%	+19.6%	+21%	+8.3%	+6.9%	+3.9%																																													
	<p><b>Kindergarten - MATHEMATICS</b> - The district compiled aggregated results comparing the 2019-20 first trimester Mathematics Benchmark Assessment scale scores to the second trimester Mathematics Benchmark Assessment scale scores for</p>																																																				

Expected	Actual
	<p>our Kindergarten students. The test measures <b>Counts to 100 by 1s and 10s, Represents &amp; Compares Whole Numbers, and Identify shapes and space</b>. The test is given to students each trimester.</p> <p>The table below shows that our Kindergarten students not only met but <b>exceeded</b> our goal of moving 15% or more of students into secure and exceeding the standards between the first and second trimester in all areas assessed.</p> <p>Trimester 2 Math academic data from 2019-2020 shows student mastery at the following levels:</p> <ul style="list-style-type: none"> <li>• <b>Counts to 100 by 1s and 10s</b> at 47.3%, an <b>increase</b> of 5.3% from the 2018-19 year</li> <li>• <b>Represents and compares whole numbers</b> at 50.8%, an <b>increase</b> of 37.8% from the 2018-19 year (Trimester 1 data)</li> <li>• <b>Identifies shapes and space</b> at 35.7%, an <b>increase</b> of 4.2% from the 2018-19 year</li> </ul> <p>There was an <b>increase in all 3 of the categories</b> at the end of Trimester 2.</p> <p>The goal of 15% increase in Secure/Exceeding was <b>met in all three areas</b> assessed at the end of Trimester 2.</p>



## Expected

## Actual

<u>Kindergarten Math Benchmark</u>	<b>Standard Not Met</b>		<b>Standard Nearly Met</b>		<b>Standard Met</b>		<b>Standard Exceeded</b>	
	Tri 1	Tri 2	Tri 1	Tri 2	Tri 1	Tri 2	Tri 1	Tri 2
Counts to 100 by 1s & 10s	53.5%	22.0%	31.4%	30.6%	4.7%	9.8%	10.4%	37.5%
	(-31.5%)		(-0.8%)		+5.1%		+27.1%	
Represents and Compares Whole Numbers	30.1%	8.5%	53.6%	40.7%	10.8%	27.4%	5.5%	23.4%
	(-21.6%)		(-12.9%)		+16.6%		+17.9%	
Identify Shapes and Space	26.3%	10%	66.1%	54.3%	4.1%	17.9%	3.5%	17.8%
	(-16.3%)		(-11.8%)		+13.8%		+14.3%	

**First Grade - ENGLISH LANGUAGE ARTS (ELA).** For the 2019-20 School Year the District reported on Baseline, 1st trimester, and second trimester.

### Standards Not Met:

- a) Baseline was 38.4% and 1st trimester was 23.6%, which showed a decline of 14.8%.
- b) Baseline of 38.4% to the 2nd trimester was 20.9%, which showed a decline of 17.5%.
- c) 1st trimester of 23.6% to 2nd trimester was 20.9%, which showed a decline of 2.7%

### Standards Nearly Met:

- a) Baseline was 56% and the 1st trimester was 60.9%, which showed an increase of 4.9%.
- b) Baseline of 56% to the 2nd trimester was 55.7%, which showed a decline of 0.3%.
- c) 1st trimester of 60.9% to 2nd trimester was 55.7%, which showed decline of 5.2%



Expected	Actual																																																				
	<p><b>Standards Met:</b></p> <p>a) Baseline was 2.3% and the 1st trimester was 4.9%, which showed an increase of 2.6%.</p> <p>b) Baseline of 2.3% to the 2nd trimester was 6.6%, which showed an increase of 4.3%.</p> <p>c) 1st trimester of 4.9% to 2nd trimester was 6.6%, which showed an increase of 1.7%</p> <p><b>Standard Exceeded</b></p> <p>a) Baseline was 3.2% and the 1st trimester was 10.6%, which showed an increase of 7.4%.</p> <p>b) Baseline of 3.2% to the 2nd trimester was 16.7%, which showed an increase of 13.5%.</p> <p>c) 1st trimester of 10.6% to 2nd trimester was 16.7%, which showed an increase of 6.1%</p>																																																				
	<table><tr><th>First Grade F&amp;P Benchmark</th><th colspan="2">Standard Not Met</th><th colspan="2">Standard Nearly Met</th><th colspan="2">Standard Met</th><th colspan="2">Standard Exceeded</th></tr><tr><td>Baseline</td><td colspan="2">38.4%</td><td colspan="2">56%</td><td colspan="2">2.3%</td><td colspan="2">3.2%</td></tr><tr><td rowspan="2">1st Trimester</td><td colspan="2">23.6%</td><td colspan="2">60.9%</td><td colspan="2">4.9%</td><td colspan="2">10.6%</td></tr><tr><td>(-14.8%)</td><td></td><td>+4.9%</td><td></td><td>+2.6%</td><td></td><td>+7.4%</td><td></td></tr><tr><td rowspan="2">2nd Trimester</td><td colspan="2">20.9%</td><td colspan="2">55.7%</td><td colspan="2">6.6%</td><td colspan="2">16.7%</td></tr><tr><td>(-17.5%)</td><td>(-2.7%)</td><td>(-0.3%)</td><td>(-5.2%)</td><td>+4.3%</td><td>+1.7%</td><td>+13.5%</td><td>+6.1%</td></tr></table>	First Grade F&P Benchmark	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded		Baseline	38.4%		56%		2.3%		3.2%		1st Trimester	23.6%		60.9%		4.9%		10.6%		(-14.8%)		+4.9%		+2.6%		+7.4%		2nd Trimester	20.9%		55.7%		6.6%		16.7%		(-17.5%)	(-2.7%)	(-0.3%)	(-5.2%)	+4.3%	+1.7%	+13.5%	+6.1%
First Grade F&P Benchmark	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded																																														
Baseline	38.4%		56%		2.3%		3.2%																																														
1st Trimester	23.6%		60.9%		4.9%		10.6%																																														
	(-14.8%)		+4.9%		+2.6%		+7.4%																																														
2nd Trimester	20.9%		55.7%		6.6%		16.7%																																														
	(-17.5%)	(-2.7%)	(-0.3%)	(-5.2%)	+4.3%	+1.7%	+13.5%	+6.1%																																													
	<p><b>First Grade - MATHEMATICS</b> - The district compiled aggregated results comparing the 2019-20 first trimester Mathematics Benchmark Assessment scale scores to the second trimester Mathematics Benchmark Assessment scale scores for our first grade students. A comparison between 2018-19 and 2019-20 was also made. The test measures <b>Writes Missing Numbers, Fact Knowledge, Number Recognition, and Word Problems</b>. The test is given to students each trimester.</p>																																																				

## Expected

## Actual

The table below shows that our first grade students not only met but exceeded our goal of moving 15% or more of students into secure and exceeding the standards between the first and second trimester in all areas assessed except for Word Problems, which showed a decrease of 8.4%

Trimester 2 Math academic data from 2019-2020 shows student mastery at the following levels:

- **Writes Missing Numbers** at 66.1%, an **increase** of 13.8% from the 2018-19 year
- **Fact knowledge** at 62.3%, a **decrease** of 0.2% from the 2018-19 year
- **Number recognition** at 85.8%, a **decrease** of 1.6% from the 2018-19 year
- **Word problems** at 49.1%, a **decrease** of 5.1% from the 2018-29 year

There was an **increase in 1 of the 4 categories** at the end of Trimester 2.

First Grade Math Benchmark	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
	Tri 1	Tri 2	Tri 1	Tri 2	Tri 1	Tri 2	Tri 1	Tri 2
Write Missing Numbers	28.8%	12.9%	31.3%	21%	27%	33.7%	12.9%	32.4%
	(-15.9%)		(-10.3%)		+6.7%		+19.5%	
Fact Knowledge	24.6%	10%	42.9%	27.8%	30.1%	51.1%	2.5%	11.2%
	(-14.6%)		(-15.1%)		+21%		+8.7%	
Number Recognition	19.7%	8%	16.2%	6.2%	34.5%	26.3%	29.6%	59.5%
	(-11.7%)		(-10%)		(-8.2%)		+29.9%	
Word Problems	18.6%	30%	23.9%	21%	29%	23.1%	28.5%	26%
	+11.4%		(-2.9%)		(-5.9%)		(-2.5%)	

Expected	Actual
<p><b>Metric/Indicator</b> By 2020, Grades 2nd grade students will decrease the percentage of all students in the "Standard Not Met" and "Standard Nearly Met" by 15% and increase the percentage of all student in the "Met" and "Exceeds" areas by 15% on the District Assessments for ELA and mathematics.</p> <p><b>2019-20</b> The grading rubric was changed for the 2017-2018 school year for Second grade from a 1-5 scale to a 1-4 scale. By 2020, Second grade students will decrease the percentage of all students in the "Not Met" and "Nearly Met" areas by 5% and increase the percentage of all students in the "Met" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics.</p> <p><b>Baseline</b> Growth data from the new 2nd grade beginning of the year assessment (pretest) will be used as a baseline.</p>	<p><b>Second Grade- ENGLISH LANGUAGE ARTS (ELA).</b> For the 2019-20 School Year the District reported on baseline, 1st trimester, and 2nd trimester. The second trimester baseline was to be compared to the 3<sup>rd</sup> trimester assessment data but due to school closures most students did not complete the assessment. Therefore, we were unable to compare the data.</p> <p><b>Standards Not Met:</b> a) Baseline was 42.8% and 1st trimester was 32.1%, which showed a decline of 10.7%. b) Baseline of 42.8% to the 2nd trimester was 31.6%, which showed a decline of 11.2%. c) 1st trimester of 32.1% to 2nd trimester was 31.6%, which showed a decline of 0.5%</p> <p><b>Standards Nearly Met:</b> a) Baseline was 37.7% and the 1st trimester was 36.8%, which showed a decline of .9%. b) Baseline of 37.7% to the 2nd trimester was 31%, which showed a decline of 6.7%. c) 1st trimester of 36.8% to 2nd trimester was 31%, which showed decline of 5.8%</p> <p><b>Standards Met:</b> a) Baseline was 6.8% and the 1st trimester was 7.6%, which showed an increase of .8%. b) Baseline of 6.8% to the 2nd trimester was 8%, which showed an increase of 1.2%. c) 1st trimester of 7.6% to 2nd trimester was 8%, which showed an increase of 0.4%</p> <p><b>Standard Exceeded</b> a) Baseline was 12.8% and the 1st trimester was 23.4%, which showed an increase of 10.6%. b) Baseline of 12.8% to the 2nd trimester was 29.5%, which showed an increase of 16.7%. c) 1st trimester of 23.4% to 2nd trimester was 29.5%, which showed an increase of 6.1%</p>

## Expected

## Actual

Second Grade F&P Benchmark	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
Baseline	42.8%		37.7%		6.8%		12.8%	
1st Trimester	32.1%		36.8%		7.6%		23.4%	
	(-10.7%)		(-0.9%)		+0.8%		+10.6%	
2nd Trimester	31.6%		31%		8%		29.5%	
	(-11.2%)		(-0.5%)		+1.2%		+16.7%	

**Second Grade - MATHEMATICS** - The district compiled aggregated results comparing the 2019-20 1st trimester Mathematics Benchmark Assessment scale scores to the 2nd trimester Mathematics Benchmark Assessment scale scores for our second grade students. A comparison between 2018-19 and 2019-20 was also made. The test is given to students each trimester.

The table below shows that our second grade students **did not meet our goal** of moving 15% or more of students into secure and exceeding the standards between the first and second trimester.

Trimester 2 Math academic data from 2019-2020 shows student mastery at 39.6%, an **increase** of 7.6% from the 2018-19 year.

Second Grade Math Benchmark	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
1st Trimester	31.8%	25.8%	39.3%	3.1%
2nd Trimester	41.8%	18.7%	35.9%	3.7%
Difference	+10%	-7.1%	-3.4%	+0.6%

## Expected

### Metric/Indicator

State Physical Fitness Healthy Fitness Test - By June 2020, fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test.

### 2019-20

State Physical Fitness Healthy Fitness Test - By June 2020, fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test.

### Baseline

Tracking the cohort of students as they move from 5th grade to 7th grade shows an increase in the Healthy Fitness Zone in all areas of the Preliminary PFT testing data the two and a half years: Aerobic Capacity: Increase 5.6%, Body Composition: 2.3%, Abdominal Strength: 36.3%, Trunk Strength: 3.4%, Upper Body Strength: 18.4%, Flexibility: 21.2%

## Actual

### Metric/Indicator

Due to the COVID-19 Pandemic, the State Physical Fitness Healthy Fitness Test was not administered in 2019-20. Below are the 2018-2019 results. We were unable to track cohorts due to the closure.

### 1) 2018-2019 Overall Summary Results State Physical Fitness Healthy Fitness Test 2018-19 results:

- **Fifth Grade** (percent of students within the HFZ): **Aerobic Capacity 55.9 (+0.8%), Body Composition 56.6 (+5.8%), Abdominal Strength 48.0 (+14.6%), Trunk Extension 63.2 (+8.1%), Upper Body Strength 56.3 (+4.8%), and Flexibility 64.5 (+9.3 %)**. The results show a positive increase in all six areas of the Healthy Fitness Zone from 2017 to 2018.

	Aerobic Capacity	Body Comparison	Abdominal Strength	Trunk Extension	Upper Body Strength	Flexibility
5th Grade 2017-18	55.1	50.8	33.4	63.2	51.5	55.2
5th Grade 2018-19	55.9	56.6	48.0	71.3	56.3	64.5
Growth	+0.8	+5.8	+14.6	+8.1	+4.8	+9.3

- **Seventh Grade** (percent of students within the HFZ): **Aerobic Capacity 51.1 (+1.3%), Body Composition 53.0 (+1.4%), Abdominal Strength 77.6 (+5.6%), Trunk Extension 81.7 (-2.5%), Upper Body Strength 54.2 (-8.9%), and Flexibility 72.0 (-0.8%)**. The results show a positive increase in all three areas of the Healthy Fitness Zone from 2017 to 2018.

	Aerobic Capacity	Body Comparison	Abdominal Strength	Trunk Extension	Upper Body Strength	Flexibility
7th Grade 2017-18	49.8	51.6	72.0	84.2	63.1	72.8
7th Grade 2018-19	51.1	53.0	77.6	81.7	54.2	72.0
Growth	+1.3	+1.4	+5.6	-2.5	-8.9	-0.8

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>1.1 CCSS Aligned Instructional and Supplemental Materials</b></p> <p><b>Explanation</b> - All students will have access to state aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates 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 aligned supplemental instructional materials, including English language arts, mathematics, social studies and science. Supplemental support materials will be used to support teachers in providing direct instruction, intervention, and extended day classes.</p>	<p>unit 1806, partial unit 1701, partial resource 0977, unit 2049, partial unit 2060 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$658,757</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$22,200</p>	<p>unit 1806, partial unit 1701, partial resource 0977, unit 2049, partial unit 2060 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$356,227</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$24,206</p>
<p><b>1.2 Professional Learning</b></p> <p><b>Explanation</b> - The district will continue to provide ongoing Teacher, Paraeducator, and Administrator professional development (workshops, coaching, conferences, and collaborative time) to support the implementation of Professional Learning Communities (PLC) and to build capacity regarding personnel practices, site management, instructional leadership, and utilization of technology to enhance student achievement. PLC is an ongoing process in which educators meet regularly, share expertise, and work in collaboration in order to improve teaching skills and academic performance of students. The district will provide professional learning time for teachers and administrators to collaborate on developing and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will provide ongoing professional development to ensure staff members are prepared to implement effective Response to Intervention programs at each site. The district will provide additional professional development to build the capacity of our teachers and administrators in Guided Reading. Teachers on Special Assignment along with outside consultants will provide professional learning to support and provide job embedded coaching that is on-going and sustainable. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District Staff. The allocation will be increased in order to cover an increase in cost of professional development services.</p>	<p>partial unit 1621, partial unit 2056, partial unit 1701, partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$267,414</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,607</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$60,302</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$61,615</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$775,430</p>	<p>partial unit 1621, partial unit 2056, partial unit 1701, partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$188,102</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,513</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$37,201</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$23,049</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$517,705</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>1.3 Physical Education Specialists for 4th, 5th, and 6th grade students</b></p> <p><b>Explanation</b> - The district will continue to provide 4th, 5th, and 6th graders physical education instruction by providing a certificated physical education specialist at each elementary school site. Sixteen total. Grade level teams, administrators, and PE specialist will collaborate in order to ensure that teachers are providing direct instruction, intervention, and/or small group instruction during PE time. The district will track interventions provided by classroom teachers during PE instruction.</p>	<p>unit 1517, unit 2047, partial unit 2060 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$3,073,464</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$72,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>	<p>unit 1517, unit 2047, partial unit 2060 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$2,890,522</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$55,506</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>
<p><b>1.4 Response to Intervention and Instruction - One Intervention Teacher per elementary site</b></p> <p><b>Explanation</b> - In order to support the needs of students who are at risk or below grade level and to reduce the learning gaps, the district will continue to provide one Intervention Teacher (full time certificated teacher) at each elementary site to assist teachers and administrators with the appropriate placement of students, professional development, data analysis, school site intervention plans, whole group instruction, and small group instruction with students in English Language Arts/English Language Development and Math.</p>	<p>unit 1703 and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$2,196,433</p>	<p>unit 1703 and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$2,120,771</p>
<p><b>1.5 Technology</b></p> <p><b>Explanation</b> - The district will continue to expand the ways in which technology is used to support student engagement and learning. The district will continue to provide opportunities for students to become technology literate and to assist students in being college and career ready by continuing to provide a full time Computer Site Technicians at each school site. The district will fully fund these technicians from LCAP. The district will continue to increase and implement districtwide instructional programs to help all students in technology as it relates to the CCSS by providing access to technology for every student and staff member to support, enhance, and increase knowledge of content standards and to improve motivation in learning. Software programs and curricular licenses purchased will align with the Common Core State Standards and district programs including materials to support</p>	<p>unit 1514, unit 1607, partial unit 1621, partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$609,769</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$442,703</p>	<p>unit 1514, unit 1607, partial unit 1621, partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$351,840</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$256,207</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Special Education Adaptive Technology. A fund for maintenance and operations will be increased in order to ensure appropriate upgrades and repairs are made. Professional learning for certificated and classified staff including conferences and training experiences will also be allocated through site and district funds. The district will increase professional learning opportunities which will include online self-paced, individualized training programs.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$67,618</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$79,993</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$15,432</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,286</p>
<p><b>1.6 Response to Intervention and Instruction - Teacher Tutor Support</b></p> <p><b>Explanation</b> - All schools, site administrators, and district staff will continue to provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will provide each elementary school site <b>two Certificated Teacher Tutors (hourly paid certificated teacher)</b> to support intervention and small group instruction in the area of English Language Development, English Language Arts, and Mathematics. These additional teacher tutors will support smaller class sizes and provide direct services that will help all students, but especially students who are English Learners, Foster Youth or Low-Income.</p>	<p>Duplicate Expense unit 1710 and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$1,120,988</p>	<p>Duplicate Expense unit 1710 and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$760,031</p>
<p><b>1.7 Increase Library Media Clerk Positions</b></p> <p><b>Explanation</b> - Library Media Clerk positions will continue to be fulltime. The district will fully fund these positions out of LCAP. The Library Media Clerks will assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning. This support will help increase reading scores and provide Low-Income students and English Learners access to high-interest books that are aligned across the curriculum. The district will continue to review schools' library collection, increase software support services within each library, and provide students and their families' access to each school library.</p> <p><b>1.8 Preschool Program Support</b></p> <p><b>Explanation</b> - In order to better prepare children for Transitional Kindergarten and Kindergarten and to reduce learning gaps, the district will continue to increase access to preschool programs for Low-Income, English Learner, and Foster Youth students. This includes increasing</p>	<p>unit 1615, unit 1907 and partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$1,200,479</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000</p> <p>unit 1502 &amp; unit 1719 7000-7439: Other Outgo Supplemental and Concentration \$392,539</p>	<p>unit 1615, unit 1907 and partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$771,109</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>unit 1502 &amp; unit 1719 7000-7439: Other Outgo Supplemental and Concentration \$307,876</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
support by increasing the Twilight Preschool Programs, providing a Child Development Specialist Teacher on Special Assignment to support all preschool programs, hiring one certificated teacher, and one roving substitute teacher to support our preschool classes district-wide. Preschool support will also continue to include the funding of Bilingual Instructional Assistants for Twilight Preschool Programs, Midday Assistants, training, field trips, extended learning, and other needed support to maximize the learning potential of all students in the preschool program.	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p>
<b>1.9 Curriculum Substitute Teachers &amp; Site Guest Teachers</b> <b>Explanation</b> - The district will provide <b>twelve Curriculum Substitutes</b> . The Curriculum Substitutes will provide coverage for professional learning opportunities and release time for observing, learning, planning, site leadership teams, collaboration teams, and department chair meetings. The district will continue to provide a Guest Teacher at each site. Guest Teachers will provide release time/coverage for collaboration with other teachers and site administrative staff. Guest Teachers will provide collaboration time at the site level for staff to develop learning support plans, set goals for students, monitor progress, and evaluate the effectiveness site intervention plans.	unit 1508 and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$372,849	unit 1508 and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0
<b>1.10 Lead Learners (certificated teacher paid at an hourly rate)</b> <b>Explanation</b> – The district will restructure the Lead Learner program by decreasing the support of Lead Learners for English language arts, mathematics, science, English Language Development, and social studies. The district will provide two Technology Lead Learners per school site for the beginning half of the school year in order to better assist teachers and administrators in the implementation and integration of the California Computer Science Standards. The district will review the program in December 2018 with stakeholders to determine how the program will proceed for the remainder of the year.	unit 1512 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$49,000	unit 1512 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0
<b>1.11 Enrichment &amp; Extended Day Opportunities</b> <b>Explanation</b> - The district will continue and increase appropriate and effective Enrichment and Extended Day Learning Opportunities. The district will increase learning opportunities according to our students'	unit 1629, partial unit 1720, and partial resource 0977 5000-5999: Services And Other Operating	unit 1629, partial unit 1720, and partial resource 0977 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>needs. The district will provide comprehensive Extended Day Programs with opportunities for remediation, enrichment, the arts, physical education and homework support. These classes/programs will be monitored throughout the year. Opportunities will include the enrichment STEM College Residential Program for Talented Youth and the SMBSD Robotics Program. The STEM College Residential Program will increase junior high students' learning as well as provides a college and career readiness experience. This, in turn, will strengthen the students' critical thinking and decision-making skills as well as assist parents in understanding the university application process, financial aid, and scholarship process.</p> <p><b>1.12 Teacher on Special Assignment (TOSA)</b>  <b>Explanation</b> - The District will continue to provide five Teachers On Special Assignment (certificated full time teachers) to help support teachers in the teaching of mathematics, English language arts, science and technology methodologies, support professional development, and collaborate with teachers and administrators district-wide. The district will increase TOSA support by hiring two additional teachers in order to integrate and align college and career readiness efforts across all sites and to promote curriculum integration through technology.</p>	<p>Expenditures Supplemental and Concentration \$507,046</p> <p>3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$66,597</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,796</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,824</p> <p>partial unit 1519 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$946,528</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$654</p>	<p>Expenditures Supplemental and Concentration \$237,214</p> <p>3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,744</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,916</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,823</p> <p>partial unit 1519 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$734,697</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p>
<p><b>1.13 Fine Arts Programs</b>  <b>Explanation</b> – The funding for the district's Visual and Performing Arts Program will assist with the goal of strengthening 21st -century collaboration, communication, innovation, critical thinking skills and academic skills. The district will continue to fund five band teacher positions that prior to implementation of LCFF were supported by categorical resources. In addition, the district will continue to fund four Band Teachers to support the elementary and junior high band programs. Visual and Performing Arts Personnel will continue to provide</p>	<p>unit 1516, unit 1523, unit 1716 and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$1,066,784</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$123,119</p>	<p>unit 1516, unit 1523, unit 1716 and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$1,085,578</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$99,680</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>students rich instruction in fine arts (including art, dance, music, and theater). Instructional materials and instruments will be provided to students for instruction. The intent to support school programs is to help students develop social and physical skills, provide students exposure and interest within the Fine Arts program, and increase students involvement in school and community events held throughout the year. The district will continue to develop a district-wide Fine Arts Master Plan that is aligned with CCSS and each school site's SPSA.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$326,876</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$217,932</p>
<p><b>1.14 Extended Day Learning</b>  <b>Explanation</b> - In order to ensure English learners, students who are identified as Low-Income, and students who are at-risk are able to have appropriate opportunities for intervention, reteaching and increased learning, the district will provide increased extended day classes and intersession services. The district will provide appropriate and effective Extended Day Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day individual school site classes, Primary Jumpstart, Winter Intersession, Saturday School, Summer School, and Newcomer classes. The district will expand the current Summer School program by increasing student enrollment at individual school sites throughout the district that participate in the summer school program.</p>	<p>(duplicate unit 1627, unit 1628 and unit 1720) and unit 2050, partial unit 1701 and partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,129,399</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$222,040</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$312,373</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$595,659</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$367,285</p>	<p>(duplicate unit 1627, unit 1628 and unit 1720) and unit 2050, partial unit 1701 and partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$655,072</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$79,286</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$154,034</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$32,853</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$157,913</p>
<p><b>1.15 Provide student access to GATE</b>  <b>Explanation</b> - The district will continue to provide increased support to the GATE program. The support will include professional development, online assessments, parent education, and further enrichment opportunities for our students.</p>	<p>unit 1724 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$100</p>	<p>unit 1724 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>1.16 Strengthen district-wide support systems, processes and practices that support student learning</b></p> <p><b>Explanation</b> - The district will expand and strengthen functions that support systems, processes and practices that support student learning. This includes the LCAP office (LCAP Coordinator, Curriculum Secretary, and LCAP Secretary II positions), data management, business management, and other centralized district operations. It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic achievement. Additionally, the district will continue to support services under the project office. This includes increasing support at the site level by fully funding the Project Clerk position and partially funding <b>several</b> positions in the office that support the implementation of LCFF. The Project Clerks assist with categorical programs, data entry and parent communication. To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, five specific roles will be established: Director, School Support; Supervisor, Instructional Materials Center; Program Specialist, Health Services; and two Secretary II positions. In addition, two Accounting Technicians Budget Control Positions will be hired to assist with the increased fiscal activity related to the LCAP. <b>The District anticipates a settlement with all bargaining units. The settlement will affect all certificated and classified salaries that are in the LCAP.</b></p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,043</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$16,957</p> <p>units 1636,1704,1705, 1901, 1902, 1903, 1909 and partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$352,042</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,324,478</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$896,043</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$63,376</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$33,343</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$495</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$17,253</p> <p>units 1636,1704,1705, 1901, 1902, 1903, 1909 and partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$354,240</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,283,325</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$822,986</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$49,068</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$29,096</p>
<p><b>1.17 Advanced Via Individual Determination - AVID</b></p>	<p>partial unit 2056, partial unit 1701, partial resource 0977 5000-5999:</p>	<p>partial unit 2056, partial unit 1701, partial resource 0977 5000-5999:</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>Explanation</b> - Fifteen school sites will provide AVID professional development for teachers including attendance to the summer institute and other professional development opportunities. The school sites will provide release time to further teacher professional development as it relates to AVID. School sites will purchase supplemental and ancillary materials to support AVID strategies.</p> <p><b>1.18 Technology</b>  <b>Explanation</b> - The district 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. This will include digital tools and digital curriculum as well as additional content-filtering and device management hardware/software. The district will continue to develop and implement a district-wide plan to provide a free or low-cost Internet option to Santa Maria Bonita School District students and parents in the home, including content-filtering and device management hardware/software. Professional Learning for certificated and classified staff including conferences and training experiences will also be allocated through site and district funds. Professional learning opportunities will include online self-paced, individualized training programs. Additional classified staff will be hired in order to support after hours technology access for students and their families.</p>	<p>Services And Other Operating Expenditures Supplemental and Concentration \$165,499</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$25,400</p> <p>3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$3,000</p> <p>unit 1807 and unit 1906 4000-4999: Books And Supplies Supplemental and Concentration \$892,242</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$352,830</p> <p>6000-6999: Capital Outlay Supplemental and Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$52,741</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$29,558</p>	<p>Services And Other Operating Expenditures Supplemental and Concentration \$200,375</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$23,014</p> <p>3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$2,727</p> <p>unit 1807 and unit 1906 4000-4999: Books And Supplies Supplemental and Concentration \$18,390</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$301,281</p> <p>6000-6999: Capital Outlay Supplemental and Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,745</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$57,012</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$29,454</p>
<p><b>1.19 Technology</b>  <b>Explanation</b> - School sites will continue to increase access to technology in order to support student engagement and learning. This includes professional development to support technology,</p>	<p>unit 2057, partial unit 2060, partial unit 1701, partial resource 0977 4000-4999: Books And Supplies</p>	<p>unit 2057, partial unit 2060, partial unit 1701, partial resource 0977 4000-4999: Books And Supplies</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
communication, and supplemental programs. Sites will purchase appropriate technology devices for instructional purposes and student use. Sites will continue to purchase student devices for students and staff members to support based instruction. This may include purchase of computers, replacement parts, iPads, Chromebooks, Red Cat Amplifiers, RAZ-Kids, hardware, infrastructure, equipment, and software (including StarFall, Accelerated Reader, BrainPop, Successmaker, Achieve3000, SmartyAnts, and others when determined to be beneficial) and other technology replacement parts as needed.	Supplemental and Concentration \$287,162  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$359,681	Supplemental and Concentration \$336,536  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$259,428
<b>1.20 Response to Intervention and Instruction</b> Increased Certificated Teacher Tutor (hourly paid certificated teacher), Limited Assignment Teacher (part-time certificated teacher on contract that work 3 hours per day) and Intervention Teacher (full time certificated teacher) Support <b>Explanation</b> - Eight school sites will provide increased support in the development and implementation of quality Response to Intervention Programs and instruction. The increased support includes seven Certificated Teacher Tutors, two additional Intervention Teachers, and five Limited Assignment Teachers to support intervention and small group instruction in the area of English Language Development, English language arts, and mathematics. These additional Teacher Tutors, Intervention Teachers, and Limited Assignment Teachers will support smaller class sizes and provide direct services that will support English Learners, Foster Youth, and Low-Income students.	unit 2044, unit 2045, unit 2046, partial unit 2060, partial unit 1701 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$2,289,725	unit 2044, unit 2045, unit 2046, partial unit 2060, partial unit 1701 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$2,195,020

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions/services intended to support goal one were implemented according to the strategy outlined in the LCAP descriptions. Feedback from students, teachers and parents early in the pandemic (April 2020 to July 2020) indicated the need to invest in support for distance learning. Unexpended budgets at the time of school closures were redirected to support distance learning. The majority of budgeted funds in this goal were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. We continued to attend to the mission of optimizing educational opportunities for all students equitably and educating the whole child. High-quality instruction anchored in standards-aligned materials continued to be provided following adjustments that were made immediately upon closure. The learning environment and strategies were designed with agility to ensure



high-quality instruction continued whether we were in a physical or remote learning space. Savings from program implementation, savings from position vacancies, and the savings resulting from school closures supported students, families, teachers and staff in the following areas.

**CCSS Instructional Materials** - The district spent \$300,524 less on instructional materials and services due to the schools and district shutdown for COVID-19. These savings were used on supplemental student and teacher supplies that were handed out at the school sites, sent out via online services, or delivered to students' homes. The cost was above the saved amount; thus, CARES/ESSER funds were used to cover the majority of the cost. Supplemental programs added included online programs such as IXL for Language Arts and Math, Kami, and Brainpop for all students, and packets for primary grade students that supplemented the core program.

**Professional Learning** - The district spent \$410,798 less due to teachers being signed up for workshops and/or conferences that they could not attend due to the COVID-19 shutdown districtwide. The district provided ongoing professional learning in order to build capacity, and to ensure that staff had the required skills for virtual teaching and management. To accelerate distance learning due to COVID-19, the district created scope and sequence pacing guides that outlined the essential standards and grade level materials for literacy and math. Highlighted standards were prioritized to ensure teachers focused on the most essential. Professional learning on how to effectively teach while in distance learning was offered to teachers by various departments, sites, and outside partnerships (Dr. Doug Fisher, The New Teacher Project (TNTP), etc.); teachers were paid extra time to attend these training sessions. Some of the funds were spent to cover the higher cost for Advanced Via Individual Determination (AVID) due to increased conference attendance in July-August 2019.

**Physical Education Specialist** - The district spent \$199,436 less due to one specialist working only two months and one specialist not hired. We used these funds to support extra time for Physical Education Specialists to support school closure by creating online supplemental programs for students and their families to stay fit and healthy during the pandemic.

**Intervention Teachers** - The district spent \$75,662 less on Intervention Teachers due to one teacher hired coming in at a lower rate on the salary schedule. Intervention Teachers continued to support students via Zoom during distance learning. Some of these teachers worked extra time preparing for professional learning opportunities that were offered to support distance learning. The name of this certificated position changed for the 2020-2021 school year to Site Instructional Coaches.

**Technology** - The district spent \$558,248 less on computer lab technicians due to two positions only filled a few months of the school year and CARES/ESSER funds used for March-June 2020. The move to full time distance learning in March of 2020 accelerated the planned move to a 1:1 district, where each student had a device for use in the classroom and at home/off-campus. Beginning in the spring of 2020, devices previously used in the classroom were repurposed to 1:1 devices and provided to students for distance learning. These extra funds were used to pay for extra time for computer lab technicians to support the 1:1 device program and to support access to free internet for our students and families during the shutdown.

**Technology** - Although the district spent \$968,368 less on intended actions on technology due to CARES/ESSER funds used from March-June 2020, some of these funds were used to support reliable internet for students at home. Student devices required reliable internet connectivity as a necessary condition for distance learning. SMBSD immediately had a multi-layered approach to remedy

gaps in connectivity and improved access for all students immediately upon school closure. Hotspots were available to students who did not have internet access in order to provide enough bandwidth for online learning activities, and staff identified additional software and materials to support instruction and distance learning implementation. This included an expanded Zoom subscription, software licenses, and tools developed to support interactive lessons.

**Library Media Clerks** - The district spent \$430,370 less on library media clerks due to school closures and CARES/ESSER funds used for March-June 2020. Following the closure, library media clerks worked extra time to support library book distributions to students. The cost to prepare and distribute books was above the saved amount, thus CARES/ESSER funds were used to cover the majority of the cost.

**Preschool Program Support** - The district spent \$84,663 less on preschool support due to two vacancies of instructional assistants and less spent on supplies. These funds were moved to other actions and services to support distance learning for our youngest learners.

**Curriculum Substitute Teachers and Lead Learners** programs were both discontinued due to not being started at the beginning of the year due to a lack of substitute teachers and availability of alignment to the Lead Learner program because of teaching and learning changes. The programs were cancelled following the winter break and school closures. These funds were moved to other actions and services to support additional hourly time for key staff to prepare for the full launch and support of distance learning. The district spent \$421,849 less due to the discontinuation of these positions. These funds were redistributed for other actions that were increased due to schools shutting down in March 2020.

**Expanded Learning** - The district spent \$342,566 less due to school closure March-June 2020. Tutor.com became available for students 24 hours a day for tutoring support. These funds also covered extra time for child care services that were provided to staff and first responders. CARES/ESSER funds were also used for the child care program.

**Teacher on Special Assignment (TOSA)** - The district spent \$212,485 less due to one unfilled position and two employees retired in March; the positions were unfilled due to school closure. Some of these the TOSAs worked extra time on preparing for professional learning opportunities that were offered to support distance learning.

**Fine Arts Program** - The district spent \$113,589 less on the fine arts program due to field trips and presentations cancelled March-June 2020 due to school closure. Visual and performing arts education continued to provide an opportunity for a whole-child learning approach aligned with the Whole Child Resource Map and our Multi-Tiered System of Support during distance learning. The experiences transitioned to virtual learning, and included virtual field trips to performances, virtual dance instruction which engaged all students including students from low-income families, English learners, newcomer students, and foster youth. Band instruments were replaced, as needed, and school sites continued to purchase supplemental materials for both fine arts and physical education programs. In addition, the district allocated these additional funds toward an online software for music. These virtual whole child learning experiences provided a balanced approach to a unique learning experience for students, families, and staff. CARES/ESSER

funds were also used to purchase more instruments to send home with students and for cleaning machines and materials to ensure instruments were sanitized.

**Expanded Learning** - The district spent \$1,547,598 less due to Saturday school, summer programs and after school programs cancelled during March-June 2020 due to school closure. Some of these funds were used to support the child care program that was provided to staff and first responders. The funds were also used to cover other distance learning costs braided with the CARES/ESSER funds.

**Response to Intervention and Instruction** - The district spent \$94,705 less on teacher tutors due to school closure during March-June 2020. Some of the teacher tutors supported distance learning until the end of the year.

There were no specific new actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-2020 LCAP goal one under instructional services. SMBSD Food Service and Maintenance and Operations Departments implemented new actions and services to support students and their families upon school closure and through the summer of 2020. These costs were covered with CARES/ESSER funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the actions and services that have been implemented have been successful overall, there are still areas of growth that need to be made. Positive outcomes and coordination of services across a school district that encompasses 21 schools with various challenges and needs continued to demand transitions that are consistent and overarching for all school sites and the district office. The 2019 SBAC showed some growth in English Language Arts and Mathematics performance as reported on the California State Dashboard. SMBSD benchmark assessments for our primary grades could not be compared due to a change in assessments and the low number of students that took the assessment in the spring of 2019-2020, due to school closures. Although not reflected in all academic areas across the district, overall the planned actions and services continued to result in greater achievement for students across the grade levels between the beginning of the year and March 2020. Many of the actions and services in Goal 1 were integrated throughout our plan, which provided necessary and aligned resources to increase improvement efforts with a focus on effective practices and responsive student support. The actions and services continued to increase our ability to provide a solid foundation for students.

The COVID-19 emergency shutdown and shelter in place orders which went into effect in March of 2020, resulted in all SMBSD schools being unable to administer the CAASPP assessments. Overall effectiveness of the strategies and activities is limited by available data. In March/April 2020, all staff pivoted to ensure students received access to and support for distance learning through materials, technology, resources, and outreach for engagement in distance learning. Many supplemental programs continued to provide whole child support for students in meeting grade level challenging State academic standards. The High-Quality Instructional Indicators (HQIIs) continued to be the hallmark of supplemental support efforts to enhance the teaching and learning that continued via distance learning as a result of the impact of the pandemic of 2020-2021.

Some successes included ongoing Professional Learning in order to build capacity to ensure that staff have the required skills for virtual teaching and management and professional development provided for staff that included self-paced modules for instructional staff in a variety of distance learning tools (Google Classroom, software-based curricula, assessment platforms, collaborative tools, and accessibility tools and supports for students with disabilities). The skills acquired in this training supported the transition to distance learning and will support the ability of staff to implement hybrid instruction and other uses of instructional technology in the future. Another key success within the context of distance learning was the design and implementation of virtual tools. This expanded into the 2020-2021 school year. Early successes during 2019-2020, included virtual support for teacher induction (virtual classroom visits), providing families an online enrollment option, and engaging sites in virtual collaboration to support students. Using data and assessments to ensure our practices support our students by name, by need, by inequity, and by injustice during the school closure and into the 2020-2021 school year was another success.

Challenges that were already mentioned in the above section were due to the school closures in March 2020 which created a significant change concerning how we implemented the district's goals for academic achievement during the COVID-19 pandemic. Although these challenges were enormous, our staff, students, and families continued to pivot as necessary and rise to the occasion in order to ensure we continued to offer the best academic and social emotional learning experiences possible for all students.

## Goal 2

Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Basic (Conditions of Learning)

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> English Learner Progress Indicator - California School Dashboard  <b>2018-19</b> SMBSD students will improve in English Language Development by increasing performance measures on both AMAO 1 and AMAO 2 district-wide. Performance on the Dashboard English Learner Progress Indicator (grades 3-8) will improve to <b>GREEN</b> for all student groups.  <b>Baseline</b> <b>The State English Learner Progress Indicator</b> results show the district level at red (very low less 60.0%) and the district change has declined (by 1.5% to 10.0%).	<p>Due to the COVID-19 Pandemic, no results for the English Learner Progress Indicator (ELPI) was published on the 2020 Dashboard. Results from the 2019 Dashboard are provided below.</p> <p>The 2019 California Dashboard provides baseline data for English Learner Progress from 6,036 English learners. About 50.4% of English learners are making progress towards English language proficiency. (see table below).</p> <p>An analysis of the Academic Performance in English Language Arts (ELA) and Mathematics for the English Learner Subgroup in the 2019 California Dashboard shows a <b>Yellow</b> performance level with an increase of 3.6 points in ELA, and an increase from <b>Orange</b> to <b>Yellow</b> performance level in math with 3.9 points increased. It is important to note that the English Learner Subgroup included all English Learners and Reclassified students in grades 3-8 (see table below).</p>

## Expected

## Actual

The 2019 California Dashboard also provides a comparison of the Academic Performance for Current English Learners, Reclassified and English Only students. The data shows that **Current English Learners scored 112 points below standard in ELA and 115.8 points below standard in math.** The achievement gap between English learners and their peers decreased slightly in 2019. With Current English Learners and English Only students increased their scores in both ELA and math, Reclassified English Learners maintained or increased their scores. (see table below).



### English Language Arts Data Comparisons: English Learners

Current English Learners	Reclassified English Learners	English Only
112 points below standard	9.5 points below standard	18.6 points below standard
Increased 5.7 Points	Maintained 1.6 Points	Increased 10 Points
Number of Students: 3,342	Number of Students: 4,436	Number of Students: 2,034

### Mathematics Data Comparisons: English Learners

Current English Learners	Reclassified English Learners	English Only
115.8 points below standard	35.5 points below standard	52.4 points below standard
Increased 4.5 Points	Increased 3 Points	Increased 6.6 Points
Number of Students: 3,339	Number of Students: 4,431	Number of Students: 2,026



Expected	Actual																								
<p><b>Metric/Indicator</b> English Learner Redesignation Rate</p> <p><b>19-20</b> English Learner Redesignation Rate: 25% of English Learners will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Redesignation as Fluent English Proficient.</p> <p><b>Baseline</b> The district’s overall English learner Redesignation rate stood at 10.0%.</p>	<p>Santa Maria-Bonita School District did not meet the goal for the annual reclassification rate: 10.4% of English Learners were Redesignated districtwide, compared to 13.1% countywide and 13.8% statewide.</p> <p>The District Redesignation rate for 2019-2020 showed a decrease of 15.5% from the 2018-2019 rate of 25.9%.</p> <table><tr><th></th><th>Enrollment</th><th>English Learners</th><th>Fluent-English Proficient Students Rate</th><th>2019-2020 Redesignated FEP Rate</th><th>2018-2019 Redesignated FEP Rate</th></tr><tr><td>District Total</td><td>16,959</td><td>8,565 50.5%</td><td>4,963 29.3%</td><td>862 (10.4%) -15.5%</td><td>2,596 (25.9%) +11</td></tr><tr><td>County Total</td><td>69,006</td><td>17,410 25.2%</td><td>17,995 26.0%</td><td>2,328 (13.1%) -8.6%</td><td>4,517 (21.7%) +5.5</td></tr><tr><td>State Total</td><td>6,163,001</td><td>1,148,024 18.6%</td><td>1,407,927 22.8%</td><td>164,653 (13.8%) +0%</td><td>175,746 (13.8%) -0.8</td></tr></table>		Enrollment	English Learners	Fluent-English Proficient Students Rate	2019-2020 Redesignated FEP Rate	2018-2019 Redesignated FEP Rate	District Total	16,959	8,565 50.5%	4,963 29.3%	862 (10.4%) -15.5%	2,596 (25.9%) +11	County Total	69,006	17,410 25.2%	17,995 26.0%	2,328 (13.1%) -8.6%	4,517 (21.7%) +5.5	State Total	6,163,001	1,148,024 18.6%	1,407,927 22.8%	164,653 (13.8%) +0%	175,746 (13.8%) -0.8
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<p><b>Metric/Indicator</b> AMAO 1 - Making annual progress in learning English AMAO 2 - Attaining English proficient level on the California English Language development Test (CELDT):</p> <p><b>19-20</b> All English Learners will increase by at least one proficiency level as demonstrated on the ELPAC. Annual Measurable Achievement Objective AMAO 1 - Making annual progress in learning English: The percentage of ELs making annual progress in learning English for the school year 2017 -2018 is the States targeted at 63.5%. AMAO 2 - The District's percentage of ELs with less than five years in US Schools attaining English proficient is the States targeted at 26.7% The District's percentage of ELs with five years or more in US Schools attaining English proficient is the States targeted at 54.7%.</p> <p><b>Baseline</b> AMAO 1 (Percentage of ELs attaining English Language Proficiency): 2016-17 = (4497/8535) 52.7% AMAO 2</p>	<p>No longer required.</p>																								



Expected	Actual																																																																																											
(Percentage of ELs making annual progress in Learning English): 2016-17 (< 5 years in US) = (1880/10410) 11.7% 2016-17 (5 + years in US) = (805/1764) 37.2% as of Feb. 2017																																																																																												
<b>Metric/Indicator</b> California Assessment of Student Performance and Progress (CAASPP) - ELA and Math  <b>19-20</b> By 2020, Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 5% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 5% on the Smarter Balanced ELA state assessments. Data was included in the 2017-2018 annual update to track progress of the English Language Learner growth on the SBAC ELA and Math results. By 2019-2020, English Language Learners Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 10% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 10% on the Smarter Balanced ELA and Mathematics state assessments.  <b>Baseline</b> SBAC Summary (Aggregate percentage for grades 3-8) 2016 ELA Percentages: Standard Not Met: 44% Standard Nearly Met/Met/Exceeds: 56% And SBAC Summary (Aggregate percentage for grades 3-8) 2016 Math Percentages: Standard Not Met: 48% Standard Nearly/Met/Exceeds: 51%	<b>Metric/Indicator- Smarter Balanced ELA and Math Mathematics State Assessment (3-8)</b> <b>Note:</b> Due to the COVID-19 Pandemic, the SBAC was not administered in 2019-20. Results for 2018-19 are provided below.  The goals for English Learners were not met. The number of students Not Meeting Standards in English Language Arts decreased by 4.2%, while the number of students who Nearly Met/Met/or Exceeded Standards increased by 4.2%. (see table below). <table><tr><th colspan="7">SBAC</th></tr><tr><th colspan="7">2018-2019</th></tr><tr><th colspan="7">Percentage of Standard Not Met and Standard Nearly Met/Met/Exceeded</th></tr><tr><th colspan="7">English Language Arts English Learners</th></tr><tr><th></th><th></th><th></th><th></th><th></th><th></th><th></th></tr><tr><th>Grade</th><th>2019 Standard Not Met</th><th>2018 Standard Not Met</th><th>Change</th><th>2019 Standard Nearly Met/Met/Exceeded</th><th>2018 Standard Nearly Met/Met/Exceeded</th><th>Change</th></tr><tr><td>3</td><td>69.8%</td><td>71.6%</td><td>-1.8%</td><td>30.2%</td><td>28.4%</td><td>+1.8%</td></tr><tr><td>4</td><td>75.4%</td><td>79.3%</td><td>-3.9%</td><td>24.6%</td><td>20.7%</td><td>+3.9%</td></tr><tr><td>5</td><td>84.6%</td><td>88.0%</td><td>-3.4%</td><td>15.4%</td><td>12.0%</td><td>+3.4%</td></tr><tr><td>6</td><td>73.4%</td><td>78.4%</td><td>-5.0%</td><td>26.6%</td><td>21.6%</td><td>+5.0%</td></tr><tr><td>7</td><td>76.1%</td><td>83.4%</td><td>-7.3%</td><td>23.9%</td><td>16.6%</td><td>+7.3%</td></tr><tr><td>8</td><td>79.1%</td><td>87.2%</td><td>-8.1%</td><td>20.9%</td><td>12.8%</td><td>+8.1%</td></tr><tr><td>Total</td><td>75.7%</td><td>79.9%</td><td>-4.2%</td><td>24.3%</td><td>20.1%</td><td>+4.2%</td></tr></table> The goals for English Learners in Mathematics were not met. The percentage of students Not Meeting Standards decreased by 2.9% while the percentage of students who Nearly Met, Met, or Exceeded Standards increased by 2.9%. (see table below).	SBAC							2018-2019							Percentage of Standard Not Met and Standard Nearly Met/Met/Exceeded							English Language Arts English Learners														Grade	2019 Standard Not Met	2018 Standard Not Met	Change	2019 Standard Nearly Met/Met/Exceeded	2018 Standard Nearly Met/Met/Exceeded	Change	3	69.8%	71.6%	-1.8%	30.2%	28.4%	+1.8%	4	75.4%	79.3%	-3.9%	24.6%	20.7%	+3.9%	5	84.6%	88.0%	-3.4%	15.4%	12.0%	+3.4%	6	73.4%	78.4%	-5.0%	26.6%	21.6%	+5.0%	7	76.1%	83.4%	-7.3%	23.9%	16.6%	+7.3%	8	79.1%	87.2%	-8.1%	20.9%	12.8%	+8.1%	Total	75.7%	79.9%	-4.2%	24.3%	20.1%	+4.2%
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Expected	Actual						
	SBAC						
	2018-2019						
	Percentage of Standard Not Met and Standard Nearly Met/Met/Exceeded						
	Mathematics						
	English Learners						
	Grade	2019 Standard Not Met	2018 Standard Not Met	Change	2019 Standard Nearly Met/Met/Exceeded	2018 Standard Nearly Met/Met/Exceeded	Change
	3	61.0%	60.9%	+0.1%	39.0%	39.1%	-0.1%
	4	56.7%	62.5%	-5.8%	43.3%	37.5%	+5.8%
	5	81.9%	87.6%	-5.7%	18.1%	12.4%	+5.7%
	6	80.5%	82.5%	-2.0%	19.5%	17.5%	+2.0%
	7	84.9%	89.5%	-4.6%	15.1%	10.5%	+4.6%
	8	87.9%	87.7%	+0.2%	12.1%	12.3%	-0.2%
	Total	72.3%	75.2%	-2.9%	27.7%	24.8%	+2.9%

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>2.1 English Language Development Instructional Materials - Imagine Learning Licenses</b> <b>Explanation</b> - The district will continue to purchase Imagine Learning Licenses for our English Learners. The Imagine Learning program aligns with the current California English Language Development Standards, by grade level, English Learner proficiency level, as well as the English Language Arts (ELA) Standards. Supplemental support materials will be used to support teachers in providing English Language Development during both Integrated and Designated instruction. Supplemental materials will provide English Learners the support they need in developing proficiency in English language and literacy.	<p>partial unit 1606, partial unit 2060, and partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$331,513</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$36,502</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$17,500</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$7,000</p>	<p>partial unit 1606, partial unit 2060, and partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$270,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$13,917</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,971</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,455	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$295
<p><b>2.2 English Language Development Professional Development</b></p> <p><b>Explanation</b> - The district will continue to provide on-going Teacher, Classified, and Administrator Professional Development (workshops, coaching, and collaborative planning time) to support the implementation of the English Language Development Standards. The district will continue to provide professional learning time for teachers and administrators to collaborate on creating and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will continue to provide ongoing Professional Development for paraeducators to include a better understanding of how to support English Language Learners and improved translating and interpreting skills. The district will continue to provide ongoing Professional Development to ensure staffs are prepared to implement effective Response to Intervention programs for our English Language Learners at each site.</p>	<p>partial unit 1606 &amp; partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,808</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$67,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$3,092</p>	<p>partial unit 1606 &amp; partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,774</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$2,148</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,270</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$555</p>
<p><b>2.3 Bilingual Instructional Assistants for Primary Grades</b></p> <p><b>Explanation</b> - The district will continue to provide Bilingual Instructional Assistants time for all Transitional Kindergarten, Kindergarten, and first grade classes. The assistants work 3.5 hours per day. The district will expand efforts to provide additional Bilingual Instructional Assistants for second and third grade classes. In a modification to this service, the number of Bilingual Instructional Assistants will increase to provide one Bilingual Instructional Assistant per second and third grade class. Bilingual Instructional Assistants will work 3.5 hours per day and provide instructional support for our English Language Learners, students who are at-risk, and Newcomers. The Bilingual Instructional Assistants assist certificated teachers in providing instruction, reteaching, and intervention. In addition, they assist in providing guidance in the student's primary language. The Bilingual Instructional Assistants support the certificated teacher by monitoring and reporting student</p>	<p>units 1616,1707,1801, 2048, partial unit 1701, and partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$3,799,021</p>	<p>units 1616,1707,1801, 2048, partial unit 1701, and partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$3,211,958</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>progress regarding performance; translating and interpreting for students, parents, counselors, teachers, and others as assigned.</p>		
<p><b>2.4 One Intervention Teacher/ English Learner Coach (full time certificated teacher) per Elementary Site</b></p> <p><b>Explanation</b> - The district will provide each elementary school site and two junior high school sites one Intervention Teacher/English Learner Coach of English Language Development. The district will increase support at the junior high level according to our English Learner needs. The Intervention Teacher/English Learner Coaches support each school site's Response to Intervention Model and provide direct instruction to our English Learner students. They will assist in the accurate placement of students in the various proficiency levels, collaborate with grade level and administrator teams, and be members of our Student Study Teams. They will provide the necessary support for our Newcomers and Long Term English Learners.</p>	<p>unit 1702 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$2,530,327</p>	<p>unit 1702 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$2,321,507</p>
<p><b>2.5 Response to Intervention and Instruction - Limited Assignment Teachers (part time certificated teachers on contract that work 3 hours per day)</b></p> <p><b>Explanation</b> - All schools, site administrators, and district staff will provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will continue to provide each junior high school site one certificated Limited Assignment Teacher to support intervention and small group instruction in the area of English Language Development and English language arts.</p>	<p>unit 1802 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$154,683</p>	<p>unit 1802 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$93,346</p>
<p><b>2.6 Response to Intervention and Instruction - Teacher Tutor Support</b></p> <p><b>Explanation</b> - All schools, site administrators, and district staff will provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will continue to provide each elementary school site two certificated Teacher Tutors (hourly paid certificated teacher 3.15 hours per day) to support intervention and small group instruction in the area of English Language Development and English language arts. These additional</p>	<p>duplicate unit 1710 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$1,118,488</p>	<p>duplicate unit 1710 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$756,350</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teacher Tutors will support smaller class sizes and provide direct services that will help all students but especially students who are learning English or Low-Income.</p> <p><b>2.7 English Learner Coordinator</b>  <b>Explanation</b> - The SMBSD will enhance English Learner achievement and language proficiency by continuing to provide an English Learner Coordinator to oversee the implementation and continuous development of the English Learner Master Plan. The Coordinator will continue to provide direction with the implementation of our English Language Development Program at each school site. The EL Coordinator will continue to collaborate with teachers and administrators concerning English Language professional development and best strategies for teaching our English Language Learners.</p>	<p>unit 1602 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$159,338</p>	<p>unit 1602 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration 116,503</p>
<p><b>2.8 Extended Day Learning Opportunities (duplicated)</b>  <b>Explanation</b> - In order to ensure English Learners, students who are identified as Low- Income, and students who are at-risk are able to have appropriate opportunities for intervention, reteaching and increased learning, the district will provide increased extended day classes and intersession services. The district will provide appropriate and effective Extended Day Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day individual school site classes, Primary Jumpstart, Winter Intersession, Saturday School, Summer School, and Newcomer classes. The district will expand the current Summer School program by increasing student enrollment at individual school sites throughout the district that participate in the Summer School program.</p>	<p>duplicate (unit 1627, unit 1628, and partial unit 1720) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,028,834</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$221,015</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$287,833</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$593,359</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$363,585</p>	<p>duplicate (unit 1627, unit 1628, and partial unit 1720) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$655,072</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$79,286</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$154,035</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$32,853</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$157,913</p>
<p><b>2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services</b></p>	<p>partial unit 1519 3000-3999 - 1000-1999: Certificated Salaries</p>	<p>partial unit 1519 3000-3999 - 1000-1999: Certificated Salaries</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>Explanation</b> - The district will continue to provide two district level TOSAs (full time certificated teacher) to help support teachers in the teaching of Designated English Language Development, coordinate English Learner methodologies, support Professional Development, and collaborate with teachers and administrators districtwide.	Supplemental and Concentration \$270,437  5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$186	Supplemental and Concentration \$187,360  5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0
<b>2.10 Translation/Interpreter Services</b> <b>Explanation</b> - The district will dedicate resources to improve translation/interpreter services. Translation/interpreter services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level. In addition, a stipend will be provided to designated bilingual staff member(s) at each school site and department to provide translation and interpretation support for students and families.	duplicate (unit 1524,1635,1721, 1910) 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$351,569  4000-4999: Books And Supplies LCFF Supplemental and Concentration \$700  5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$300	duplicate (unit 1524,1635,1721, 1910) 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$249,736  4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0  5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$319
<b>2.11 Dual Language Immersion Program</b> <b>Explanation</b> - The SMBSD will continue to implement, increase, strengthen, and monitor our Dual Language Immersion Program. The district will continue to implement and evaluate the Jiménez Elementary School Dual Language Immersion Master Plan. The district will continue to provide and increase supplemental materials and professional development in order to support the Dual Immersion program, research and practices. The district will continue to develop and implement the district wide Dual Language Immersion Master Plan that is aligned with the English Learner Master Plan.	unit 1521 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0  3000-3999: Employee Benefits Supplemental and Concentration \$0  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$42,535  4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,465	unit 1521 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,240  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0  3000-3999: Employee Benefits Supplemental and Concentration \$456  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,496  4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,653



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>2.12 Response to Intervention Programs</b></p> <p><b>Explanation</b> - The district will continue to support specific school site's intervention programs including supplemental materials and intervention services, to increase the achievement of all students and identified subgroups. Purchases will be made including assessment programs (e.g.: Dibels, Go Math supplemental, Benchmark Advanced supplemental materials, Reasoning Minds, Successmaker, SWUN Math Inc.) and supplemental support materials. Training for intervention teachers, teachers, and instructional aides will be provided in order to implement the assessment tool.</p> <p><b>2.13 Achieve3000</b></p> <p><b>Explanation</b> - - Eight out of twenty schools will continue to purchase or update their Achieve3000 for students in 2nd through 6th grades. The goal of the program is to accelerate literacy and language gains for ELLs through targeted instruction in general classrooms or specialized classrooms. The Achieve3000 program will be used to supplement the CCSS in English language arts and English Language Development. Students using the acceleration program will learn grade level content written with grade appropriate text complexity. The program can be used at home and is in both English and Spanish.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>partial unit 1701, unit 2051, partial unit 2060, and partial resource 0977 4000-4999: Books And Supplies Supplemental and Concentration \$15,867</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$269,205</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>partial unit 1701, unit 2051, partial unit 2060, and partial resource 0977 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$552,700</p>
<p><b>2.14 Professional Development</b></p> <p><b>Explanation</b> - Three school sites will continue to provide teachers with English Language Development (ELD) professional development, including strategies for scaffolding instruction that enables English Learners to access core and ELD standards. Ongoing professional development and coaching will be used to build staff to provide differentiated instruction using data to guide and meet the needs of all students.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>
<p><b>2.15 Literacy-Rich Environments</b></p> <p><b>Explanation</b> - School sites will continue to better meet the needs of students by providing a literacy-rich environment to increase the exposure for Low-Income students, English Learners, and Foster Youth. School sites will purchase additional supplemental instructional resources including text sets, guided reading books, magazine</p>	<p>partial unit 1701 and partial resource 0977 4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p>	<p>partial unit 1701 and partial resource 0977 4000-4999: Books And Supplies Supplemental and Concentration \$44,527</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>subscriptions, school site and classroom library books, and electronic online books.</p> <p><b>2.16 English Language Development Technology and Assessment Program (Tell - ELD Assessment Tool)</b>  <b>Explanation</b> - Additional technology and supplemental materials including iPads and Chrome Notebooks will provide support to students struggling academically and linguistically. iPads will be used to provide academic learning through student projects that include research, classroom presentations, access to translators and educational software which enhances academic instruction. iPads will also be used for English Language Development assessments which are crucial in having accurate and timely information about the linguistic levels of each English learner. Knowing the areas and levels of language growth will allow the teachers to modify their instruction to meet the students' needs with a high level of accuracy; increasing the levels of language and academic achievement will lead to a higher number of students being reclassified.</p>	<p>unit 1809 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$105,000</p>	<p>unit 1809 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$105,000</p>
<p><b>2.17 English Language Development Assessment Program</b>  <b>Explanation</b> - Ellevation software will be purchased and used as a tool to streamline workflows and digitize processes for English Learner data. The program will be used to track English Learners' growth over time and improve responsiveness. It will also help to ensure the accuracy of reclassification rates and the ability to group students, and implement instructional strategies for teachers at all grade levels.</p>	<p>unit 2055 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$95,000</p>	<p>unit 2055 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions/services intended to support goal two were implemented according to the strategy outlined in the LCAP descriptions. Feedback from students, teachers, and parents early in the pandemic (April 2020 to July 2020) indicated the need to invest in support for ongoing professional learning in order to build capacity to ensure that staff have the required skills for virtual teaching to support English learner students. The district approached student learning loss in a variety of ways. All programs were designed thoughtfully to

allow students the ability to layer supplemental supports and programs. The district utilized various social media platforms and direct telephone call centers that were staffed 12 hours per day by community liaisons and additional site and district staff to communicate information, resources, and support to parents including parents of English learners in English, Spanish, and Mixtec. An ongoing focus was placed on engaging and supporting parents with all facets of distance learning and accessing help to mitigate potential learning loss experienced by their student. The core instructional day, in distance learning, provided all students with required instructional support to include regular assessments, integrated and designated English language development (ELD), and services identified in individual education plans (IEPs). Designated and integrated ELD continued during distance learning, via Zoom, to ensure English learners were making progress with their English language proficiency. For designated ELD, EL students were grouped by their English language proficiency levels - emerging, expanding, and bridging, and redesignated students were grouped together to ensure continual progress was being made. Throughout core instruction, integrated ELD was interwoven in each subject.

Unexpended budgets at the time of school closures were redirected to support distance learning. Savings from program implementation and position vacancies and the savings resulting from school closures supported our English learners in the following areas:

**English Language Development Instructional Materials** - The district spent \$111,787 less due to the Imagine Learning program costing less than budgeted and less supplemental programs and materials ordered due to school shutdown March-June 2020. Following school closures, licenses were increased to support Rosetta Stone which was available to support all newcomer student's language proficiency and prevent future learning loss during distance learning with progress monitoring reports informing instructional practices. Some of the school sites used this program as a pilot program for English learners that were not newcomers, thus the price increased in order to support these student's needs.

**English Language Development Professional Development** - The district spent \$78,153 less due to conference and professional development cancellations due to COVID-19 March-June 2020 school shutdown. The Teaching and Learning Department still provided professional learning that supported English learners during distance learning, but the cost was minimal. By building capacity through professional learning we were able to all provide staff and educators with knowledge and research-based practices to better support our English learners during the school year and during distance learning.

**Bilingual Instructional Assistants (BIAs) for Primary Grades** - The district spent \$587,063 less on instructional assistants due to 31 vacancies. We continued to have a difficult time finding qualified applicants during the school year and we stopped hiring during the school shutdown in March 2020 due to the pandemic. BIAs continued to offer instructional support to English learners following school site closures in March 2020. BIAs continued to be provided to all classrooms, kindergarten through second grade. The primary focus of the instructional assistant is to further support the learning needs of our youngest English learners. Instructional assistants provide both small group and individual support to English learners throughout the instructional day. When needed, the instructional assistant will also support parent/school communication in an effort to assist in meeting the needs of the student. Their support looked similar to the support provided in traditional learning environments during distance learning. For example, the BIAs continued to support the certificated teachers' work with English learners in small groups. The key difference between the BIAs' roles during distance learning and prior to school closure, was that support was provided through a digital platform, rather than in person. BIAs had access to

classes in Google Classrooms so that they could review lessons and familiarize themselves with the content in order to better support students through distance learning. The district spent additional funds providing BIAs training so that they were able to use strategies to support ELs, use Google Classroom and Zoom. Another key difference in the BIA's role was the heightened need to provide assistance to teachers in their support of non-English speaking parents during distance learning. Parental needs were often related to understanding the technology used in distance learning or in providing parents with strategies to support their students in the home. Some of the funds were used to pay BIAs extra time to translate/interpret during the school closure as well as extra time to make phone calls during afternoons and into the evening hours to parents and students at home.

**Intervention Teacher/English Learner Coach (full time certificated teacher) per Elementary Site** - The district spent \$208,820 less due to one EL Coach vacancy and two starting later in the school year. During distance learning, site ELD Coaches (previously called Intervention Teacher/EL Coaches) were responsible for tracking the progress of all English learners, providing professional development regarding English learners, and meeting with newcomers on an individual or small group basis. Site ELD coaches continued to monitor all reclassified students in order to ensure they continued to make adequate progress in their English language development. ELD Coaches at each school also provided coaching, to teachers, to help mitigate learning loss for English learners, including newcomer students. The ELD site coaches also assisted with initial and summative state assessments for English learners. For the 2019-2020 academic year, the California Department of Education (CDE) extended the testing window for the summative ELPAC. This window was extended to August 20 - October 20, 2020 to support reclassification of students that were unable to complete testing in 2019-2020 due to the suspension of testing.

**Response to Intervention and Instruction** - Limited Assignment Teachers (LATs) The district spent \$61,337 less due to one position not hired all year and one position hired in September. During distance learning, following the school closures, these LATs supported designated English language development (dELD) classes by providing 1:1 or small group instruction via Zoom. This support specifically helped our English learner students during this challenging time.

**Response to Intervention and Instruction - Teacher Tutor Support** - The district spent \$362,138 less due to Teacher Tutors not working due to school shutdown March-June 2020.

**English Learner Coordinator** - The district spent \$42,835 less due to the position not being filled until November. The position was also changed to a program specialist position which was filled in March 2020.

**Expanded Learning Opportunities** - The district spent \$1,415,467 less because extended day, Saturday school, and summer school did not occur due to COVID-19 school closure March-June 2020. This was a duplicated expense and the explanation was given in the goal one analysis section. There will not be duplicated expenses moving forward in the 2021-2024 LCAP. Expanded learning opportunities had priority enrollment for students classified as Long Term English Learners (LTELs). Supplemental learning programs intended to mitigate learning loss, provided in June continued as well as expanded learning offerings throughout the 2020-2021 school year during after school, Saturday school, and in collaboration with parent education. These programs were designed to support students who are at greater risk of academic learning loss as identified by the NWEA MAP, which was administered first in October

2020, along with formative assessment data gathered regularly by classroom teachers during both synchronous and asynchronous learning.

**Teachers on Special Assignment (TOSA) for English Learner Support Services** - The district spent \$83,263 less due to one TOSA position not filled for the 2019-2020 and 2020-2021 school years. Some of these teachers worked extra time on preparing for professional learning opportunities that were offered to support distance learning.

**Translation/Interpreter Services** - The district spent \$102,514 less due to one bilingual translator vacancy and one trilingual vacancy for five months.

**Dual Language Immersion Program** - The district spent \$35,155 less due to professional development cancellations due to school closure during March-June 2020. Teachers were unable to travel to conferences such as the California Association for Bilingual Education (CABE) annual conference.

**Achieve3000** - The District spent \$281,628 more due to the district paying for school site software subscriptions. This was due to an increase of licenses during the school year up to March 2020 and after the school closure for distance learning. Students were also able to use the program during the summer of 2020.

**Literacy-Rich Environments** - The district spent \$19,527 more due to additional books purchased at the school sites than originally budgeted. The district continued to increase support by expanding upon the literacy-rich environment for students at school and at home by increasing our electronic library, increasing the access of e-books, take-home books for students, and supplemental instructional resources that include a bilingual, cultural competency, and social-emotional focus.

**English Language Development Assessment Program** - The district did not spend \$95,000 budgeted because the program was not purchased. These funds were used following the school site closures in March 2020 to provide extra work agreements and additional time to test students, using local and state assessments, via Zoom.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The closure of school sites due to the COVID-19 pandemic during the second half of the 2019-2020 school year brought an entire set of new and unexpected challenges and opportunities for success in meeting those challenges. As discussed in the analysis section for goal 1, the closure of physical school sites had wide-ranging impacts on the implementation of actions and the availability of student outcome data. Actions that were planned for the late spring or summer were modified or, in some cases, not implemented/postponed until the fall. The shift to a distance learning model and the professional learning that was implemented to support this shift provided the opportunity to engage all instructional staff in foundational training. An example of this was the training provided for integrating core content for our multilingual learners during a professional learning day for all teachers. These strategies covered both the classroom and distance learning modalities of teaching and learning.

ELPAC data from 2018-2019 and 2019-2020 was used to inform progress of English Language acquisition for our students, along with student interviews and academic progress checks. Evidence-based direct coaching models showed growth in teacher capacity; however, student participation in reading and writing strategies were less than anticipated due to the challenges of distance learning resulting from the impacts of the 2019-2020 COVID-19 pandemic.

Overall effectiveness of the strategies and activities were measured by academic progress of English learners and comparing the yearly number of students Redesignated Fluent English Proficient (RFEP) as percentages to the total student population; the “*Annual Reclassification (RFEP) Counts and Rates*” report from DataQuest (CDE) was used. Using the data and given the COVID-19 emergency shutdown and shelter in place orders which went into effect in March of 2020, additional supplemental support will be needed to address unfinished learning among our English learner subgroup. This will involve increased support for professional learning and an emphasis on parent education to support student success in meeting state academic standards, as well as improving their English language proficiency.



## Goal 3

Maintain a safe, secure, healthy and positive learning environment for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Local Climate Survey

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> <b>California School Dashboard Student Suspension Rates</b> for all and applicable Student Groups (Priority 6)	Due to the COVID-19 Pandemic, no results for the Suspension Indicator were published on the 2020 Dashboard. Results from the 2019 Dashboard are provided below.
<b>2019-20</b> Performance on the Dashboard - Suspension Performance Indicator (grades 3-8) will improve to <b>Green</b> for all student groups.	Performance on Dashboard: California School Dashboard Student Suspension Rates for all and applicable Student Groups (Priority 6)
<b>Baseline</b> Performance on Dashboard: <b>All students - ORANGE</b> Status: High (5.4%) Change: Maintained + 0.2% <b>English Learners - ORANGE</b> Status: High (4.7%) Change: Increased + 0.7% Foster Youth - n/a Homeless - n/a <b>Socioeconomically Disadvantaged - ORANGE</b> Status: High (5.5%) Change: Maintained + 0.2% <b>Students with Disabilities - ORANGE</b>	<b>All Students - Orange</b> Status: High 3.2% Change: Maintained -0.2% <b>English Learners - Yellow</b> Status: Medium 2.4% Change: Maintained 0.2% <b>Foster Youth - Red</b> Status: Very High 17.6% Change: Increased +4.8% <b>Homeless - Yellow</b> Status: Medium 2.8% Change: Maintained -0.1%

Expected	Actual
<p>Status: Very High (8.9%) Change: Declined - 0.3%  <b>African American - RED</b>  Status: Very High (14%) Change: Increased + 1.9%  <b>American Indian - ORANGE</b>  Status: Medium (2.7%) Change: Increased + 0.3%  <b>Asian - RED</b>  Status: Very High 8.1% Change: Increased Significantly + 5%  <b>Filipino - ORANGE</b>  Status: Medium (2%) Change: Increased + 0.4%  <b>Hispanic - ORANGE</b>  Status: High (5.4%) Change: Maintained + 0.2%  <b>Pacific Islander</b>  Status: Very Low (0%) Change: Maintained 0%  <b>Two or More Races: GREEN</b>  Status: Medium (1.8%) Change: Declined Significantly -2.2%  <b>White - YELLOW</b>  Status: High (5.5%) Change: Declined -1%</p>	<p><b>Socioeconomically Disadvantaged - Orange</b>  Status: High 3.2%  Change: Maintained -0.2%  <b>Students with Disabilities- Red</b>  Status: Very High 6.2%  Change: Increased +1.3%  <b>African American - Red</b>  Status: Very High 9.3%  Change: Increased +1%  <b>American Indian - None</b>  Status: Very Low 0%  Change: Declined -7.4%  <b>Asian - Green</b>  Status: Medium 2.5%  Change: Declined -2.5%  <b>Filipino - Green</b>  Status: Medium 2.1%  Change: Declined -0.6%  <b>Hispanic - Orange</b>  Status: High 3.1%  Change: Maintained -0.2%  <b>Pacific Islander - N/A</b>  <b>Two or More Races - Orange</b>  Status: High 5.4%  Change: Increased 4.1%  <b>White - Yellow</b>  Status: High 5.6%  Change: Declined -1%</p>
<p><b>Metric/Indicator</b>  <b>Student expulsion rates</b> for all and applicable Student Groups  <b>2019-20</b>  The expected annual outcome for the expulsion rate for the District is to be less than 0.5%.  <b>Baseline</b></p>	<p>The 2019-2020 expulsion rate for the students in the Santa Maria-Bonita School District is 0.00606%. Goal met.</p>

Expected	Actual
<p>Student Expulsion Rates ALL - 0.0005%</p>	
<p><b>Metric/Indicator</b> <b>California Healthy Kids Survey</b> <b>2019-20</b> By June 2020, 90% of students in grade 5 will report high/moderate levels of engagement and support on the 15 key indicators of School Engagement and Supports, School Safety, Disciplinary Environment and Lifetime Substance Use School measured by the California Healthy Kids Survey.</p> <p><b>Baseline</b> * The California Healthy Kids Survey indicated that 67 percent of 5th graders and 63 percent of 7th graders experienced high levels of school connectedness. * The survey also revealed that 83 percent of 5th graders and 70 percent of 7th graders feel safe at school. * Students reported academic motivation at 45 percent (5th) and 42 percent (7th).</p> <p><b>Metric/Indicator</b> <b>Student attendance rates</b> for all and applicable Student Groups (Priority 5) <b>2019-20</b> Maintain above 96.75% for all and applicable Student Groups</p> <p><b>Baseline</b> Student Attendance Rates  <ul style="list-style-type: none"> <li>ALL – 96.75%</li> </ul> </p>	<p>The California Healthy Kids Survey (CHKS) was taken by fifth and seventh grade students at all district schools during November of 2019.</p> <p>Students in the seventh grade report high to moderate levels of school connectedness at 86% and fifth grade students report high to moderate levels of school connectedness at 95%.</p> <p>Students in the fifth and seventh grades reported high to moderate levels of academic motivation at 98% and 91% respectively.</p> <p>Majority of students in the seventh (62%) and fifth grades (95%) report feeling safe or very safe at school.</p> <p>SMBSD met our goal in the area of school connectedness. Although the goal was not met for academic motivation, fifth grade students showed 4% growth and seventh grade students maintained motivation levels from the prior year. The goal for feeling safe or very safe at school was met for fifth grade students, but not for seventh grade students.</p> <p>Due to the COVID-19 Pandemic, we do not have end-of-the-year attendance rate results. We did not take attendance following the COVID-19 Pandemic school closure in March 2020. Although we did not meet our goal, the data cannot be compared due to the difference in the number of school days between the two years.</p> <p>District-wide Attendance Rates 2018-19 Final: 94.2% 2019-20 Mid-Year: 94.8% (to 2/29/20) Source: SMBSD Internal Analysis</p>
<p><b>Metric/Indicator</b></p>	<p>Due to the COVID-19 Pandemic, no results for Chronic Absenteeism were published on the 2020 Dashboard.</p>

## Expected

Chronic absenteeism rates for all and applicable Student Groups (Priority 5)

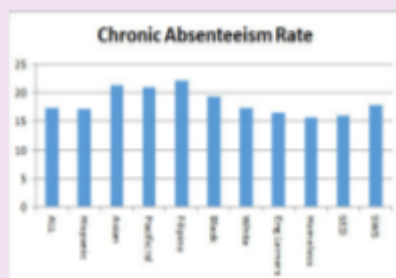
**19-20**

Maintain and/or improve levels for all and applicable Student Groups

## Baseline

Chronic Absenteeism Rates

- ALL – 6.6%



## Actual

Results from the 2019 Dashboard are provided below.

The State Dashboard reported Chronic Absenteeism for All – **Yellow** at 5.8% chronically absent and Maintained with a slight decrease of -0.1%. Below is a summary of the Chronic Absenteeism rate as reported on the California State Dashboard (including All and student groups). We did not meet our goal for all student groups.

District Student Groups - State Dash 2019	
2019	
	Priority 5
Student group	Chronic Abs
All	5.8% chronically abs. Maintained -0.1%
English learners	4% chronically abs. Declined -0.5%
Socioeconomically disadvantaged	5.9% chronically abs. Maintained -0.2%
Foster youth	27.6% chronically abs. Increased 12.2%
Homeless	5.6% chronically abs. Maintained +0.3%
Students with disabilities	11.4% chronically abs. Maintained -0.1%
American Indian	8.7% chronically abs. Declined -17.2%
Asian	1.3% chronically abs. Maintained 0%
African-American	10.7% chronically abs. Declined -2%
Filipino	5.1% chronically abs. Increased +1.2%
Hispanic/Latino	5.6% chronically abs. Maintained -0.2%
Pacific Islander	*
Two or more races	13.9% chronically abs. Increased +1.2%
White	14.6% chronically abs. Increased 2.8%
*1-11 Students no percentage, 12-29 percentage but no color	

## Metric/Indicator

School climate from local indicator tool

The established baseline data includes the Facility Inspection Tool (FIT) and the LCAP Stakeholder Surveys.

Expected	Actual
<p><b>Baseline from 2017-18</b></p> <p>The Facility Inspection Tool (FIT) results will be used as the metric to measure school facility conditions. The baseline will be used from the 2017–18 inspection results. In 2017-2018 all District Facilities were well maintained as measured by the Facilities Inspection Tool with an average of 95.082%. The district met the goal to maintain a rate of, "Good Standing" (90% to 98.99%). For 2018- 2019 the district will remain in good standing as measured by FIT.</p>	<p>The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California in the fall of every year. The inspection tool is used to determine if a school campus is in good repair (safe, clean, and adequate). For the 2019-2020 school year, all district facilities were well maintained as measured by the FIT with an average of 98.82%. The district met the goal to maintain a rate of "Good Standing" (90% to 98.99%).</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>3.1 School Safety and Student Support Services</b></p> <p><b>Explanation</b> - The district will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The district will continue to provide a safe school environment for all students. The district will continue to provide an Assistant Principal at nineteen school sites and one Dean at each Jr. High site. These positions have been ongoing qualitative services that prior to the implementation of LCFF were supported by unrestricted funds and continue in support of school site provisions of services to all students including English Learners, Foster Youth and Low-Income students. These positions have grown in quantity and quality in order to improve the academics, safety and climate at school sites. Increases in support services will also include: 1) Three School Resource Officers - serviced through law enforcement agencies 2) One Certificated Teacher for each Jr. High Opportunity Class 3) Fitzgerald Community School - serviced through Santa Barbara County Education Office (SBCEO) Junior High At-Risk Class 4) Student Connections Programs (Second Step Pilot, Foster Youth Liaison, and Teen Court) 5) CAL-SOAP Tutors - These supports will continue to help increase student engagement, attendance, and a positive learning environment. They will assist students with behavioral</p>	<p>unit 1509, partial unit 2060, and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$402,341</p> <p>3000-3999 - 2000-2999: Classified Salaries LCFF Supplemental and Concentration \$500</p>	<p>unit 1509, partial unit 2060, and partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$118,669</p> <p>3000-3999 - 2000-2999: Classified Salaries LCFF Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>challenges at school and provide smaller group settings that will meet their instructional needs.</p> <p><b>3.2 Continue to Increase Santa Maria Valley Youth Outreach Consultant Services from part time to full time</b></p> <p><b>Explanation</b> - To maintain a safe, secure, and healthy learning environment for our Low Income, Foster Youth, and English Learner students, the district will continue to implement and expand counseling services and socioemotional, psychological, and academic support. The district will continue to increase services by providing one full time Outreach Consultant to each school site. Outreach Consultants conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Classroom presentations are also conducted as they relate to asset building (self-esteem) and anti-bullying. Outreach Consultants help students with peer interactions and build their self-esteem so they have positive relationships with others.</p>	<p>unit 1511 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,123,200</p>	<p>unit 1511 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$978,812</p>
<p><b>3.3 Junior High Counselors and Junior High MFT Counseling Hours</b></p> <p><b>Explanation -</b></p> <p>1) The district will continue to provide nine Junior High Counselors. These positions have been ongoing qualitative services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provisions of services to all students including English Learners, Foster Youth and Low-Income students. These positions have grown in both quantity and quality. Jr. High Counselors prepare and assist students to be successful, lifelong learners. They provide career, academic, and personal/social counseling to enable students to make informed decisions toward achieving their future goals. 2) The district will continue to contract with Family Service Agency to provide 250 hours of Marriage Family Therapist Counseling services to each junior high school. MFT Counselors assist students with emotional needs that occur during the school day and throughout the school year.</p>	<p>unit 1711 and unit 2042 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$67,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$1,231,842</p>	<p>unit 1711 and unit 2042 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$51,862</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$1,308,170</p>
<p><b>3.4 UCSB Academic Outreach Counselors</b></p>	<p>unit 1643 5000-5999: Services And Other Operating</p>	<p>unit 1643 5000-5999: Services And Other Operating</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>Explanation</b> - The district will continue to contract with UCSB to provide two Outreach Counselors to support students in the classroom with presentations and provide college and career ready opportunities. The two Outreach Counselors will continue to share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and junior high school.</p>	<p>Expenditures Supplemental and Concentration \$120,000</p>	<p>Expenditures Supplemental and Concentration \$150,000</p>
<p><b>3.5 Program Specialist of School Based Services and Family Engagement Activities</b></p> <p><b>Explanation</b> - The district will continue to provide a full time Program Specialist to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Behavior Support Intervention Services (PBIS), Multi-Tier Support Services, Outreach Counselor Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.</p>	<p>unit 1908 and unit 2043 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$613,154</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,000</p>	<p>unit 1908 and unit 2043 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$609,925</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$320</p>
<p><b>3.6 Increase Night Custodians for Extended Day and Family Engagement Activities</b></p> <p><b>Explanation</b> - The district will continue to provide the support of night custodians according to the need of our additional extended learning opportunities for English Learner, Foster Youth, and Low-Income students, additional family engagement activities and parent education classes. Two night custodians will continue in their positions and two additional night custodians will be hired. These services will continue to provide a safe, clean and productive learning environment that promotes student learning and safety. Night custodians help to ensure that school site campuses are clean, functioning, and safe during the extended day classes, activities, and family engagement events.</p>	<p>unit 1645 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$446,625</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p>	<p>unit1645 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$420,965</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$826</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$23</p>
<p><b>3.7 Student Supervision and Safety</b></p> <p><b>Explanation</b> - The district will continue to provide each school site increased supervision. Noon Duty Aide coverage will continue at the increased rate of 25% to support a safe and secure learning environment. The district will increase this coverage by additional rate of</p>	<p>unit 1709, unit 2052, and partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$558,506</p>	<p>unit 1709, unit 2052, and partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$582,826</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>10% for the 2018- 2019 school year. This extra support provides greater coverage across the campuses during both recess and lunchtime.</p> <p><b>3.8 School Climate Training and Support Services</b>  <b>Explanation</b> - The district will sustain and increase the implementation of a Positive Behavior Interventions and Supports (PBIS) framework at all school sites for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. The framework will continue to be supplemented by a Restorative Justice system focused on positive reinforcement, relationship-reparation, and alternatives to a punitive punishment response. Appropriate professional learning will be provided to staff and supplies that reinforce the PBIS and Restorative Justice message will be purchased with this fund.</p>	<p>unit 1727, partial unit 1701, and partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$157,793</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$90,634</p> <p>3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$22,240</p> <p>3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$0</p>	<p>unit 1727, partial unit 1701, and partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,140</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$52,409</p> <p>3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$8,784</p> <p>3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$419</p>
<p><b>3.9 Safe, Secure, Healthy and Positive Learning Environment</b>  <b>Explanation</b> - To maintain a safe, secure, healthy, and positive learning environment for all students and staff, the district will continue to implement and expand counseling services and socioemotional, psychological, and academic support for students and families and collaborate with community resources, local colleges, and industry. These actions and services include:</p> <ul style="list-style-type: none"> <li>• Bilingual (2)/Trilingual (2) Healthy Start Advocates dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day.</li> <li>• Parent Project Classes/Mixtec Nurturing Parenting Class to support parents with skills to help their children at home so they are more successful in school.</li> <li>• Fighting Back Santa Maria Services (Foster Youth services).</li> </ul>	<p>unit 1625, 1604, 1503 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$716,023</p>	<p>unit 1625, 1604, 1503 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$787,416</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>3.10 Full time Health Assistants</b> <b>Explanation</b> - The district will continue to support an increase in coverage of Health Assistants. Each school site will continue to have a full time health aide on campus. Health Assistants will continue to help students with health issues on campus and work with families to make sure their needs are addressed. School Nurses will continue to provide an increase in support of health care services, case management, and health care plans.	unit 1515 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$625,416	unit 1515 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$357,245
<b>3.11 College and Career Ready</b> <b>Explanation</b> - To enhance college and career opportunities of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, resources will be allocated to support College and Career Ready Field Trips. College and Career Ready field trips provide students the opportunity to explore and see the college atmosphere that may lead to career development opportunities at secondary levels.	unit 1603 and partial unit 1701 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$109,500  4000-4999: Books And Supplies Supplemental and Concentration \$0	unit 1603 and partial unit 1701 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$3,618  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$47,072  4000-4999: Books And Supplies Supplemental and Concentration \$6,003
<b>3.12 Extended Day - ASES Support</b> <b>Explanation</b> - The district will continue to provide additional increased support to the ASES program. The ASES program has been implemented at each school site and community centers in partnership with local community organizations. A variety of academic and enrichment activities will be provided to students in the ASES program. The increase of support will be based on Low Income, Foster Youth, and English Learners needs at each school site. The increase will include continuing to expanded enrollment. We will expand the enrollment at four more sites from eighty to one hundred students. The increase support will also include the ASES office, data management, and extended learning operation expenses.	unit 1630 and partial unit 2060 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$32,390  4000-4999: Books And Supplies Supplemental and Concentration \$10,699  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$289,411	unit 1630 and partial unit 2060 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$2,129  4000-4999: Books And Supplies Supplemental and Concentration \$2,386  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$144,736

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>3.13 The District will contract with community services</b> s in order to hire additional staff to contribute to safe, healthy school environment conducive to learning. The district will contract with the following agencies:</p> <p>1) CADA – Santa Barbara County Council on Alcoholism and Drug Abuse Additional Staff: Clinical Youth Service Specialist (CADA) will be hired at Arellanes Elementary, Jimenez Elementary, El Camino Jr. High, Fesler Jr. High, Arellanes Jr. High, Ontiveros Elementary, Tommie Kunst Jr. High, Taylor Elementary/Tunnell Elementary, Rice Elementary, Sanchez Elementary and Liberty Elementary (12 total). Explanation - Students will receive services needed for trauma, drug addiction and any other mental service needed.</p> <p>2) Santa Maria Family Service Agency Additional Staff:</p> <p>a) Outreach Consultants will be hired at Adam Elementary, Alvin Elementary, Bruce Elementary, Ontiveros Elementary, El Camino Jr. High, Arellanes Elementary, Miller Elementary, Battles Elementary, and Liberty Elementary (9 total). Explanation - Outreach Consultants will conduct increased individual and group sessions at school sites pertaining to issues relating to school attendance, academics, behavior and developing resiliency.</p> <p>b) Marriage and Family Therapists will be hired at Bruce Elementary, Rice Elementary and Oakley Elementary. Explanation - Marriage Family Therapist Counseling assists students with emotional needs that occur during the school day and throughout the school year.</p>	<p>partial unit 1701, unit 2053, and partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,521,490</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$11,277</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$39,602</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,121</p>	<p>partial unit 1701, unit 2053, and partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,487,032</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p>
<p><b>3.14 Coast to Coast Soccer &amp; STEM Program</b></p> <p><b>Explanation</b> - The following school sites Adam Elementary, Alvin Elementary, Battles Elementary, Taylor Elementary, Oakley Elementary, Ontiveros Elementary, and Rice Elementary will provide lunchtime soccer coaching and supervision for elementary students in 2nd through 6th grades through Coast 2 Coast Soccer &amp; STEM Program.</p>	<p>partial unit 1701 and partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$276,067</p>	<p>partial unit 1701 and partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$295,830</p>
<p><b>3.15 One Certificated Teacher for each Junior High Opportunity Class</b></p> <p><b>Explanation</b> - Each junior high school will continue to have one opportunity teacher on its campus. Schools will continue to determine</p>	<p>unit 1712 3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$455,838</p>	<p>unit 1712 3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$369,784</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
the best use of this teacher, whether it provides instruction for students who receive on-campus suspensions at school, suspension from class, or who would benefit from small group instruction in a self-contained class. Class sizes will remain at a maximum of 8-10 students.		
<b>3.16 Santa Barbara County Council on Alcoholism and Drug Abuse (CADA)</b> <b>Explanation</b> - The district will continue to contract with CADA for services to support students through the Multi-Tiered Systems of Support. District-wide CADA services include: Teen Court and The Boys Council.	unit 1624 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$141,000	unit 1624 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$133,000
<b>3.17 Fitzgerald Community School</b> <b>Explanation-</b> Serviced through Santa Barbara County Education Office (SBCEO), Junior High At-Risk Classes will be offered to High Needs students on an as needed basis.	unit 1510 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$694,070	unit 1510 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$665,657
<b>3.18 Assistant Principals and Deans</b> <b>Explanation-</b> The district will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The district will continue to provide one Assistant Principal at nineteen school sites and one Dean at each junior high site to increase school safety and support services.	unit 2040 and unit 2041 3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$3,526,910	unit 2040 and unit 2041 3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$3,468,759
<b>3.19 Cal-SOAP Tutors contracted through Allan Hancock College –</b> <b>Explanation:</b> Cal-SOAP Tutors will continue to be assigned to elementary school sites to assist students with behavioral challenges at school and provide smaller group settings that will meet their instructional needs.	unit 1612 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$226,057	unit1612 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$90,503



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions/services intended to support goal three were implemented according to the strategy outlined in the LCAP descriptions. Feedback from students, teachers and parents early in the pandemic (April 2020 to July 2020), indicated the need to invest in support for health, safety, and well-being for our staff, students, and families. These included actions grounded in the scientific guidance provided by federal, state, and county health officials, written policies and procedures for employees, which provided administration, principals, teachers, staff, students, and families the necessary information, and being flexible to balance educational needs with public health and safety. Student and employee mental wellness supports were maintained or increased to reflect the current needs as well.

Overall, the final 2019-2020 outcomes provide evidence of some progress in achieving the areas of this goal of engaging students with a safe, physically and emotionally healthy learning environment. This goal remains an area of need and significant inequities in outcomes are more specifically addressed to fully meet this goal in the new LCAP. Two of the major student outcomes areas for this goal – Discipline and Attendance – included some results that demonstrated progress towards meeting the goal. With attendance and suspension data collection taking on a very different meaning following school closures (attendance data was collected differently during distance learning and very few suspensions occurred), it is important to separate discussion of results into ‘before school closure’ and ‘after school closure’ buckets. For the purpose of demonstrating progress, some results ‘before school closure’ will be mentioned as well as some results ‘after school closure’ in order to get a global perspective of the entire school year. Savings from program implementation, savings from position vacancies, and the savings resulting in school closures supported students, families, teachers and staff in the following areas.

**Santa Maria Police Department – School Resource Officers (SROs)** - The district spent \$284,172 less due to two officers not being hired at the very beginning of the school year and to the school shut down March-June 2020. Some of these funds were reallocated to prepare for increased rates of absence or participation rates among students and staff and to develop safe plans for school safety and school enrichment activities that support social emotional learning upon students' return. These funds were also used to support students who experienced cyberbullying during distance learning or who had behavior problems at home. Professional learning was provided to both certificated and classified staff.

**Outreach Mentors (ORMs)** - The district spent \$144,388 less due to school shutdown March-June 2020. CARES/ESSER funds were used to support this service following the shutdown as well as these unspent funds. The district utilized the Multi-Tiered System of Support to develop an integrated framework and alignment of systems to support student-centered learning and behavioral interventions designed to support positive outcomes for students and to close the achievement gap for our low income, foster youth, and English learner students. The district worked consistently to maintain a safe, secure, healthy, and positive learning environment during distance learning for all students and staff. The district continued to implement services to provide additional socio-emotional support for students and their families. The district provided one ORM per school site in order to provide increased services to support the academic, behavioral, and social outcomes of students who are considered at-risk. Additional ORMs were hired at many of the



school sites to support students during the beginning of the school year and to support distance learning. During distance learning ORMs met with students via phone calls and/or Zoom meetings.

**Junior High Counselors and Junior High Marriage and Family Therapists (MFT) Counseling Hours** - The district spent \$611,190 more due to one additional counselor hired and some counselors' salaries higher than budgeted amount. The district also spent more due to COVID-19 school shutdown March-June 2020. The district continued to contract with the Family Service Agency to provide additional hours to students who needed continued service through the summer of 2020. MFT Counselors assisted students with emotional needs that occurred due to the pandemic.

**UCSB Academic Outreach Counselors** - The district spent \$30,00 more due to costs higher than budgeted amount. This was not due to school site closures. The cost came in higher due to an increase of hours that were added to the contract to support expanded learning family career ready events. The two counselors shared knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and junior high school.

**Expanded Learning Support - Increase Night Custodians** - The district spent \$34,811 less due to two positions not being filled March-June 2020 due to school shutdown. These funds were reallocated to cover extra time that night custodians spent to help ensure classrooms were clean and safe even during school closure. These staff members actively modeled and supported all required public health measures. They maintained a stock of personal protective equipment and ordered additional supplies as needed to ensure readiness. They routinely disinfected all high-touch areas on a daily basis and more frequently as needed. They were also on call if a large-scale disinfecting/cleaning was required.

**Student Supervision and Safety** - The district spent \$24,320 more due to additional positions added at school sites. These supervisors were added for safety reasons prior to the school closure. When school closed in March 2020, during this distance learning time, they reported to assigned school sites to assist as needed. Some ways in which they assisted included photocopying, various clerical duties, and assisted translation during parent/family and teacher collaborative Distance Learning Launch meetings. They were also utilized to assist in welcoming persons arriving at school campuses.

**Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS)** - The district spent \$183,915 less due to incentive programs and other brick and mortar social emotional learning programs being cancelled due to COVID-19 school shutdown March-June 2020. Students who have significant behavioral needs were supported through specific accommodations that were provided during distance learning. Student incentives were not provided for participation rates during this time. Additional funds for extra hours were paid to members of the Culture Climate team. This team developed a slideshow presentation that provided support, resources, and guidance on how to implement the social emotional norms for all schools in the district. SMBSD norms focused on setting consistent expectations in all classrooms and sites throughout the district during distance learning. Teachers were provided direct introduction and instruction on these procedures. Data was collected and monitored by school sites to determine areas of strengths, as well as areas that need to be revisited/revised during this time.

**Fighting Back Santa Maria Valley (FBSMV) Services- including Foster youth services** - The district spent \$71,393 more due to higher cost for services than budgeted amount. This higher cost was due to COVID-19 school shutdown March-June 2020 as well.

Additional hours were added to the contract to support these students during the summer of 2020. The Foster Youth Mentor made home visits when it was safe to do so to follow up with students and their families.

**Full time Health Assistants** - The district spent \$268,171 less due to COVID-19 school shutdown March-June 2020. These funds were redirected to cover extra time for our Health Assistants at the school sites. Health Assistants spent extra time processing items in students' health files, ensuring that they were up to date on immunizations, and following up with parents that did not have their children compliant. Health Assistants also prepared health care plans for students, in preparation for when they were able to return to a blended learning environment.

**College and Career Ready** - The district spent \$52,807 less due to field trips cancelled due to school shutdown March-June 2020. To enhance college and career opportunities, all junior high school students including students from low-income families, English learners, Newcomer students, and foster youth were able to continue to have virtual college exposure such as those offered by Cal Poly San Luis Obispo, Fresno State, and University of California, Santa Barbara. Teachers also created college activities through supplemental research projects and by sharing about their own experiences. Furthermore, teachers were able to provide career ready field trips and enrichment activities to elementary school students via online virtual opportunities, some of them were free while others cost a small amount.

**Expanded Learning** - After School Education and Safety Program (ASES) Support - The district spent \$183,249 less due to school shutdown March-June 2020. The ASES program closed during the shutdown and these staff members supported the child care program for district staff and first responders. The contract was adjusted accordingly and CARES/ESSER funds were also used to support this program. The program ran through the first two weeks of the summer of 2020.

**Marriage and Family Therapist and School Based Therapist** - The district spent \$104,458 less due to positions not replaced during school shut down March-June 2020. These funds were reallocated in order to ensure that these services were increased through the summer of 2020 to foster resiliency and as needed referral to additional services for students and families coping with trauma which impedes the academic, behavioral, and social outcomes of students due to the pandemic.

**Sports for Learning Activity Program** - The district spent \$19,763 more due to services cost more than originally budgeted. Although these services cost more, this was not due to the school shutdown March-June. The contract cost came in higher due to additional hours being requested at some of the school sites.

**One Certificated Teacher for each Junior High Opportunity Class** - The district spent \$86,054 less due to one position not hired until October 2019. These teachers continued to provide support to students during distance learning via Zoom meetings.

**Fitzgerald Community School** - The district spent \$28,413 less due to school shutdown March-June 2020. There were less students enrolled in the school during the entire school year including during the school shutdown.

**Assistant Principals and Deans** - The district spent \$58,151 less due to one position not filled March-June 2020 due to school shutdown. These administrators actively modeled and supported all required public health measures. They ensured staff were

providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. They also reinforced stay at home requirements as appropriate.

**Cal-SOAP Tutors contracted through Allan Hancock College** – The district spent \$135,554 less due to school shutdown March-June 2020. These tutors supported distance learning by supporting the classrooms they served in prior to the closure during distance learning. This was already part of the contract and did not cost an additional amount therefore the funds were spent to support extra time for bilingual instructional assistants to support the primary grade classrooms.

There were no specific new actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-2020 LCAP goal three under instructional services. SMBSD Human Resources, Food Services, and Maintenance and Operations Departments implemented new actions to support students and staff upon school closure and through the summer of 2020. These costs were covered with CARES/ESSER funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, the actions and services in goal 3 were effective in achieving our goal to engage students, to provide additional support, and to ensure a safe, healthy and positive learning environment at school. The Santa Maria-Bonita School District continued to provide well-maintained, up-to-date facilities to enhance student safety. SMBSD continued to provide students and their families with a supportive, inclusive, and welcoming school environment during the year, even during distance learning when students participated from home. Appropriate and responsive solution efforts to increase student connectedness, school safety, and student achievement continued to be implemented and refined districtwide. They include the coordination of additional staff to maintain clean and safe facilities, the expansion of counseling services to support social and emotional wellbeing of our students and their families, increased health assistant coverage, and the coordination of school, district, and community resources to meet the needs of the whole child. The district staff continued to be committed to the academic achievement and social and emotional wellbeing of all students through school safety and connectedness.

Although budgeted expenditures are in line with the delivery of actions and services, the pandemic caused our schools to close in March 2020, and transition to online learning a few weeks thereafter. We acknowledge that the academic, behavioral, and social impacts are projected to be a need for some time to come. We continued to provide onsite and tele-health resources to engage learners, support SEL needs, and connect students and families to resources that support active and full participation in learning. A system wide approach to data driven student, staff, and family support, has been essential to our school and district community. The intent is to implement a comprehensive data-driven SEL platform using a logic model with inputs and outputs to inform progress and outcome measures that reflect our overall LCAP goal for caring, equitable, and inclusive learning environments.

## Goal 4

Create a culture of respect and caring that supports positive relationships among all stakeholders (Parents/Staff/Students/Community Members).

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:    Parent Engagement

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> California Family Engagement Framework Rubric</p> <p><b>2019-20</b> SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity)</p>	<p>The metric for family engagement was the <b>California Family Engagement Framework Rubric</b> which was used to establish the baseline in the fall of 2017. Indicators to evaluate our implementation at the district and school site level include the Required District Activities and Implementation Rubrics of the Family Engagement Framework. Each indicator describes specific district actions for 18 principles outlined by the state of California. The district self-reported one of three ratings. The rating of Basic Implementation (<b>Basic</b>) indicated compliance with required federal and state activities. The rating of Progressive Implementation (<b>Progressive</b>) reflected research and promising practice models. The rating of Innovative Implementation (<b>Innovative</b>) reflected exemplary research and practice models. The district's ratings on the California Family Engagement Framework Rubric for each indicator are described below:</p> <p>SMBSD maintained high levels of parent involvement and improved in many areas. We met our goal. Below we show both 2019-2020 and 2020-2021 results.</p> <p>● <b>1.01</b> Ensure all principals understand and implement required and effective parental involvement practices in their schools. 2020-</p>

**Baseline from fall 2017-18** Engagement Framework Rubric for each indicator are described below:

- **1.01** Ensure all principals understand and implement required and effective parental involvement practices in their schools. **(Basic)**
- **1.02** Establish family-friendly policies to recruit and organize parent help and support. **(Basic)**
- **1.03** Train parents to successfully participate in curricular and budgetary decision making. **(Basic)**
- **1.04** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. **(Basic)**
- **1.05** Ensure staff and family access to training in effective school, family, and community partnerships. **(Basic)**
- **1.06** Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education. **(Basic)**
- **1.07** Ensure that teachers and families have the knowledge and tools to help students with homework and other curriculum - related activities. **(Basic)**
- **2.01** Ensure that all schools have family/parent involvement programs. **(Basic)**
- **2.02** Meet requirements of state and federal law regarding family involvement. **(Basic)**
- **2.03** Involve families in advisory bodies and training strategies **(Basic)**
- **3.01** Allocate resources and assign staff to implement plan. **(Innovative)**
- **4.01** Ensure that all schools integrate parent involvement programs into their School Plan for Student Achievement. **(Basic)**
- **4.02** Provide oversight, support, and coordination of parent involvement activities among district schools and programs. **(Basic)**
- **4.03** Document progress of each school's implementation of its parent involvement program. **(Basic)**

2021 **(Progressive)** - linking school-level plans with student learning and the continued efforts to engage parents and family members in decision-making or problem-solving groups. 2019-2020 **(Basic)**; 2018-2019 **(Basic)**

- **1.02** Establish family-friendly policies to recruit and organize parent help and support. 2020-2021 **(Progressive)** Certificates of recognition to parent volunteers; 2019-2020 **(Basic)**; 2018-19 **(Basic)**
- **1.03** Train parents to successfully participate in curricular and budgetary decision making. 2020-2021 **(Progressive)** through the active recruitment of parents to participate in training and advisory committees; 2019-2020 **(Basic)**; 2018-2019 **(Basic)**
- **1.04** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. 2020-2021 **(Progressive)** presentations and coordination of functions designed to maintain communication with community organizations to cultivate relationships in support of education and collaboration with public agencies providing support to families' involvement in education; 2019-2020 **(Progressive)**; 2019-2020 **(Progressive)**
- **1.05** Ensure staff and family access to training in effective school, family, and community partnerships. 2020-2021 **(Progressive)** -survey parents to determine information, skill, and support needs for participation and provide training for staff and families; 2019-2020 **(Basic)**; 2018-19 **(Basic)**; 2017-18 **(Basic)**
- **1.06** Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education. 2020-2021 **(Basic)** with movement toward Innovative through the providing training to parent leadership team. 2018-19 **(Basic)**; 2017-18 **(Basic)**
- **1.07** Ensure that teachers and families have the knowledge and tools to help students with homework and other curriculum-related activities. 2020-2021 **(Progressive)** Training for parents in specific skill areas as identified through the district survey; and the translation of basic information and resources into languages used by families in the district; 2018-19 **(Progressive)**; 2017-18 **(Basic)**



Expected	Actual
<ul style="list-style-type: none"> <li>• <b>5.01</b> Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district. <b>(Basic)</b></li> <li>• <b>5.02</b> Ensure that parent representation on committees reflects the composition of the student body. <b>(Basic)</b></li> <li>• <b>5.03</b> Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis. <b>(Basic)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.01</b> Ensure that all schools have family/parent involvement Programs. 2020-2021 <b>(Progressive)</b> Establishment of parent leadership team; 2018-19 <b>(Basic)</b>; 2017-18 <b>(Basic)</b></li> <li>• <b>2.02</b> Meet requirements of state and federal law regarding family involvement. 2020-2021 <b>(Innovative)</b> Train parents to serve on advisory bodies, including school site and district councils. 2018-19 <b>(Basic)</b>; 2017-18 <b>(Basic)</b></li> <li>• <b>2.03</b> Involve families in advisory bodies and training strategies. 2020-2021 <b>(Progressive)</b> Actively promote and dedicate time at advisory meetings for input and additional perspectives; 2018-19 <b>(Basic)</b>; 2017-18 <b>(Basic)</b></li> <li>• <b>3.01</b> Allocate resources and assign staff to implement plan. 2020-2021 <b>(Innovative)</b> Hire full time parent involvement staff person; 2018-19 <b>(Innovative)</b> Previous rating 2017-18 <b>(Innovative)</b></li> <li>• <b>4.01</b> Ensure that all schools integrate parent involvement programs into their School Plan for Student Achievement. 2020-2021 <b>(Progressive)</b> Provide information and resources on linking parent involvement plans to SPSA and performance goals; 2018-19 <b>(Basic)</b> Previous rating 2017-18 <b>(Basic)</b></li> <li>• <b>4.02</b> Provide oversight, support, and coordination of parent involvement activities among district schools and programs. 2020-2021 <b>(Innovative)</b> Support parent resource and advisory bodies across programs to jointly conduct parent events and trainings; 2018-19 <b>(Progressive)</b>; 2017-18 <b>(Basic)</b></li> <li>• <b>4.03</b> Document progress of each school's implementation of its parent involvement program. 2020-2021 <b>(Basic)</b>; 2018-19 <b>(Basic)</b> Previous rating 2017-18 <b>(Basic)</b></li> <li>• <b>5.01</b> Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district. 2020-2021 <b>(Innovative)</b> providing information and training to staff, actively recruiting and hiring staff fluent in the dominant languages used by parents and soliciting input from advisory groups to examine challenges and develop solutions to support families. 2018-19 <b>(Progressive)</b> 2017-18 <b>(Basic)</b></li> </ul>



Expected	Actual
	<ul style="list-style-type: none"> <li>● <b>5.02</b> Ensure that parent representation on committees reflects the composition of the student body. 2020-2021 <b>(Progressive)</b> Regularly survey members and monitor membership to ensure that parent representation on committees is representative of student population; 2018-19 <b>(Basic)</b>; 2017-18 <b>(Basic)</b></li> <li>● <b>5.03</b> Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis. 2020-2021 <b>(Progressive)</b> Regular outreach and communication between schools and families; 2018-19 <b>(Basic)</b>; 2017-18 <b>(Basic)</b></li> </ul>
<p><b>Metric/Indicator</b> Parent and Community Member Surveys, <b>Parent attendance</b> reporting, and analysis of family engagement opportunities and parent education opportunities.</p> <p><b>19-20</b> The metrics for this expected measureable outcome has been refined. For the metrics, we will monitor eight specific data points from the LCAP Parent and Community Member survey to demonstrate its maintenance of high levels of parent involvement for the 2018-2019 school year. These include perceptions of:</p> <ul style="list-style-type: none"> <li>• District parent involvement policy</li> <li>• Communication between home and school</li> <li>• Community Liaison services</li> <li>• Family Advocate services</li> <li>• Family Engagement Activities</li> <li>• Parenting classes</li> <li>• ESL Classes</li> <li>• Scheduling of events</li> </ul> <p>The data collected from the 2017-2018 LCAP survey including these specific data points will be used as the baseline. The expected outcome for the 2018-2019 year is to increase positive perceptions of all specific data points.</p> <p><b>Baseline</b></p>	<p>This was not completed due to school closure March 2020. We collected parent attendance during the 2019-2020 school year up until school closure but this data could not be compared it to the 2018-2019 or 2020-2021 school year due to the changes that were made because of school closures.</p> <p>The results from the 2019-2020 LCAP Parent Survey indicate that 86% of respondents believe they have access to parent education services and are satisfied or highly satisfied with the offerings.</p>

Expected	Actual
Baseline to be establish in the fall 2017	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>4.1 Increase Community Liaisons</b> <b>Explanation</b> - The district will continue to provide one full time Bilingual Community Liaison at each school site. The Bilingual Community Liaisons connect families with school, encourage attendance at parent education events, refer families to district/school programs, and connect them with community organizations to access resources available. The district will continue to provide a district-level Bilingual Community Liaison for district-level student services and family outreach services. The district will hire three additional Bilingual Community Liaisons for district-level student services and family outreach services. All four district-level Bilingual Community Liaisons will provide additional school site support as well as evening support at the Parent Resource Center and at district-wide parent events.	unit 1633, unit 1804, partial unit 1701, partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$1,223,845  4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,660  5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$340	unit 1633, unit 1804, partial unit 1701, partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$806,238  4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0  5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0
<b>4.2 Increase Family Advocates</b> <b>Explanation</b> – The district will continue to contract with Family Service Agency for one Family Advocate to provide advocacy and assist with parent outreach and support services for students at risk. Additionally, the district will continue to contract with Family Service Agency to provide four Family Advocate Services (one Family Advocate per junior high and feeder group cluster). These advocates work to provide advocacy and assist with parent outreach and support services for students at risk.	unit 1722 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$285,000	unit 1722 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$308,238
<b>4.3 Translation/Interpreter Services</b> <b>Explanation</b> - The district will dedicate resources to improve translation/interpreter services. Translation/interpreter services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their	(duplicate unit 1524,1635,1721, and 1910) and partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$388,069	(duplicate unit 1524,1635,1721, and 1910) and partial resource 0977 3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$249,736

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>services will be provided at the school sites and district level. In addition, a stipend will be provided to designated bilingual staff member(s) at each school site and department to provide translation and interpretation support for students and families.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$700</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$300</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$319</p>
<p><b>4.4 Family Engagement Programs, Parent and Community Involvement</b></p> <p><b>Explanation</b> - The district will increase and strengthen a culture of respect and caring that supports positive relationships among all stakeholders. Resources will be allocated to develop the concept of Just Communities and Parent University Programs (e.g., PIDA, Factor). Expansion of opportunities will include: offsite parent training, cluster parent education events, family focus on reading events, and expansion of Parent Resource Center. These resources will help increase parent involvement, especially for Low-Income families and parents of English Learners and Foster Youth, by providing the skills necessary to support their children's health, safety, and academic success.</p>	<p>unit 1805, partial unit 2060, and partial resource 0977 4000-4999: Books And Supplies Supplemental and Concentration \$21,985</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$305,315</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,652</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,516</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$4,131</p>	<p>unit 1805, partial unit 2060, and partial resource 0977 4000-4999: Books And Supplies Supplemental and Concentration \$13,567</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,195</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,803</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$54,588</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$10,644</p>
<p><b>4.5 Parent Education Services</b></p> <p><b>Explanation</b> - The district will continue to increase parent education classes at both the district and school site level. The district/school will provide the following parent education programs to prepare parents to be involved in their children's education:</p> <ul style="list-style-type: none"> <li>• Parent Project and Mixteco Nurturing Parenting classes for parents of students at risk will be provided three times per year.</li> <li>• English as a Second Language classes will be provided for parents and children at schools every year.</li> </ul>	<p>partial unit 1520 and partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$279,240</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$140,567</p>	<p>partial unit 1520 and partial resource 0977 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$32,952</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$115,882</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>• Spanish Literacy classes will be provided for parents at two elementary schools every year.</p> <p>• Parent Programs, Workshops, and Family Conferences to enhance parenting skills, literacy, math, technology, and leadership (Love and Logic, Home Instruction for Parents of Preschool Youngsters, Mixteco Nurturing Parenting, Family Literacy/Math nights, Computer Literacy).</p> <p>The district will continue to provide parents child care, translation, materials, and resources to facilitate their involvement in parent education classes. Interpreters and child care will be provided for all parent classes.</p> <p><b>4.6 Increased Parent Communication Services</b>  <b>Explanation</b> - - The district will increase parent communication between schools/district and parents/community members. The district will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings. The district will expand communication by improving the delivery of multi-language content on the district's website through video communications and additional leveraging through social media to support the entire community. The district will continue to increase our communications via:</p> <ul style="list-style-type: none"> <li>• Purchasing ParentSquare</li> <li>• Piloting Rosetta Stone Software for certificated and classified staff</li> <li>• Improving district and site Web pages for content and ease of use</li> <li>• Purchasing Simultaneous Interpretation equipment for school sites</li> <li>• Providing expanded Interpretation training for district staff.</li> </ul> <p><b>4.7 Parent and Community Involvement</b>  <b>Explanation</b> - School sites will continue to increase parent education classes at the school site level. The schools will provide site specific parent education programs to prepare parents to be involved in their children's education (e.g.: Technology Classes, Math and Literacy Nights). School sites will plan and conduct parent events involving community resources.</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$114,233</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$66,358</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$16,500</p> <p>partial unit 1520, partial unit 2060, unit 1904, partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$120,747</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$86,526</p> <p>3000-3999 - 2000-2999: Classified Salaries LCFF Supplemental and Concentration \$1,000</p> <p>3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration</p> <p>unit 2054, partial unit 1701, partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$47,566</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,411</p> <p>partial unit 1520, partial unit 2060, unit 1904, partial resource 0977 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$94,938</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>3000-3999 - 2000-2999: Classified Salaries LCFF Supplemental and Concentration \$0</p> <p>3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$4,949</p> <p>unit 2054, partial unit 1701, partial resource 0977 3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>4000-4999: Books And Supplies Supplemental and Concentration \$2,521</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$46,357</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$11,419</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$21,296</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,216</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$3,454</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,245</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$4,915</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$54,800</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,016</p>
<p><b>4.8 Increased Technology</b>  <b>Explanation</b> - The district will provide parent and student orientations and trainings on responsible digital citizenship and Internet safety. This will include parent, student and teacher training and after hours tech support to parents and students.</p> <p><b>4.9 District Program Specialist (PS)</b>  <b>Explanation</b> -The district will continue to provide one full time Program Specialist (PS) of School Based Services and Family Engagement. This PS will continue to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), Family Advocate Services, Family Engagement Activities, community resources, research-based programs, initiatives and strategies and College and</p>	<p>unit 1808 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> <p>unit 1803 3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$151,103</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000</p>	<p>unit 1808 4000-4999: Books And Supplies Supplemental and Concentration \$373</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>unit 1803 3000-3999 - 1000-1999: Certificated Salaries LCFF Supplemental and Concentration \$150,676</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$148</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Career Ready Services to develop and expand educational partnerships.		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions/services intended to support goal four were implemented according to the strategy outlined in the LCAP descriptions. Feedback from students, teachers and parents early in the pandemic (April 2020 to July 2020) indicated the need to invest in support for parent engagement, education and communication during the pandemic. Unexpended budgets at the time of school closures were redirected to support distance learning, parent education, and stakeholder engagement. Savings from program implementation, savings from position vacancies, and the savings resulting from school closures supported students, families, teachers and staff in the following areas.

**Community Liaisons (CL)** -The district spent \$421,607 less due to COVID-19 school shutdown March-June 2020. These funds were redirected to cover extra time for our CLs at both the school site and district level. In the event that a family needed any technical support, we established a multilingual call center (SMBSD Helpline) that was staffed by individuals who received additional training, including these CLs, on the most common roadblocks to connectivity. Depending on the nature of this issue, these calls were escalated to the district Information Technology (IT) department as needed. To identify any families who were not able to connect successfully during distance learning, school site CLs regularly provided a list of students who didn't have a record of logging into their devices during a set period of time. This allowed CLs to follow up with those identified families during expanded learning hours to better understand what specific barriers need to be addressed. The daily tracking of student participation also provided us a similar data point to identify those families that may require additional support.

**Family Advocates** - The district spent \$23,238 more due to the cost being higher than budgeted and due to the COVID-19 school shutdown March-June 2020. Family Advocates worked within their contract hours during the shutdown but additional hours were added to cover hours during the summer of 2020. Families needed continued help connecting to outside services for food, shelter, and mental health needs.

**Translation/Interpreter Services** - The district spent \$139,014 less due to one bilingual translator vacancy and one trilingual vacancy for five months. These funds were spent on the many extra hours that the interpreters provided for virtual evening meetings and to translate distance learning documents.



**Family Engagement Programs, Parent and Community Involvement** - The district spent \$160,802 less on parent events that were cancelled due to school shutdown March-June 2020. These funds were redirected and used to cover parent engagement opportunities which remained a priority through the summer of 2020. These included online creativity and fine arts lessons for parents and their children to attend together, STEAM classes, and virtual family activities such as dance parties, movie nights, and game nights. These activities were a highlight for many families that were unable to go out during the pandemic.

**Parent Education Services** - The district spent \$419,087 less due to parent education classes cancelled due to school shutdown March-June 2020. These funds were redirected and used to cover parent education opportunities which remained a priority. Parent education classes were offered via Zoom. Parent education packets and books for book studies were also sent home. Several parent classes that were provided via outside contracts were continued via Zoom. Enrollment was not as high but district staff continued to reach out to families to encourage them to participate. Enrollment improved over time as parents became more comfortable participating via Zoom meetings and as they worked with their children to build their computer skills.

**Increased Parent Communication Services** - The district spent \$108,386 less due to school shutdown March-June 2020. These funds were redirected and used along with CARES/ESSER funds to cover communication with our students and families which remained a priority. The District continued to conduct meetings and communications in a variety of ways but relied heavily on the virtual platforms Zoom and Google Meets. These platforms facilitated participation with our staff members, students, and their families. Due to the many barriers during the pandemic, parents/guardians attended meetings from their homes. The SMBSD communication call line staff members continued to provide training for parents in order to ensure that they are able to participate and provide input from home or any convenient location.

There were no specific new actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-2020 LCAP goal four under instructional services. SMBSD Food Service and Maintenance and Operations Departments implemented new actions and services to support students and their families upon school closure and through the summer of 2020. These costs were covered with CARES/ESSER funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The intended strategies/activities were to increase family and community involvement in our schoolwide programming. Although parent/family engagement activities were implemented in the Fall of 2019 and Winter of 2020, intended parent education and additional parent engagement activities were interrupted due to the COVID-19 pandemic limiting opportunities for parent involvement from March 2020 to June 2020. The school transition from brick and mortar to distance learning and the challenges of materials distribution, planned family engagement events, and limitations of mailing materials home to families all contributed to the challenges of delivering the intended actions and services. Moreover, service providers and staff were not prepared to pivot toward distance learning within a few days' notice resulting in a reduction of parent engagement and education events. However, successes were made when parent outreach increased from the end of March-June 2020 districtwide, all-hands-on-deck efforts were made to connect with, engage with, and inform parents/families on how to support learning at home not only from April to June, but beyond. Other successes included our ability to provide consistent, clear, and routine communications and engagement in multiple modalities and

languages in order to keep our parents/guardians and community informed. We also provided our community accurate information resources, timely, consistent, clear, accessible and routine communications and engagement in multiple modalities and in our primary languages of English, Spanish, and Mixteco. Parent/guardian Resource Guides and centralized phone numbers for multilingual timely parent support were provided along with online education resources available on the District Website.

Steps have been made in the 2020-2021 budget to adjust to the reduced costs associated with delivering parent education and engagement activities virtually. Steps have also been made to ensure a large-scale outreach effort is made to maintain and strengthen connections using virtual means.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<b>Personal Protective Equipment:</b> Personal protective equipment to ensure that students, staff, and family entering schools' sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$503,991	\$677,092	Yes
<b>Cleaning Equipment:</b> Additional equipment to support cleanliness such as hand washing stations, no touch paper towel dispensers, musical instrument cleaner, AC filters and pressure washers.	\$302,532	\$1,136,464	Yes
<b>Disinfecting Supplies:</b> Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$154,346	\$767,759	Yes
<b>Barriers:</b> Plexiglas to provide barriers when close contact is likely and does not allow for physical distancing.	\$44,400	\$142,228	Yes
<b>School Age Student Supervision and Support Program:</b> Supplies for grade level students enrolled in supervision and support programs.	\$48,047	\$78,564	Yes
<b>CCSS Aligned Supplemental Instructional Materials:</b> Common Core state aligned supplemental instructional materials, including English language arts, mathematics, social studies and science. Supplemental support materials will be used to support teachers in providing direct instruction and expanded learning.	\$106,000	\$146,115	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Total investments outlined in the LCP included CARES/ESSER funds and LCFF supplemental concentration grant funds. Santa Maria-Bonita School District (SMBSD) considered differences between what we expected to spend and what we actually spent, and wrote about these within the annual update. It is important to note that the LCP was written in August 2020, which was just prior to the start of the 2020-2021 school year. SMBSD found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff. For instructional supports, much was unknown at the writing of the LCP about the types of instructional supports that would be needed. In fact, at the beginning of the pandemic there were additional assumptions for needed instructional support that did not come to fruition due to a delay of returning to school. Several of the actions in the in-person instructional offerings section of the plan exceeded the projected expenditures substantively. As the 2020-2021 school year progressed and plans evolved, the scope of these actions widened to reflect the additional needs identified for successfully implementing in-person instruction and addressing the demands of the COVID-19 pandemic context.

- 1) **Personal Protective Equipment:** The district spent \$173,101 more on Personal Protective Equipment due to having to purchase more personal protective equipment versus expected. Prices were also higher due to the demand for supplies and having to pay for extra shipping costs due to having to ship some supplies overnight.
- 2) **Cleaning Equipment:** The district spent \$833,932 more on Cleaning Equipment due to having to purchase more cleaning supplies to ensure the safety of our students and staff. Prices were also higher due to the demand for supplies and having to pay for extra shipping costs due to having to ship some supplies overnight. Some examples of cleaning equipment that were purchased included air purification units, cleaning equipment for band instruments, air conditioning filters, and pressure washers.
- 3) **Disinfecting Supplies:** The district spent \$613,413 more on Disinfecting Supplies due to having to purchase more disinfecting supplies to ensure the safety of our students and staff. Prices were also higher due to the demand for supplies and having to pay for extra shipping costs due to having to ship some supplies overnight.
- 4) **Barriers:** The district spent \$97,828 more on Barriers due to having to purchase more barriers to ensure the safety of our students and staff. We had to spend more on barriers due to a significant request that staff members made at both the school sites and the district office to have additional barriers. Barriers were also spent for all student desks at both the elementary and junior high level.
- 5) **School Age Student Supervision and Support Program:** The district spent \$30,517 more on the School Age Student Supervision and Support Program due to extra time being needed for student supervision and support. The role of the supervisors changed between the beginning of the school year and the end of the school year due to the phases of distance learning instruction and the re-entry plan. When students returned to campus to participate in a blended learning model, the supervisor's roles drastically changed in order to not only supervise but to help enforce general safety precautions throughout the day to include washing hands, using the restroom one at a time, ensuring that students used water stations to fill up their water bottles, and wearing their face masks.

6) **CCSS Aligned Supplemental Instructional Materials:** The district spent \$40,115 more on CCSS Aligned Supplemental Instructional Supplies due to individual supplemental supplies needing to be purchased. These include supplemental programs carried over from the 2019-2020 school year during distance learning and other programs to support simulcast teaching and learning.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

From August 2020 to April 2021, public health guidance limited in-person instructional offerings in Santa-Maria Bonita School District (SMBSD). The biggest barrier to in-person instruction for the 2020-2021 school year was the trajectory, volatility, and unpredictability of health metrics, which made planning for in-person instructional offerings challenging. Upon availability of COVID-19 tests and vaccines throughout Santa Barbara County and support from state level partners, SMBSD was able to transition students to in-person learning from April 2021 to June 2021. The phased-in approach began with students with special needs reflecting the supports indicated in the students' IEP. SMBSD then welcomed elementary students back to campuses followed by junior high school students. All safety measures and precautions were implemented including maintaining hybrid and distance learning options. Successes included the availability of technology and updating the district's technology infrastructure for in person as well as hybrid/at home learning, as well as access to and renewal of infectious disease control equipment and supplies. Challenges continue in outreach to parents/families to engage students in ongoing learning, as well as ensuring SEL/ behavioral wellness supports continue to address the trauma associated with the impacts of the pandemic including unfinished learning.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<b>Student Instructional Supplies:</b> Grade level cohort basic student supply packets that support Episodic Distance Learning, the AB Blended Model and the Traditional, Staggered setting such as pencils, paper, crayons, highlighters, traditional small whiteboards, student notebooks, backpacks, tote bags, etc.	\$2,341,028	\$4,826,600	Yes
<b>Staff Technology:</b> Additional technology to support distance learning for staff to include Wi-Fi hotspots, headsets, and laptops.	\$749,615	\$4,505,414	Yes
<b>Online Platforms:</b> Increase access to technology in order to support student engagement and learning to include online supplemental instructional programs/software and subscriptions that align with the Common Core State Standards.	\$271,934	\$485,779	Yes
<b>Professional Development:</b> Provide ongoing Teacher, Classified Staff, and Administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards, high quality instruction, training on the implementation of the newly adopted science curriculum, training on technology and distance learning.	\$970,000	\$975,938	Yes
<b>Student Technology:</b> Technology made available for all students in order to access distance learning at home to ensure equity of access to learning opportunities and to ensure that all students are able to remain connected to learning opportunities.	\$2,422,669	\$4,250,164	Yes
<b>Wireless Internet:</b> Provide LTE wireless internet access to students and staff in need. Fiber optics - district wide and personnel for evening support	\$835,345	\$1,230,872	Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<b>Technology Tools and Software:</b> In order to support implementation of high quality first instruction and equip teachers for lesson delivery, the district will provide digital tools and content-filtering and device management and hardware/software"			
<b>Kindergarten Instructional Supplies and Materials:</b> Purchase of additional Kindergarten materials for students to use during distance learning.	\$207,714	\$143,378	Yes
<b>Special Education Instructional Supplies and Materials:</b> Purchase of additional student instructional supplies for special education students to use during distance learning.	\$399,077	\$300,178	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

- 1) **Student Instructional Supplies:** The district spent \$2,485,572 more on student instructional supplies due to having to provide more student packets to ensure students had materials both at home and at school. Originally, we thought ordering two times during the year would be sufficient. A third order needed to be made to ensure the health and safety of our students, staff, and families. Funds were redistributed from other actions and services to cover the additional cost.
- 2) **Staff Technology:** The district spent \$3,755,799 more on Staff Technology due to home workstations being purchased for each staff member, the upgrade of classroom projectors, and the equipment needed for simultaneous teaching. Funds were redistributed from other actions and services to cover the additional cost. Several staff members also required hot spots and other internet upgrades in order to work from home. This included both certificated and classified staff members.
- 3) **Online Platforms:** The district spent \$213,845 more on Online Platforms due to additional platforms needing to be purchased due to COVID-19 such as Panorama, Screencastify, and Tutor.com. Funds were redistributed from other actions and services to cover the additional cost.
- 4) **Professional Development:** The district spent \$5,938 more on Professional Development due to an increase of interest. Funds were redistributed from other actions and services to cover the additional cost. Planning for distance learning professional development was created and executed in a very short window of time. Professional development occurred during the summer and throughout the school year. Plan intentional, instructional approaches to include demonstration, collaboration, coaching and feedback,

and student engagements were some of the topics. Current technology training that included building teacher's capacity around distance learning and simultaneous teaching were well received.

**5) Student Technology:** The district spent \$1,827,495 more on Student Technology due to a need for hotspots because of lack of internet at home. Funds were redistributed from other actions and services to cover the additional cost. The move to full time distance learning accelerated the planned move to a 1:1 district, where each student has a device for use in the classroom and at home/off-campus. At the beginning of the year, all students had devices to use at home. When students reentered the classrooms, more devices were purchased to have extras on hand incase students left their device at home.

**6) Wireless Internet/Technology Tools and Software:** The district spent \$395,527 more on Wireless Internet/Technology Tools and Software due to the increased cost of the wireless internet setup. Funds were redistributed from other actions and services to cover the additional cost.

**7) Kindergarten Instructional Supplies and Materials:** The district spent \$64,336 less on Kindergarten Instructional Supplies and Materials. Although the district spent a lot on these supplies, some were not needed due to students bringing supplies back to the classroom whenever needed. Classroom supplies that were purchased included some manipulatives so that students did not have to share.

**8) Special Education Instructional Supplies and Materials:** The district spent \$98,899 less on Special Education Instructional Supplies and Materials. Supplies were purchased in the 2019-2020 school year to prepare for the 2020-2021 school year to include supplies to support 1:1 assessments that took place following health and safety guidelines.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of instruction is essential to supporting whole child learning via in person, hybrid, or distance learning modalities. Throughout the 2020-2021 school year, SMBSD provided a comprehensive grade level appropriate instructional platform that reflected the district curriculum and programs of study as well as standards-aligned grade level subject matter content. Educators provided daily routines which provided structure and stability for students in distance learning. Supplies and materials were provided for distance learning multiple times throughout the year to ensure all students had resources that supported distance learning. Technology was monitored via a district platform to ensure safe use of equipment. Faculty and staff reported to school sites to deliver distance learning instruction and were trained to deliver high-quality grade level instruction via distance learning. Most staff executed their normal roles, but utilized different techniques in the distance learning environment. Staff pivoted as necessary to minimize negative impacts of distance learning and the transition back to school for blended learning for students. They maintained positive and productive relationships with students and their families. Instructional Coaches demonstrated lessons virtually, with several teachers at one time,

eliminating travel time and multiplying the teachers supported. Professional learning videos and recorded sessions enabled an expanded library of ideas and supports for teachers that can be accessed when needed. The Teaching and Learning Department created a Principal's Advisory Group to better vet the impacts of decisions on schools and staff. Efficiencies were created by a virtual environment in the areas of professional learning and coaching. Students with unique needs were supported with small groups, one on one, and extended/expanded learning. Services such as Speech Therapy, Occupational Therapy, Physical Therapy, etc. were provided via remote learning during distance learning to the greatest extent possible with providers being very creative in their planning and equipment use. Some targeted students who could not benefit from remote services were provided in-person one-on-one services within all health and safety guidelines. Ongoing parent/family outreach occurred daily to ensure students were present during hybrid learning.

Challenges occurred when at home bandwidth made it difficult for more than one student at home to log on to receive instruction. Collaborations with community providers, delivery of hot spots, and parent education helped to mitigate the challenges associated with limited at home bandwidth. Other challenges included teachers and staff having to spend more time to build trust and rapport with students and their families. It took more time and effort for teachers to build relationships with students online. Challenges also became evident being some students, including some with exceptional needs excelled in distance learning while other students struggled in this environment. Student learning was helped by district efforts to provide modifications when needed and the choice for students to stay at home to distance learn in April when students started to return to school. Simultaneous teaching made this possible in most situations.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<b>Assessment Materials:</b> NWEA The district will provide a comprehensive assessment system for grades TK-8 in support of an aligned instructional system.	\$267,080	\$222,600	Yes
<b>Expanded Learning Opportunities:</b> In order to support increased positive academic, behavioral and social outcomes, the following expanded learning opportunities will be provided districtwide according to the needs of English Learners, Foster Youth, and Unduplicated students: distance learning extended day class opportunities, Primary Jumpstart, Academies & Saturday schools, Summer schools, and ASES support.	\$2,044,126	\$697,145	Yes
<b>Instructional Coaches</b> - In order to assist teachers in the implementation of <b>grade level core curriculum</b> , the district will provide <b>one Instructional Coach (full time certificated teacher)</b> at each elementary site to provide leadership, specialized expertise, and support for classroom teachers and staff in assisting with the full implementation of the California Common Core instructional program in order to bolster high quality Tier 1 instruction.	\$1,357,716	\$2,133,880	Yes
<b>Homeless Liaisons</b> - Homeless youth also have the support of two homeless liaisons in the district who help connect them with the resources they need	\$275,789	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

1) **Assessment Materials:** The district spent \$44,480 less on assessment materials due to the cost being less than projected. These funds were redistributed to cover the additional cost of other actions and services that were over spent. Although assessment programs were purchased this year to include Northwest Evaluation Association Assessment and Illumination Assessment, the cost

was lower versus what was anticipated. Some of the extra funds were used toward extra hours for district staff assessors that frequently helped test primary grade students using these online programs.

2) **Expanded Learning Opportunities:** The district spent \$1,346,981 less on Expanded Learning Opportunities due to not being able to offer a variety of in-person expanded learning opportunities due to distance learning. We also had a very difficult time hiring certificated teachers for our summer programs of July 2020, and for our current programs that started in the middle of June and will run through the end of the school year. Funds were redistributed to cover the additional cost of other technology equipment to support distance learning.

3) **Instructional Coaches:** The district spent \$776,164 more on instructional coaches due to salary schedule placement. Funds were redistributed from other actions and services to cover the additional cost. From their work with students and staff, instructional coaches had a positive impact on instruction for foster youth, English learners, and low income students. They supported distance learning as well as the learning that took place when students returned to their classroom during the blended learning phase. Coaches supported teachers through staff professional learning, grade level team training, and coaching cycles of support focused on increasing student access to high quality instruction.

4) **Homeless Liaisons:** The district spent \$275,789 less on homeless liaisons due to two positions being filled using federal funds and the third position not being filled. Funds were redistributed to cover the additional cost of other technology equipment to support distance learning. We continued throughout the year to work with the outside agency to hire multilingual liaisons. These homeless liaisons were dedicated to SMBSD to assist homeless students and families with their basic needs.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Unfinished learning is a reality of the 2020-2021 pandemic. SMBSD invested in Northwest Evaluation Association (NWEA) to evaluate student progress toward grade level standards aligned subject matter content. Moreover, district generated evaluation tools were developed to augment regularly scheduled state assessments. All SMBSD schools are Title I SWP and the concept of ongoing continuous improvement of high-quality instructional indicators is a hallmark of our work prior to, during, and post-pandemic. The technology infrastructure as well as the student, family, faculty, staff including instructional coaches, and administrator skill set of digital learning has grown exponentially and this will help support our summer and regular school year approaches to support unfinished learning. Connecting 100% of students digitally was an early challenge that changed as the year progressed. Digital curriculum analytics showed an increase in the number of students engaged on a daily basis. Teachers noticed that students were more willing to turn on the cameras and participate in lessons. District and school site teams received the formal NWEA data set for the fall, winter and spring. The spring 2021 data was disaggregated by school, class, and student, and working in professional learning teams' sites, as well as district groups, analyzed data to refine instructional strategies for the remainder of the 2020-2021 school year as well as plan for addressing unfinished learning during the 2021 summer and into the 2021-2022 school year. Additional supplies

and resources were provided to faculty and students/families to support unfinished learning and additional supplemental support through the Expanded Learning Opportunities grant and Migrant Education Program grant will build upon the summer unfinished learning to support academic success. Students experiencing homelessness and students in foster care received ongoing support through outreach liaisons to ensure all students had access to and were engaged in opportunities to address unfinished learning now and in the future.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As mental health and social and emotional well-being needs of students, families, and staff shifted significantly with the COVID-19 pandemic, the Pupil Support Services Department staff, school staff, and social emotional learning teams continued to build relationships and deliver responsive services.

A major impact to the monitoring and supporting of mental health and social and emotional well-being was the context of school closure and physical separation from students, particularly in a time when issues faced by students, families, and staff were exacerbated by the pandemic. Social Emotional Learning (SEL) during distance learning focused on the power of collective healing, with emphasis on relationships, routines, and resilience. For staff, this examines how the adults in the system show up and provide selfcare and community care strategies to support adult SEL. Practices and resources for students focus on nurturing skills and conditions including identity, belonging, and agency. Support for parents/caregivers includes practices and resources for selfcare and family resilience. Social emotional professional learning was aligned to the district's core values in that it stemmed from a recognition that our system is inequitable by design and aims to confront and interrupt those inequities.

Successes included the array of social emotional support that the district provided for both students and their families during distance learning. This support shifted as necessary when students started to return to school in April 2021. Social emotional support providers adapted to best meet the social emotional needs of students during the pandemic through wellness check-ins, mentoring, supportive counseling, mindfulness interventions, group counseling, individual mental health services and parent learning/support groups. To strengthen the ability to meet the social emotional needs of our students, we were able to develop a crisis response protocol for students with immediate needs, implement a call center, and/or send out family advocates to student's homes if they were not participating in distance learning for a long period of time.

New ways of assessing needs, connecting to individuals, and providing services were required. All instruction began with SEL activities. Guidance and resources were provided so educators could monitor and refer students needing mental health support. Outreach mentors, school-based therapists, marriage and family therapists and liaisons were able to provide support via telehealth or in person when allowed. Community based organizations (CBO) provided ongoing support to students and families in English, Spanish, and Mixteco. Staff were also supported to ensure the school and the school community was connected to mental health resources and support. These whole child learning supports were essential to student and parent engagement in learning during distance, hybrid, and return to in-person learning.

Some of the challenges included difficulty to read body language/mannerisms via telehealth, some students did not want to have their cameras on, as they did not want their teacher or counselor to view inside their home, and many students were less likely to reach out and request assistance via email, as opposed to stopping by an outreach mentor's office or therapist's office to ask for help. Often, a lack of confidential space in the student's home where they can confidentially receive counseling became an issue and group counseling in virtual settings was especially challenging as the students could not interact in the same manner as they would in an in-

person group session. Finally, some students did not have access to reliable internet to facilitate telehealth services and “Zoom fatigue” often occurred for many students. All staff members made efforts to help students overcome these challenges.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging and reaching out to students and families during distance learning and later in the year as many students returned to campus became a critical component of the district’s ability to assess needs and provide services as described in other sections of this annual update. A lot of planning went into ensuring that students were successful during distance learning and as they re-entered the classroom. Early planning included the development of schoolwide systems and structures to support distance and simultaneous learning, preparing classrooms for social distancing, designing for the distance learning part of SMBSD’s blended learning model, supplying distribution schedules (varying based on grade levels), ensuring ongoing assessments would continue to be given, and solid and varied communications between school and home.

Challenges included having the numbers of multilingual staff able to provide ongoing support to parents/families in understanding that we were unable to return to traditional school learning during the 2020-2021 school year until allowed by public health guidance. A district hotline was established outside regular business hours and staffed by multilingual staff. Both the hotline and multilingual on-site staff were able to guide and support parents/families in understanding the importance of distance learning until such time as buildings were allowed to welcome students back. Using the SMBSD learning platform, a multi-tiered structure was established to track and address participation rates during distance learning. Multi-faceted educational outreach to families in English, Spanish, and Mixteco via phone, ParentSquare, and video along with a staffed hotline helped connect families to real-time resources. Engagement at SMBSD involves cognitive, behavioral, and emotional engagement. Once student, staff, and parent/family familiarity with technology and daily physical engagement through distance learning was a success, the focus became monitoring and supporting the multi-faceted aspects of involvement and enthusiasm for learning. Ongoing outreach efforts reinforced relationships with parents/families and students to the distance learning process and procedures. Daily outreach supported the daily connections between home and school, helped mitigate challenges to engaging in learning, and connected students/families to school and community resources.

SMBSD was successful in interweaving state, federal, and learning loss mitigation funds to provide continuity of learning and to address the impact of COVID-19 on pupils, staff, and community members in the following areas: distance learning, learning loss, mental health, social emotional well-being, professional development, and a description of how the district increased or improved services in proportion to unduplicated students. The cornerstone for these successes was our ability to engage students and provide outreach to parents, community members, and families in order to include all stakeholders in the development and implementation of academic and social emotional learning.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The SMBSD Food Service Department was able to continue to serve its students healthy nutritional meals at no cost, thanks to the Community Eligibility Provision (CEP). School nutrition is an essential resource to SMBSD students. The department staff successfully maintained the systems that were implemented during the early months of the pandemic and refined them in the fall and throughout the school year. Meals were provided to all students at no cost and were distributed via a drive-thru (or walk-up) curbside pick-up process. Year to date, over two million meals have been served from July 2020 to May 2021. SMBSD relied upon state and federal resources to ensure meals were distributed at SMBSD sites throughout the community. Other successes included the Food Services Department's work to create meal passes to be distributed to all enrolled children to ensure the integrity of the meal program, extensive outreach was in place to engage our neediest students, leaders were able to motivate staff to work through fears associated with the pandemic while requiring staff to be essential workers providing meals directly to the public, and despite early pandemic food chain supply issues, as all school districts transitioned to grab and go meals, vendors met the challenges of providing the necessary menu items. Federal waivers and several menu changes were made to ensure that all meal distribution sites had food to serve daily.

The Food Service Department began providing home delivered meals in June of 2020, to students with disabilities whose families were unable to pick up meals from our meal distribution sites. Families drove, walked, and rode bicycles to the locations to ensure children were fed and nourished. Daily food services at sites also allowed for in-person community outreach, connecting students and families to technology, resources, and SEL/behavioral wellness supports.

In planning for the return of students and staff to the school sites, Food Services assessed plans following recommendations and guidelines from the local health authorities and the California Department of Education. The successful plans put into place included feeding students daily even when they were on the multiple tracks system, giving snacks in the classroom when necessary, a blend of meal serving processes, discontinuation of communal serving areas such as salad bars or condiment stations, providing meals at an alternate time as lunch for parents' convenience and touchpoint of service systems.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Marriage and Family Therapist - CADA - one per school site	\$262,000	\$1,418,286	Yes
Mental Health and Social and Emotional Well-Being	<p>The district will provide:</p> <p>1) one full time Outreach Mentor to each school site</p> <p>School sites will provide:</p> <p>2) additional Outreach Mentors according to student's needs</p> <p>Outreach Mentors conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Outreach Mentors will support Tier 1 social emotional learning</p>	\$1,993,680	\$1,744,144	Yes
Mental Health and Social and Emotional Well-Being	<p>Family Outreach Advocates</p> <p>1) Four Family Outreach Advocates - one per cluster</p> <p>2) One district-level Family Outreach Advocate</p>	\$408,194	\$504,548	Yes
Mental Health and Social and Emotional Well-Being	<p>Foundations for Success</p> <p>one full time staff member to case manage foster students</p> <p>Check Connect Respect Truancy Mentors</p>	\$532,227	\$369,340	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	4 full time Program Specialists that work with truant students using evidence-based interventions to assist them to get to school every day and on time.			
Mental Health and Social and Emotional Well-Being	Santa Barbara County Council on Alcoholism and Drug Abuse (CADA): Teen Court - including tuition covered for SMBSD students and The Boys Council	\$1,493,000	\$193,000	Yes
Mental Health and Social and Emotional Well-Being	One Certificated Teacher for each Junior High Opportunity Class: One certificated opportunity teacher will be provided per junior high school	\$408,971	\$326,120	Yes
Mental Health and Social and Emotional Well-Being	Social Emotional Learning Support: meet with site culture/climate teams, examine site data as a group re: referrals, suspensions, areas of concern, plan how to remedy situations, look at positives and building on these and examine how their sites are aligning with district wide culture climate goals	\$100,000	\$74	Yes
Mental Health and Social and Emotional Well-Being	Junior High Counselor: nine Junior High Counselors Junior High Counselors provide career, academic, and personal/social counseling	\$1,286,585	\$1,268,641	Yes
Mental Health and Social and Emotional Well-Being	Fitzgerald Community School: Junior High At-Risk Classes will be offered to high needs students on an as-needed basis	\$700,000	\$515,056	Yes
Pupil Engagement and Outreach	Increased parent communication services 1) ParentSquare 2) improving district and site Web pages 3) interpretation Equipment 4) interpretation training for district staff	\$171,000	\$114,486	Yes



Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines.	\$107,700	\$438,457	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Classified Instructional Extra-Time: Classified staff to support sites during distance learning such as Computer Lab Techs, IT, Library Media Clerks, Bilingual Instructional Aides.	\$153,662	\$209,777	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Technology Student Access and Support to Learning Opportunities: In order to ensure equity of access to learning opportunities and to ensure that all students are able to remain connected to learning opportunities the district will: provide one full time Computer Site Technician at each school site	\$1,438,455	\$1,309,473	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Library Media Services to Support Student Literacy: In order to support student literacy, increase reading scores and provide English Learners, Foster Youth, and Unduplicated students access to library books and materials that are aligned to grade level curriculum the district will provide: one full time Library Media Clerk per site to assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning, to integrate curriculum of site teachers and to host/support instructional programming	\$1,514,150	\$1,498,282	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Health Staff: Maintain existing staffing and supports to provide critical health information, referrals, and support. Support district's broader efforts to educate the community about COVID-19, support contact tracing, and engage in direct outreach to students and families.	\$1,118,492	\$1,175,188	Yes
Stakeholder Engagement	Community Liaisons: 1) One full time Community Liaison at each school site 2) Four district-level Community Liaisons 3) additional school site Community Liaisons	\$2,382,300	\$1,657,216	Yes
Stakeholder Engagement	Translation/Interpretation Services: 1) Two Trilingual Translators/Interpreters 2) Three Bilingual Translators/Interpreters	\$320,726	\$207,573	Yes
Stakeholder Engagement	Family Engagement Programs, Parent and Community Involvement - Awaiting Stakeholder feedback following the public hearing and LCAP/LCP Stakeholder meeting on Sept. 16, 2020	\$110,000	\$111,650	Yes
All	Bilingual Aides - The district will provide Bilingual Instruction Aides for: 1) TK, K, 1st - 3.5 per classroom 2) 2nd - 1.75 per classroom  The Bilingual Instructional Assistants assist certificated teachers in providing instruction, reteaching, and intervention. In addition, they assist in providing guidance in the student's primary language. The Bilingual Instructional Assistants	\$2,937,062	\$2,561,277	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	support the certificated teacher by monitoring and reporting student progress regarding performance, translating and interpreting for students, parents, counselors, teachers, and others as assigned.			
All	Teacher on Special Assignment - Direct support to schools through the Tier 1 Team and Instructional Coaching will be provided by seven TOSAs within the Teaching and Learning Department. Specific areas of support for the TOSA roles include: technology, social studies/health, literacy, GATE, VAPA, PE, mathematics, STEAM, English Learner and teacher development.	\$1,229,734	\$1,274,774	Yes
All	Site Funds: 0971, 0977, Title I	\$6,087,802	\$3,863,995	Yes
All	Fine Arts (Band) - Band students have been provided with instruments to use in the home. An online program called SmartMusic! was purchased for the current school year to allow for additional student practice, and it supports band students outside of synchronous instruction. Classroom teachers are able to infuse asynchronous art lessons into student learning on Mondays.	\$1,096,261	\$1,173,455	Yes
All	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	\$141,991	\$145,060	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Total investments outlined in the LCP included CARES/ESSER and LCFF supplemental concentration grant funds. Santa Maria-Bonita School District noted the substantive differences below. It is important to note that the LCP was written in early August 2020,

which was prior to the start of the 2020/21 school year. SMBSD found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

**Marriage and Family Therapist (MFT):** The district spent \$1,156,286 more on Marriage and Family Therapists due to the increase in cost and the number of therapists hired. In addition, the majority of school sites hired additional MFTs and many of these MFTs will continue their work during the expanded learning summer school programs. The estimated cost was higher than the actual cost. Funds were redistributed from other actions and services to cover the additional cost. MFTs met with students via Zoom when students were distance learning. Starting in April, when students reintegrated back through the four phases of the re-entry plan, social emotional support including counseling continued and MFTs were able to meet with students on their caseload in person when these students were on campus.

**Outreach Mentors (ORM):** The district spent \$249,536 less on Outreach Mentors due to the contracted cost being less than projected. These funds were redistributed to cover the additional cost of MFTs. The district utilized the Multi-Tiered System of Support to develop an integrated framework and alignment of systems to support student-centered learning and behavioral interventions designed to support positive outcomes for students and to close the achievement gap for our low income, foster youth, and English learner students. The district worked consistently to maintain a safe, secure, healthy, and positive learning environment during distance learning and through the reintegration process that started in April. The district continued to implement services to provide additional socio-emotional support for students and their families. The district provided one ORM per school site in order to provide increased services to support the academic, behavioral, and social outcomes of students who are considered at-risk. Additional ORM were hired at many of the school sites to support students during the beginning of the school year and to support distance learning. During distance learning, ORMs met with students via phone calls and/or Zoom meetings. Starting in April, when students started to return to school, if a student on their caseload was at school, they were able to meet with the mentor in person.

**Family Outreach Advocates:** The district spent \$96,354 more on Family Outreach Advocates (FOAs) due to the advocates hired coming in at a higher rate on the pay scale (increase in the MOU for outside services) and due to the advocates working additional hours. Funds were redistributed from other actions and services to cover the additional cost. FOAs provided support for students during distance learning as well as when they returned to campus starting in April. During the phases of re-entry, these advocates contacted families through email, Zoom and phone calls, and home visits if need be in order to connect them with the appropriate services and provide services virtually when students are in a distance learning setting. They were able to meet directly with students and provide services in person when they were present at school. Families needed continued help throughout the year connecting to outside services for food, shelter, and mental health needs.

**Check Connect Respect Truancy Mentors:** The district spent \$162,887 less on Check Connect Respect Truancy Mentors due to the contracted cost being less than projected. These funds were redistributed in order to support the higher cost of other actions and services such as the MFTs. Truancy Mentors connected with students and families on their caseloads via Zoom, phone calls, emails and connected them with appropriate services if necessary and provided services virtually when students were in a distance learning setting. They met directly with students and provided services in person when they were present at the school sites.

**Santa Barbara County Council on Alcoholism and Drug Abuse (CADA):** Teen Court: The district spent \$1,300,000 less on CADA Teen Court due to the contracted cost being less than projected and due to the court putting Teen Court on pause for a few months during the pandemic. In addition, the estimated cost was higher than the actual cost. Some of these additional funds were redistributed to cover the additional cost of MFTs. These funds were also used to cover actions that came in at a higher cost versus what was anticipated such as nutritional services materials and supplies.

**Social Emotional Learning Support:** The district spent \$99,926 less on Social Emotional Learning Support due to certificated extra time not being needed. These funds were redistributed to cover the additional cost such as higher cost for nutritional services materials and supplies.

**Fitzgerald Community School:** The district spent \$184,944 less on Fitzgerald Community School due to the contracted cost being less than projected. There were less students enrolled in the school during the entire school year including during the school shutdown. These funds were redistributed to cover the additional cost of MFTs.

**Nutrition Services Materials and Supplies:** The district spent \$330,757 more on Nutrition Services Materials and Supplies due to the need of canopies, cones, chairs, and three vehicles to transport student meals. Funds were redistributed from other actions and services to cover the additional cost. These materials and supplies supported daily efforts to serve our students healthy nutritional meals at no cost.

**Technology Student Access and Support to Learning Opportunities:** The district spent \$128,982 less on Computer Lab Technicians due to vacant positions and/or salary schedule placements. These additional funds were used to cover extra work hours performed by the Computer Lab Technicians so that they were able to further support the expansion of the Chrome Notebook device programs and technology support call center.

**Community Liaisons (CL):** The district spent \$725,084 less on Community Liaisons due to vacant positions and/or salary schedule placements. Funds were redistributed to cover extra time for our Community Liaisons at both the school site and district level. In the event that a family needed any technical support, we established a multilingual call center (SMBSD Helpline) that was staffed by individuals who received additional training, including these CLs, on the most common roadblocks to connectivity. Depending on the nature of this issue, these calls were escalated to the district Information Technology (IT) department as needed. To identify any families who were not able to connect successfully during distance learning, school site CLs regularly provided a list of students who didn't have a record of logging into their devices during a set period of time. This allowed CLs to follow up with those identified families during expanded learning hours to better understand what specific barriers need to be addressed. The daily tracking of student participation also provided us a similar data point to identify those families that may require additional support. The CLs also supported district communications, regular local radio outreach, and resource documents for families and caregivers.

**Translation/Interpretation Services:** The district spent \$113,153 less on Translation/Interpretation Services due to vacant positions and/or salary schedule placements. Funds were redistributed to cover extra time for our Community Liaisons at both the school site and district level. During the school year, District Translators/Interpreters assisted with a variety of projects during distance learning. Documents and videos for parent engagement were interpreted into parents' native language. District enrollment was done digitally

this year and a number of instructional videos were produced in parents' native language to assist with this process. Interpreters have also assisted with retrieving any documents that parents needed to submit as part of the enrollment process.

**Bilingual Aides:** The district spent \$375,785 less on Bilingual Aides due to many vacancies and/or salary schedule placements. We continued to have a difficult time finding qualified applicants during the school year. BIAs continued to offer instructional support to English learners during distance learning and when students returned to the classroom according to the reintegration plan. BIAs continued to be provided to all classrooms, kindergarten through second grade throughout the school year. The primary focus of the instructional assistant is to further support the learning needs of our youngest English learners. Instructional assistants provide both small group and individual support to English learners throughout the instructional day. When needed, the instructional assistant will also support parent/school communication in an effort to assist in meeting the needs of the student. Their support looked similar to the support provided in traditional learning environments during distance learning. For example, the BIAs continued to support the certificated teachers' work with English learners in small groups. The key difference between the BIAs' roles during distance learning and prior to school closure, was that support was provided through a digital platform, rather than in person. BIAs had access to classes in Google Classrooms so that they could review lessons and familiarize themselves with the content in order to better support students through distance learning. The district spent additional funds providing BIAs training so that they were able to use strategies to support ELs, use Google Classroom and Zoom. Another key difference in the BIA's role was the heightened need to provide assistance to teachers in their support of non-English speaking parents during distance learning. Parental needs were often related to understanding the technology used in distance learning to support their students in the home. Some of the funds were used to pay BIAs extra time to translate/interpret during the school closure as well as extra time to make phone calls during afternoons and into the evening hours to parents and students at home.

**Site Funds: 1701, 0977, Title I:** The district spent \$2,223,807 less on-site Funds: 1701, 0977, Title I due to the sites having to purchase less materials because of distance learning and due to many of the planned site expanded learning classes, enrichment activities, student incentives and parent engagement events that were cancelled or held via online. Sites also spent less on supplemental programs that did not align with the district distance learning plan and the district re-entry plan. Finally, sites did not spend the anticipated amount of funds on professional learning due to teachers not attending conferences in person and to the district providing many opportunities.

The District will continue to maintain and strengthen district operations that support systems, processes, and practices that support student learning in the next LCAP. We anticipate fewer substantive differences between the planned actions and budgeted expenditures in the next three year plan due to lessons learned from the previous two years when we experienced school closures, distance learning and reintegration.

## Overall Analysis



An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Last year, the district continued to implement our strategic plan which was started in the 2019-2020 year and included a new mission, vision, values, and goals. Key elements of this new plan were aligned to the 2019-2020 Local Control and Accountability Plan (LCAP) and the 2020-2021 Learning Continuity and Attendance Plan (LCP); both were implemented during the pandemic. Processes that were underway and continued through the 2020-2021 school year considered both leading and lagging indicators of performance which will align to the requirements of the LCAP and inform investments and actions.

Other efficiencies gained during distance learning will be maintained. One example includes professional learning. Sessions conducted virtually generally require less time and money to implement and can be recorded for future reference and use. Travel, costs, and other barriers can be eliminated utilizing this format. The pandemic has influenced how professional learning will take place in the future. Lessons learned and information gained from both distance learning and simultaneous instruction were used to inform the planning of the LCAP, as it is anticipated that students and teachers will return to campus during the 2020-2021 school year with new and different needs. As each department considered the needs of students after a year of distance learning, actions were changed and plans were altered to better meet the needs of the district's students.

Santa Maria-Bonita School District (SMBSD) began the year implementing distance learning for all students. Key tools were implemented to better engage students online and to monitor interest and engagement. Teacher and student supplies were provided as well as meals (breakfast, lunch, and dinner) for students. Planning for school reintegration started in early January in order to ensure that we would be able to pivot when it was safe to return, according to state and county guidelines. Feedback was collected from stakeholders, including parents, who overwhelmingly preferred in-person instruction as the learning model for their children. In early spring, small cohorts of students were brought back to their school site as it was determined that distance learning was a barrier to some students. As SMBSD planned for the return of all students on April 12, 2021, a transitional learning model was adopted in order to cover health and safety, feasibility for each local context, high-quality instruction, and equity for all students. We planned for in person instruction by developing schoolwide systems and structures, preparing classrooms for social distancing, designing for distance learning as part of a blended learning model, lunch distribution, supply distribution schedules, adopted a phase-in model (which included four phases), and the choice for teachers to use simultaneous teaching as an instructional model.

The phases included synchronous online learning, hybrid in-person synchronous and asynchronous learning, synchronous through simulcast or in-person learning, and a 21st century classroom learning where all students would be in a traditional in-person model with option for full day simulcast instruction. Our youngest students started returning on April 12, 2021 and all students returned by April 26, 2021. Students were identified to enter campus in a hybrid, face to face model in A and B cohorts. If parents choose to keep their children at home, these students were provided learning through simulcast teaching or synchronous/asynchronous learning.

In preparation to support reintegration, SMBSD designed these intentional phases to learn from and alongside teachers regarding best instructional strategies, approaches, and optimum use of technology starting in December of 2020. Several teachers volunteered to pilot simultaneous teaching and all teachers and administrators engaged in learning in order to ensure a smooth transition for all phases. Key concepts of learning included best technology practices, simultaneous instruction, testing both practices and different

technology, engaging students, using current technology platforms, and tools to enhance student-to-student interaction. Teachers tested and applied strategies and worked alongside site leaders to report their findings in preparation for district support. Data was collected from students and teachers regarding the effectiveness of the transitional learning phases and practices were adjusted as new insights were gained.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Year to year, students learn new content and develop new skills; assessments are designed to measure student growth throughout the year towards grade level standards. Concerns about “learning loss” are concerns that students aren’t learning content and mastering skills at the same rate that they typically would be. Given the disruptions in schooling since March 2020, some students may learn less over the course of the pandemic. The difference between what they would have learned in a normal year and what they learn during the pandemic is what is referred to as “learning loss.” SMBSD continues to work on accelerating learning and feel that the term “learning loss” represents deficit thinking. We believe that students and staff members learned new concepts and skills that they would not have learned if it were not for the pandemic and school districts were able to examine learning in new ways. We have focused on the positive learning experiences and have continued to build from them, as appropriate.

Formative assessments will continue to be used to monitor how student learning this year is different from that of prior years, and to measure how quickly (or slowly) students are “catching up” academically to where we would predict they would typically be by the end of a school year. Students with unique needs will be carefully monitored as it was identified that some students with exceptional needs excelled in distance learning while other students struggled in this environment. Some family engagement benefits gained during the pandemic will be maintained; these include the increased connectivity with parents through digital platforms, the number of workshops held virtually, the number and types of digital resources for parents. Some services, such as online counseling, occupational therapy, physical therapy, and others were not as effective in the distance learning model and efforts will be made to work with students needing those services to catch them up as quickly as possible.

SMBSD is planning on increasing the following supplemental/concentration grant positions to support students with unique needs in the 2021-2022: additional family advocates, mentors, counselors, management staff, and site instructional coaches. Other positions are also being added to support positive school climates and safety.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

SMBSD found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff. At the beginning of the pandemic there were additional assumptions for instructional support that did not come to fruition due to a delay in returning to school. In contrast, other expenses, such as technology, food services, health and safety needs, student supply

needs, staffing needs, and counseling needs ended up requiring much bigger investments. Expanded Learning Programs were reduced over the original budget due to program savings.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021-2022 through 2023-2024 LCAP contains several of the same actions and services as the 2019-2020 LCAP, although they have been transformed or updated to align with our new goals. Very little is the same as the Learning Continuity and Attendance Plan (LCP) which included the Coronavirus Aide, Relief, and Economic Security Act (CARES)/Elementary and Secondary School Emergency Relief (ESSER) plans and funds are included in the new LCAP.

The 2021-2024 LCAP which includes one Maintenance Goal, one Focus Goal, and five Broad Goals, and better aligns with our Vision of Student Success and was updated to help us achieve our goal of moving all students at a minimum one grade level a year and accelerate learning overall. A key concept embedded within those efforts is that of diversity, equity, and inclusion ensuring that support is provided based on identified needs and that actions and services are called out and developed to address the identified needs throughout all of our goals.

The COVID-19 pandemic resulting in distance learning and transferring to hybrid learning following approval of our Re-Entry Plan has changed everything from what students now need, to the resources available to meet those needs, and student and staff perceptions of teaching and learning. The pandemic, closure of physical school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges families faced and are continuing to face include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. Although these issues have exacerbated existing inequities, we have responded to the conditions as they have developed and adjusted according to our community's needs. Our entire school community has become adept at adapting to change and is committed to continuing to be flexible in the face of constantly changing conditions. The instructional focus in 2021-2022 will be to accelerate learning and maximize the growth of all students.

Some changes likely to stay will be helpful. More electronic communication to students, staff, and families will likely improve efficiencies and reduce costs. Travel and professional learning will be more flexible and less costly. Lessons learned about utilizing technology for teaching and learning will benefit students and staff. Other outcomes of the pandemic more specific to student learning and wellbeing are not so positive. Emerging data, from state and local sources, has indicated the need to focus on accelerated learning strategies.

Several district investments, made with LCAP supplemental/concentration funds, as well as one-time stimulus funds, and federal funds, will invest in more expanded learning time for students to include summer school, after school, and Saturday school.

Another emerging trend is the need to support the social-emotional and mental health needs of students and their families. Several district investments, including additional family advocates, counselors, mentors, psychologists, and contracted services are designed to better support the mental health of students.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent



practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,

- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	53,162,279.00	40,887,738.97
LCFF Supplemental and Concentration	7,809,647.00	7,133,005.00
Supplemental and Concentration	45,352,632.00	33,754,733.97

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	53,162,279.00	40,887,738.97
1000-1999: Certificated Personnel Salaries	3,186,182.00	1,910,659.00
2000-2999: Classified Personnel Salaries	2,659,527.00	2,083,419.00
3000-3999 - 1000-1999: Certificated Salaries	21,353,131.00	15,696,272.00
3000-3999 - 2000-2999: Classified Salaries	8,627,420.00	6,232,371.97
3000-3999: Employee Benefits	2,198,884.00	5,016,522.00
4000-4999: Books And Supplies	3,851,881.00	1,207,272.00
5000-5999: Services And Other Operating Expenditures	10,892,715.00	8,433,347.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00
6000-6999: Capital Outlay	0.00	0.00
7000-7439: Other Outgo	392,539.00	307,876.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	53,162,279.00	40,887,738.97
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	106,793.00	11,659.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	3,079,389.00	1,899,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	69,694.00	60,687.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	2,589,833.00	2,022,732.00
3000-3999 - 1000-1999: Certificated Salaries	LCFF Supplemental and Concentration	5,368,693.00	5,305,065.00
3000-3999 - 1000-1999: Certificated Salaries	Supplemental and Concentration	15,984,438.00	10,391,207.00
3000-3999 - 2000-2999: Classified Salaries	LCFF Supplemental and Concentration	1,500.00	0.00
3000-3999 - 2000-2999: Classified Salaries	Supplemental and Concentration	8,625,920.00	6,232,371.97
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	48,616.00	11,134.00
3000-3999: Employee Benefits	Supplemental and Concentration	2,150,268.00	5,005,388.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	717,682.00	387,868.00
4000-4999: Books And Supplies	Supplemental and Concentration	3,134,199.00	819,404.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	1,496,669.00	1,356,592.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	9,396,046.00	7,076,755.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	0.00
7000-7439: Other Outgo	Supplemental and Concentration	392,539.00	307,876.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	24,370,360.00	18,144,770.00
Goal 2	11,930,617.00	9,034,240.00
Goal 3	13,542,706.00	11,630,075.97
Goal 4	3,318,596.00	2,078,653.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,159,316.00	\$2,948,222.00
Distance Learning Program	\$8,197,382.00	\$16,718,323.00
Pupil Learning Loss	\$3,944,711.00	\$3,053,625.00
Additional Actions and Plan Requirements	\$25,993,992.00	\$22,079,872.00
All Expenditures in Learning Continuity and Attendance Plan	\$39,295,401.00	\$44,800,042.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,159,316.00	\$2,948,222.00
Distance Learning Program	\$8,197,382.00	\$16,718,323.00
Pupil Learning Loss	\$3,944,711.00	\$3,053,625.00
Additional Actions and Plan Requirements	\$25,993,992.00	\$22,079,872.00
All Expenditures in Learning Continuity and Attendance Plan	\$39,295,401.00	\$44,800,042.00



# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria-Bonita School District	Luke Ontiveros Superintendent	lontiveros@smbds.net (805) 361-8110

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The Santa Maria-Bonita School District (SMBSD) is a K-8 school district located on the Central Coast of California and is nestled in the Santa Maria Valley, one of the most productive agricultural areas in the state of California. The district currently serves close to 17,120 preschool through eighth-grade students, the largest elementary district, and the district with the greatest total student enrollment of any district in Santa Barbara County. There are 21 schools in the district including 16 elementary schools, 4 junior high schools, and 1 dual language K-8 school. There are 11 preschool programs that operate within the district's elementary school sites. SMBSD's 2020-2021 student population reveals that Hispanic or Latino students make up approximately 95% of the total student enrollment. The White Non-Hispanic category is the next largest student group representing approximately 2.2% of the total student enrollment. Other student groups include 0.2% American Indian or Alaska Native, 0.3% Asian, 0.3% African American, 1.3% Filipino, 0.4% two or more races, 0.1% Pacific Islander, and 0.2% not reported. Over 87% of students are designated as socio-economically disadvantaged based upon Free/Reduced meal counts, 55% are designated as English Learners, 19.3% identify as experiencing homelessness, 6% are students from migratory families, 9.5% are Students with Disabilities, and 0.4% of our students are designated as Foster Youth. Approximately 12.3% of our students speak indigenous languages (Mixteco, Zapoteco, Trikki, Taquate) with some of these languages having no written language. Our families are hardworking and want the very best education for their children. They come from rich cultures with many life experiences. With our dedicated 1,957 employees, we endeavor to meet the educational, health, and safety, as well as the social, and emotional needs of our students, families, and staff in these ever-changing times.

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

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

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

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

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

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

- **Maintenance Goal #1** - Provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning.
- **Broad Goal #2** - In order to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, SMBSD will institute the practice of evaluation of programs and establish leadership and teacher development programs.
- **Broad Goal #3** - In order to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond, by 2024, all classrooms will show evidence of our shared vision of instruction to include all five of the High-Quality Instructional Indicators (HQIIs) including a culture of learning with high expectations and challenging grade level standard-based content.
- **Focus Goal #4** - English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year.
- **Broad Goal #5** - All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships.

- **Broad Goal #6** - All schools will create a culture of respect and caring that supports positive relationships among all stakeholders and implement a parent engagement pathway districtwide. Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in SMBSD.
- **Focus Goal #7** - In order to provide equity and access through all grade level instruction, all schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture.

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

## Local Control & Accountability Plan Summary

2021-22  
Santa Maria-Bonita School District  
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For additional LCAP resources click or scan the QR code or go to [www.goboinfo.com](http://www.goboinfo.com) and search for your district.



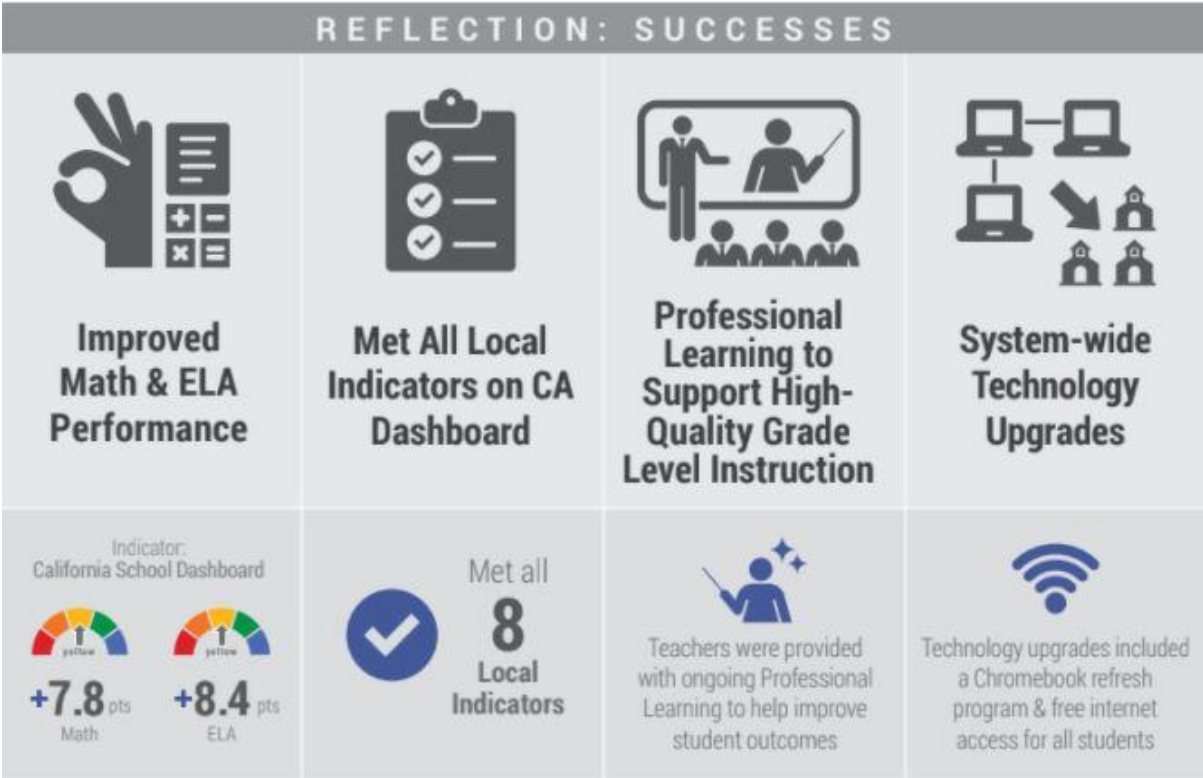
# Reflections: Successes

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

The analysis of district performance in the development process of the 2021-2022 LCAP was utilized to inform and guide all elements of the SMBSD LCAP as we seek to maximize measurable outcomes for our students. Data from the California School Dashboard and local data have been used as communication tools with stakeholders and in the gathering of their input. This data, including the State and Local Indicators, and the associated methodology, continues to be used to build capacity within the district and among site leadership around understanding and utilization of the accountability design.

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on Santa Maria-Bonita School District's 2019 California Dashboard results, more recent quantitative data (state and local) from 2019-2020 and 2020-2021, and qualitative data results from community member surveys. Overall, there are some key areas in which SMBSD has made progress and has successes to highlight.

As seen on the first graphic below, progresses include an increase on the State Dashboard for both English Language Arts (ELA) and Math. The graphic also shows another success; we met all Local Indicators on the State Dashboard.





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

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

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

SMBSD continues to be committed to working collaboratively toward preparing our students to move a minimum of one grade level a year. We believe that all students can excel and meet grade level expectations. We continuously strive to improve student experience and student learning by remaining focused on a strong literacy program that includes providing grade level access for all students the majority of the time, using a core standard-aligned instruction program, ensuring the work students are asked to do is engaging and grade appropriate, teachers have high expectations for all students, and provide just-in-time scaffolds. Furthermore, we believe that we will continue to increase student outcomes by embedding social emotional development skills within grade level standards and engaging in culturally responsive teaching practices in all lessons to ensure equity and access in support of student outcomes. We are proud of the progress that has been made this year in these areas and strive for continuous improvement.

Many initiatives have been implemented that support our continued focus on ensuring equity and access through grade level instruction for all students, including the Diversity, Equity and Inclusion Program, which incorporates a comprehensive multicultural system including multilingual, culturally relevant professional learning, interpreter training to improve language access, and social emotional learning data instruments. Our current work also includes expanded programs such as the Cesar E. Chavez model curriculum, migrant individualized learning plans, and professional learning such as UnboundEd, book studies, webinars, and training.

Other accomplishments include the work generated from our Teaching and Learning Department, which includes but is not limited to, creating teacher resources such as: Google EdTech resource collection, pacing guides aligned with the core curriculum, Cyber Mondays to provide technology tips and strategies, simulcast distance learning training, and professional learning to support teachers in strategies that support multilingual learners and effective high-quality instruction. In addition, new pathways were created for preschool, elementary, and junior high students for the State Seal of Biliteracy that promotes multilingualism and global and cultural competencies. We also increased support for our English Learners through Bilingual Instructional Assistants (BIAs) in primary grades and for our junior high school newcomer students, and added additional Instructional Coaches (ICs) to all of our junior high sites. This department has also created a College and Career Readiness (CCR) plan which will help prepare students to be successful citizens. The plan will be implemented in grades TK-8 and will include CCR experiences, community service opportunities, and career awareness. The CCR plan also integrates local partnerships and alignment with our neighboring high school district. Other successes include our implementation of a Whole Child Approach: Social Emotional Learning Framework and expanded equitable access for students to resources to accelerate learning. These include expanded

learning programs, and a solid technology infrastructure with 1:1 Chromebooks for all students to use during school hours and expanded learning hours. We also implemented a system-wide technology maintenance plan and provided upgrades to support classrooms and free internet to all of our students. We have also increased preschool classes, expanded our electronic library (eLibrary) collection, and have ongoing book distributions for all students' district-wide to include Spanish books. In addition, we also refined a referral pathway process to support supplemental services to best meet the needs of our students and developed focus groups for Culture and Climate standards to provide consistency across our 21 sites. Our Family Advocates, Homeless Liaisons, and Foster Youth Liaison worked collaboratively with the Children's Resource Network and the Community Closet, both local partnerships, to deliver clothing items to students and families in need, and we expanded counseling services and mentors at all sites.

Our district has focused on synthesizing and making accessible state and local data to help our schools achieve better outcomes for students through the development of data resources and tools that measure performance by growth and achievement. Broad Goal 2, within this plan, is a new goal that was specifically 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 frequent data collection. Furthermore, it was created to ensure that data is used appropriately to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure that all students will move a minimum of a grade level each year through effective first instruction practices. To ensure this happens, we have ongoing teacher, paraeducator, and administrator professional learning to support the implementation of Common Core State Standards (CCSS) and effective high-quality first instruction. We have transitioned to using Northwest Evaluation Association to support our common benchmark assessments for all grade levels and Panorama to support Social Emotional Learning. We plan to build on our success by continuing to use these tools to support further development and refine our plan to accelerate learning through ongoing analysis of current achievement data, building capacity amongst all stakeholders, and collaborating with our stakeholders as we continue to move forward. It should also be noted, that the goal was also developed to support ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems.

SMBSD continues to view family engagement as a way to move student achievement and improve student support. We continue to stay committed to our goal of developing and maintaining strong partnerships with the families we serve. Although we recognize the need to improve cultural proficiency and two-way communication and engagement opportunities for families, we feel that we have been able to increase our ability to engage our families in meaningful ways, even during the COVID-19 pandemic. We continue to strive to engage our parents and families, provide education opportunities, and connect families with school and community and centralized resources.

SMBSD will continue to build upon successes through ongoing professional learning, providing high-quality grade level instruction, expanding learning opportunities outside of the traditional school day, and continuing to develop strategies to engage school communities. Careful planning, research, and strategic decision-making has led to actions and services that support the goals developed for improved student outcomes.



## Reflections: Identified Need

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

Overall, Santa Maria-Bonita District's (SMBSD) performance results for all students and for specific student groups show that improvement continues to be needed on a systemic level and that significant inequities continue to persist. In some cases, for some student groups, the equity gap has widened. Data from the California School Dashboard and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the district's Vision of Student Success and goals that embody the district's core values.

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. The areas of need described in this section are based on SMBSDs' 2019 Dashboard results and more recent data (state and local) from 2020-2021. SMBSD's performance on the 2019 Dashboard as well as the district's outcomes on previous dashboards (2017, 2018) demonstrate that the district needs to improve significantly across multiple indicators and for many student groups. More recent outcomes from 2019-2020 and in 2020-2021 reaffirm these needs.

### California School Dashboard Results

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

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

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

- All Student Performance level for **English Language Arts (ELA)** is **Yellow** 39.1 points below standard and increased 8.4 points.
- The SMBSD All Student Performance level for **Math** is **Yellow** 59.9 points below standard and increased 7.8 points.
- The SMBSD Student Performance level for All Students **Suspension** rate is **Orange** with 3.2% suspended at least once and Maintained at -0.2%.
- The SMBSD All Student Performance level for **Chronic Absenteeism** is **Yellow** 5.8% Maintained -0.1%.

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

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

<b>SMBSD All or Student Group</b>	<b>Performance</b>	<b>Status</b>	<b>Change</b>
Foster Youth Chronic Absenteeism	RED	27.6% chronically absent	Increased 12.2%
Foster Youth Suspension Rate	RED	17.6% suspended at least once	Increased 4.8%
Foster Youth Mathematics	RED	123.1 points below standard	Declined 5.6 Points
Students with Disabilities Suspension Rate	RED	6.2% suspended at least once	Increased 1.3%
African American Students Suspension Rate	RED	9.3% suspended at least once	Increased 1%
Hispanic Suspension Rate	ORANGE	3.1% suspended at least once	Maintained 0.2%
Students with Disabilities English Language Arts	ORANGE	126.9 points below standard	Increased 8.9 points
Students with Disabilities Mathematics	ORANGE	151.3 points below standard	Increased 8.4 points
Students with Disabilities Chronic Absenteeism	ORANGE	11.4% chronically absent	Maintained - 0.1%
Socioeconomically Disadvantaged Suspension Rate	ORANGE	3.2% suspended at least once	Maintained - 0.2%
Filipino Students Chronic Absenteeism	ORANGE	5.1% chronically absent	Increased 1.2%
Two or More Races Chronic Absenteeism	ORANGE	13.9% chronically absent	Increased 1.2%
Two or More Races Suspension Rate	ORANGE	5.4% suspended at least once	Increased 4.1%
White Chronic Absenteeism	ORANGE	14.6% chronically absent	Increased 2.8%

When the results of the 2019 Dashboard and more recent data from 2019-2020 and 2020-2021 are reviewed as a whole, some clear trends emerge:

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

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

These trends describe a performance landscape of student groups that exist in clusters. Most notable is the gap between the cluster that consistently and significantly underperforms across all indicators and the group that consistently - and usually significantly - outperforms across the English Language Arts and Mathematics indicators. This pattern embodies the acknowledgement made in the district's Core Values - that although we have made significant changes starting in the 2019-2020 school year and throughout the 2020-2021 school year, our system continues to be inequitable by design for various reasons. There continues to be visible evidence of the inequities that need to be interrupted.

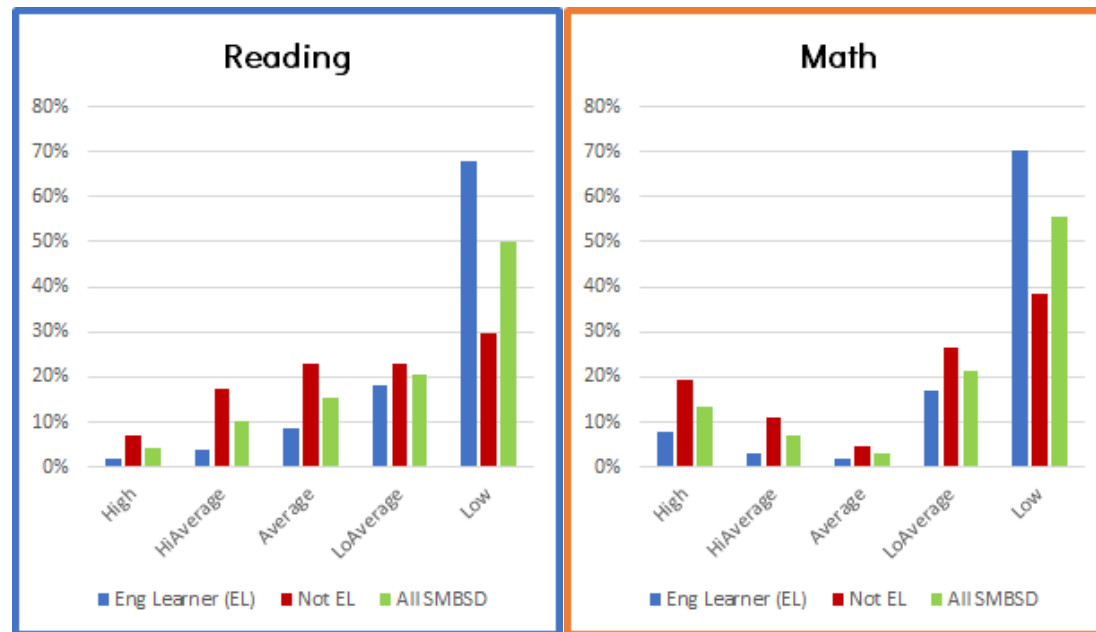
Overall, SMBSD students who participated in the ELA State Assessment (Grades 3-8) achieved an average score of -39.1 points below the Standard Met level. Student groups with scores significantly below or slightly below this level included Students with Disabilities (-126.9), Current English Learners students (-112), Foster Youth (-60.3), English Learners (-53.6), Homeless Youth (-49.1), African American (-45.1), and Hispanic (-41.5).

Results for the Math State Assessment are similar in terms of performance gaps for student groups. Overall, SMBSD students (Grades 3-8) achieved an average score of -59.9 points below the Standard Met level. This included Students with Disabilities (-151.3), Foster Youth (-123.1), Current English Learners (-115.8), English Learners (-70), Socioeconomically Disadvantaged (-62.6), African American (-60.4), and White (-27.6). Similar to the ELA results, the RFEP student group performed well above their English Only peers, averaging 35.5 points below Standard Met compared to the 52.4 below standard for English Only. Some of the student groups with identified performance gaps for ELA showed similar performance gaps for Math. They achieved average scores well below that of All Students for ELA and Math.

### **English Learners**

This year, we implemented a common SMBSD benchmark assessment plan. Students in grades kindergarten through eighth grade took the assessment in fall, winter, and spring in both Reading and Mathematics. We have reviewed the data and will be using it as our baseline metrics in several of our goals within our plan. Thus far, the data reaffirms there are areas requiring significant improvement. One area that needs significant improvement is with our English Learner students.

English Learner students show a significant achievement gap in reading and math, compared to English Only and Redesignated Fluent English Proficient students. The goal is to move all students to the top two quintiles.



In order to reach this goal, we will increase support for our English Learners to include Bilingual Instructional Assistants (BIAs) in the primary grades and for our Newcomer students in junior high. We will continue to provide English Language Development Coaches at all sites and professional learning to support multilingual programs. In the 2021-2022 school year, we will implement a State Seal of Biliteracy Pathways Program which will help to provide an additional opportunity for our English learners to become college and career ready while gaining cultural competencies and supporting their language proficiency in another language besides English.

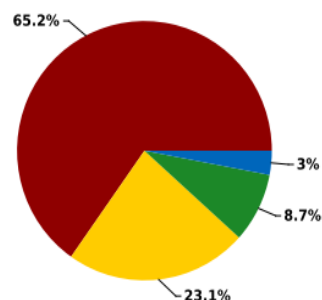
SMBSD is also focused on improving our reclassification rate by a 10% increase each year, in the number of English learners designated as Reclassified Fluent English Proficient (RFEP). We established this goal when looking at our reclassification data and making the following observations:

- In 2018-2019, the California Department of Education (CDE) allowed for an overall score of 3 or 4, on the Summative ELPAC assessment, to meet Criterion 1 (Assessment of English Language Proficiency) of the state's reclassification criteria. During this year, SMBSD had a reclassification rate of 25.9%.
- For the 2019-2020 school year, the CDE changed the requirement; an overall score of 4 was required to meet Criterion 1. Due to the change, SMBSD's reclassification rate decreased to 10.4%.
- Summative ELPAC testing was not completed for all English learners in the spring of 2020 school year due to distance learning and the CDE waiving standardized testing during this timeframe. In the fall of 2021, students that were close to reclassifying took the Optional Summative ELPAC assessment. For this year, SMBSD's reclassification rate was 5.2%.

## State Testing - Spring 2021

In the spring, students in grades three - eight took the NWEA Reading and Math benchmark assessment in place of the SBAC assessment due to testing flexibilities offered by the California Department of Education (CDE). Results indicate that in both math and ELA, our students are not performing at proficient rates. In Math, the projected proficiency rate for current 2 - 8 grade students who would meet or exceed SBAC proficiency levels is 11.7% (1,449 of 12,411 scores). In ELA, the projected proficiency rate for current 2 - 8 grade students who would meet or exceed SBAC proficiency levels is 23.4% (2,899 of 12,422 scores). These results indicate a need for more rigor in both math and ELA classes for all students.

### Math Results

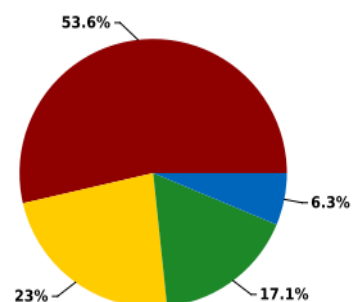


Projected to: **CA-Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	1795	1215	67.7%	360	20.1%	175	9.7%	45	2.5%
3	1839	1211	65.9%	378	20.6%	198	10.8%	52	2.8%
4	1840	1139	61.9%	533	29.0%	139	7.6%	29	1.6%
5	1845	1335	72.4%	409	22.2%	69	3.7%	32	1.7%
6	1674	1066	63.7%	383	22.9%	167	10.0%	58	3.5%
7	1714	1059	61.8%	424	24.7%	173	10.1%	58	3.4%
8	1704	1071	62.9%	379	22.2%	156	9.2%	98	5.8%
<b>Total</b>	<b>12411</b>	<b>8096</b>	<b>65.2%</b>	<b>2866</b>	<b>23.1%</b>	<b>1077</b>	<b>8.7%</b>	<b>372</b>	<b>3.0%</b>

### ELA Results



Projected to: **CA-Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	1794	1191	66.4%	343	19.1%	178	9.9%	82	4.6%
3	1838	1145	62.3%	375	20.4%	223	12.1%	95	5.2%
4	1839	1116	60.7%	364	19.8%	214	11.6%	145	7.9%
5	1855	986	53.2%	410	22.1%	335	18.1%	124	6.7%
6	1674	751	44.9%	477	28.5%	343	20.5%	103	6.2%
7	1713	753	44.0%	419	24.5%	429	25.0%	112	6.5%
8	1709	718	42.0%	475	27.8%	397	23.2%	119	7.0%
<b>Total</b>	<b>12422</b>	<b>6660</b>	<b>53.6%</b>	<b>2863</b>	<b>23.0%</b>	<b>2119</b>	<b>17.1%</b>	<b>780</b>	<b>6.3%</b>

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

### **Suspension Needs**

As mentioned above, the 2019 California School Dashboard SMBSD All Student Suspension indicator is **Orange** with 3.2% suspended at least once and Maintained at -0.2%. Although we do not have any student groups two or more performance levels below the All Student group performance level, we have three student groups in **Red** (Foster Youth, African American, and Students with Disabilities).

Overall effectiveness of the strategies and activities is measured by a comparison of the suspension rates using the unduplicated student count as percentages of total population, pulled in an internal data set from Aeries, our student information system (SIS). In 2018-2019, the district Suspension Rate was 3.2%; in 2019-2020, the Suspension Rate was 2.1%. We acknowledge that this direct comparison is incomplete, as the district moved to emergency closure/shelter in place precautions on March 13, 2020. The remainder of the 2019-2020 school year, there were no student suspensions. A more accurate comparison of suspension trend data can be obtained by comparing the equivalent instructional period in 2018-2019. The March 2020 closure occurred on the 128 day of instruction/student attendance. If we compare the 2018-2019 data (including only the first 128 days of instruction), we can more accurately make statements about the effectiveness of strategies and goals implemented in the 2019-2020 year. In 2018-2019, the district Suspension Rate on the 128 day was 2.2%. In 2019-2020, the Suspension Rate was 2.1% a decrease of -0.1%.

### **Chronic Absenteeism Needs**

As mentioned above, The SMBSD All Student Performance level for Chronic Absenteeism is **Yellow** 5.8% Maintained -0.1%. To ensure that students can fully engage in school and access instruction, we need to provide both students and their families continued support so that they always attend school consistently. We will continue to provide additional support to those student groups in both the **Red** and **Orange** categories, listed above.

The effects of the pandemic and experience of students and families during distance learning has further reinforced the disparities in attendance/engagement. More focused efforts are needed to ensure that all students, and especially those students with historically disproportionate rates of chronic absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between attendance and academic performance is well established and improvement in this area will support other efforts to improve academic outcomes. As discussed in the Highlights section, supports that will increase include, additional Community Liaisons, Homeless Youth Liaisons, an increase in Truancy Mentors, and the use of social emotional qualitative data to monitor students' feelings of school connectedness. We will continue partnerships with outside agencies to support foster youth, students experiencing homelessness, and students who are truant. Furthermore, student incentives and continuing to build positive adult student relationships increase student wanting to be at school, every day and on time. Efforts also include direct support to site leadership teams to review data and coordinate actions as well as supporting/facilitating improved communication between home and school. These efforts will be continued and expanded as necessary in order to support improved attendance and decreased chronic absenteeism.

### **Federal monitoring requirement from Individuals with Disability Education Act (IDEA) District Significant Disproportionality Need**



Significant Disproportionality (Sig Dis) is when one group is more or less likely to be identified in identification, suspension, expulsion, or segregated from their peers than the majority group. It is a federal monitoring requirement from the Individuals with Disability Education Act (IDEA). If this happens for 3 or more years, the LEA becomes Sig-Dis. For us, our Hispanic group is less likely to be identified with autism and our white sub group is more likely (3.15 times more likely) to be identified. The risk ratio factor of 3 or greater is used as the dividing line by the California Department of Education (CDE) and the United States Department of Education.

SMBSD had been identified for significant disproportionality due to the number of white students with IEPs in the identification of Disproportionality by Disability Area (Autism) as compared to Hispanic student populations for three consecutive years (2017-2018, 2018-2019, 2019-2020). Significant Disproportionality results in a 27-month cycle that may repeat. Below is the SMBSD Sig Dis data that shows the three years our actual 3-year risk ratio numbers going backwards are 3.15, 3.55, and 4.6.

**Significant Disproportionality Data for  
Santa Maria-Bonita School District  
Data Year 2019–2020**

District Code	4269120	Special Education Local Plan Area	Santa Barbara County (4200)
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Autism		Native American	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
2019–20	Students with Disabilities <sup>1</sup>	0	2	3	161	4	0	13
	Total Enrollment <sup>2</sup>	31	296	63	16,091	69	7	402
	Ratio	NC	NC	NC	0.39	NC	NC	3.15
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	--	--	--	--	--	--	OVR
2018–19	Students with Disabilities	0	2	3	117	1	0	12
	Total Enrollment	21	307	70	16,020	67	2	453
	Ratio	NC	NC	NC	0.37	NC	NC	3.55
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	--	--	--	--	--	--	OVR
2017–18 <sup>3</sup>	Students with Disabilities	0	0	2	116	3	0	15
	Total Enrollment	25	328	68	16,141	61	4	495
	Ratio	NC	NC	NC	0.35	NC	NC	4.16
	Maximum Ratio	3.0	3.0	3.0	3.0	3.0	3.0	3.0
	Result	--	--	--	--	--	--	OVR

The impacts of over identification include lower expectations and social consequences. The reasons are systemic. Disproportionality monitoring is ongoing and the district has entered into the Programmatic Improvement Process (PIP) which is supported throughout this plan,

but in particular in goal 7 of this plan. We are applying a cultural lens through the four phases of the process to include the getting started phase, data discovery and root cause analysis phase, the planning on improvement phase, and the implementing and evaluation and sustaining phase. We are currently in phases one and two which includes collecting data and convening stakeholder input to help identify our root causes. This will lead us to developing our plan for improvement by September 2021. We will continue to report out information and improvements as we continue through the following phase for the next 27 months. Our plan is to continue to monitor disproportionality, build upon the general education/special education collaboration and systemness, continue our diversity, equity, and inclusion work which will have an immediate positive impact for all students, and increase culturally responsive Multiple Tier Systems of Support (MTSS).

SMBSD has met all local indicators and has made progress by ensuring equity and access through grade level instruction for all students. One area that we are working to improve for our seventh and eighth grade students is alignment within our junior highs. This work includes:

- administrators and counselors working together to ensure alignment of opportunities for students,
- equity in access to comparable educational experiences regardless of school site,
- access to electives, specifically providing;
  - English learners (ELs) with same option as non ELs, and
  - career explorations/career and technical education (CTE) high school pathways.

In conclusion, ongoing monitoring for student groups will be done throughout the year. The overarching planned action and services to ensure that we continue to close the performance gap and that all student groups achieve at high levels include:

- increase ongoing professional learning and services focused on high-quality instructional elements with a focus on first instruction and essential standards that are taught at every grade level in a consistent manner in every classroom across the district,
- provide a comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment Map Growth Tool (NWEA) and the Illuminate Education Programs will continue to be used,
- review data through an equity lens, so we can continue to better understand whether individual students and groups are making adequate growth and reaching grade level national normed standards, are on-track for success in college, or need increased support,
- close the achievement gap through a Multi-Tiered System of Support (MTSS),
- ongoing restructuring that is cohort and consistent at every school site including an alignment of academic, social emotional and behavioral learning within every classroom,
- collaborative teams at the site level including coaches and administrator teams, along with teachers who will monitor progress, provide intervention services and provide expanded learning services that target a student's individual needs,
- provide a system of support for targeted groups such as co-teaching for high needs students,
- increase staff knowledge of strategies to support targeted groups such as scaffolding, ELD strategies, strategies to remove barriers, and strategies to maximize learning for all student groups,
- apply responsive solution efforts to increase student connectedness, school safety, and student achievement continue to be implemented and refined districtwide. These include the coordination of additional staff to maintain clean and safe facilities, the

expansion of counseling services to support social and emotional well-being of our students and their families, increased health assistant coverage, and the coordination of school, district, and community resources to meet the needs of the whole child. The district's family engagement and health program specialists support and coordinate varying aspects of community engagement and health services in cooperation with five family outreach advocates and five district community liaisons who connect families to resources,

- use partnership with Panorama to provide consistent SEL curriculum and survey tools for students, staff and families to ensure we are providing the support needed at all levels.

We are committed to doing better for all students and especially those student groups who have the highest needs. SMBSD's call for action has included the demand that equitable and inclusive educational programs are provided to all students in every classroom and every day. It also calls for the need for all stakeholders to understand that we can improve student experience and student learning by increasing access to the following four resources; grade-appropriate assignments, strong instruction, deep engagement, and high expectations. Furthermore, we recognize the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making. This call has also emphasized the need for leadership moves to improve literacy districtwide and for all stakeholders to understand school strengths and opportunities through the lens of the standards and high-quality instruction. It has also been emphasized that, to fully address some of the district's most urgent needs, incremental change will not be sufficient and that a larger, systemic redesign will need to continue to be made. Addressing the social, emotional, and behavioral needs of the student population, including English learners, Foster Youth, and Students with Disabilities groups will remain a high priority. The Santa Maria-Bonita School District seeks to provide students and their families with a supportive, inclusive, and welcoming school environment. The district continues its efforts to implement appropriate and responsive solutions to increase student connectedness, a sense of belonging, school safety, and student achievement. These efforts include the expansion of counseling services and mentors to support the social emotional well-being of our students and their families, additional family advocates, an increase in student supervision, and the coordination and collaboration among school district and community resources to meet the needs of the whole child.

## LCAP Highlights

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

The Santa Maria-Bonita School District (SMBSD) LCAP planning efforts over the course of the 2020-2021 year has continued to build coherence across and within SMBSD's 21 school sites and the district's student support center. A key feature of this year's LCAP is its grounding in Our Vision for Student Success and overarching Diversity, Equity, and Inclusion Plan. The recognition of the fundamental inequities in our system and the need to confront and interrupt inequities to level the playing field are key elements of multiple LCAP goals. Our commitment, bold stand, and expectation is that all students will move a minimum of a grade level each year through effective high-quality first instruction practices. We continue to pivot, as necessary, due to the COVID-19 pandemic and feel that our actions to maintain high standards, safety, and equity across the district are highlights that are built in this plan. We continue to align the LCAP, the LCAP Federal Addendum, School Site Plans, the 2019-2020 Learning Continuity and Attendance Plan (LCP), the Learning Mitigation and Acceleration Plan, the Expanded Learning Opportunities (ELO) Grant Plan, the Multilingual Master Plan, and the Dual Language Immersion (DLI) Plan in order to establish a comprehensive system of support for our students with the district's goals and LCAP as the focal element

from which all student achievement efforts within SMBSD will emanate. There continues to be ongoing effort to create coherence within our instructional programs and the associated plans by clarifying expectations and providing processes and protocols for use throughout our programs.

The revised goal structure reflects the district's alignment to the new LCAP goal format including one Maintenance goal, five Broad goals, and one Focus goal. Three of the seven goals are new goals and are highlighted within our plan.

SMBSD has continued to be committed to working collaboratively toward preparing our students to be successful. We are proud of our progress and strive for continuous improvement. The analysis of district performance in the development process of the 2021-2022 LCAP was utilized to inform and guide all elements of the SMBSD LCAP as we seek to maximize measurable outcomes for our students. Although data from the 2019 California School Dashboard has been a valuable tool in communication with stakeholders and in the gathering of their input, the critical data that was used came from data from the current 2020-2021 school year, which included data from local and state measures.

This data, including state indicators, local indicators, and the associated methodology continues to be used to build capacity within the district and among site leadership around understanding and utilization of the accountability design.

Utilizing these measures, the district's stakeholders analyzed the implementation of data gathered from the actions and services outlined in the 2019-2020 LCAP, 2020-2021 LCP, the Learning Mitigation and Acceleration Plan, and all other plans to determine effectiveness of those actions and services and propose modifications to some actions and services for the upcoming year. Site principals, teachers, classified staff, parents, and community members participated and provided valuable input to the actions and services within the plan. Foundational principles of not only identifying student needs and performance gaps, but of reviewing successes this year helped us build on our understanding that we can and will continue to improve students' experiences and students' learning by increasing access to the following four resources: grade-appropriate assignments, strong instruction, deep engagement, and high expectations.

Below are the key features that are highlighted in our plan:

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

This goal closely aligns with one of our four Key Drivers - ensuring an aligned instructional system, vetted by a range of stakeholders, to support schools in achieving our shared vision.

**Highlighted actions and services within this goal include:**

- increase in the district's commitment to leverage investments (people, time, money, etc.) to maximize results, build system coherence around the most important work, and build capacity and practices that support student learning,
- provide system-wide technology maintenance and upgrades to support classroom learning, independent learning, and distance learning which includes additional certificated and classified staff, our Chromebook refresh program for all students, and free internet access to all of our students and families,
- increase of district-wide collaboration and coordination of services,
- increase in an aligned expanded learning program, including extended learning, distance learning, summer school, and enrichment activities in order to more effectively meet student needs and leading to an increase of progress made for all students who attended

expanded learning programs. An increase in the support provided to all school sites during expanded day programs, to include supervision and more evening custodians,

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

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

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

**Highlighted actions and services within this goal include:**

- provide ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems,
- provide collaboration time for teachers to review data and plan next steps to support students who are struggling,
- create pipeline programs for certificated and classified staff,
- provide district and school site aligned assessment systems to support equity and access through the utilization of multiple sources of quantitative and qualitative data to assess and monitor instruction/improvement, create systems for consistent monitoring, and frequent data collection,
- provide a comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment Map Growth Tool (NWEA) and the Illuminate Education Programs will continue to be used, and
- provide staff (Director of School Support, Coordinator of Assessment and Accountability, TOSAs for Assessment and Accountability and Teacher Development, and Program Specialist for Leadership Development and Teacher Development) that support system organization, district and site assessments, and establish leadership and teacher development programs.

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

This goal closely aligns with one of Key Drivers and Our Vision for Student Success - having a shared vision of instruction and a deliberate, intentional culture of learning with high expectations where every day, every educator, and every student seeks to learn and strives for



growth; ensuring that in every classroom, our students are tackling relevant, challenging grade level content, taking ownership for their learning, and improving every day.

**Highlighted actions and services within this goal include:**

- provide ongoing teacher, paraeducator, and administrator professional learning to support the implementation of Common Core State Standards (CCSS) and effective high-quality first instruction,
- increase instructional coaches at each school site to provide additional support to English learners, foster youth, and unduplicated students, build the collective capacity to improve instruction, and assist teachers in the implementation of grade level core curriculum, and
- provide staff (Coordinator of Teaching and Learning and Teachers on Special Assignment) to build the collective capacity and to improve instruction in the areas of technology (2), social studies/literacy (3), GATE (1), VAPA/PE (1), and STEAM/Literacy (3).

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

This goal closely aligns with two of our Key Drivers and Our Vision for Student Success - having a shared vision of instruction and an aligned instructional system where every day, every educator, and every student seeks to learn and strives for growth; ensuring that in every classroom our students are tackling relevant, challenging grade level content, taking ownership for their learning, and improving every day.

**Highlighted actions and services within this goal include:**

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

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

This goal closely aligns with all of our Key Drivers - having the right people in the right work, a shared vision of instruction, high functioning teams, and an aligned instructional system working together to prepare college and career ready graduates who have learned at grade level and beyond each year that they attend school in our system.

**Highlighted actions and services within this goal include:**

- develop culture and climate standards for the district,
- maintain school resource officers and increase supervision to build positive relationship, provide school safety, and a positive learning environment,
- increase collaboration and coordination with outside agencies to provide staffing of counselors for mental health and other social emotional supports,
- increase services for homeless, foster youth, and truant students,



- maintain health assistants,
- increase parent/family advocates and family support centers at the school site levels,
- provide tuition for Teen Court, and
- provide staff (junior high counselors, Program Specialist for Health Services, Program Specialists for Special Education, student supervision and safety aides, Opportunity Class teachers, and assistant principals to increase engagement, maintain learning environments, and build relationships with students.

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

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

**Highlighted actions and services within this goal include:**

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

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

**Highlighted actions and services within this goal include:**

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

**Below are the key features aligned with our district goals and reflected in the planned actions and services for the 2020-2021 school year:**

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

**Other planned actions to maintain progress include:**

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

This LCAP represents the district's vision for the next three years to continue its efforts to level the playing field and provide opportunities so that all students can learn, grow, and reach their greatness so that they are college and career ready when they graduate from high school. We know that in order for our students to accomplish this, we must provide an education that is equitable and teaching that accelerates learning. To make continued progress towards *Our Vision of Student Success* laid out in the core value and guiding principle, the district is committed to the continuous and complex work of changing systems. The most important example of systems change that will occur over the next three years is the implementation of our Diversity, Equity and Inclusion Plan. Although this is a goal within the plan, it aligns with all of the goals and is necessary in order for all students to be successful. Providing equity and access for our students to grade level, high-quality instruction is the foundation of the district's efforts to improve outcomes for all students, disrupt inequities between schools and across the district, and address significantly disproportionate performance gaps for student groups. The improvements in data-based decision making and resource allocation within an effective transitional learning model including social emotional learning, academic design, and health and safety will help the district continue to improve student outcomes as it navigates a path through challenges that may arise. Our cohesive,

consistent approach to providing tiered supports, based upon assessed needs, will allow the district to measure and address learning loss in the years following the COVID-19 pandemic and time of school closures.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

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

Not applicable at this time.

### Support for Identified Schools

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

Not applicable at this time.

### Monitoring and Evaluating Effectiveness

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

Not applicable at this time.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all stakeholders. We are committed to substantial stakeholder engagement and believe that it is an integral part of developing and implementing a comprehensive plan. The existing structure in place ensures that information is disseminated and that all stakeholders are part of a collaborative team. Stakeholder engagement for the Local Control and Accountability Plan (LCAP) followed an appropriate communication structure in addition to hosting definitive virtual meetings and activities. The Vision of Student Success current goals continued to be clearly identified and articulated throughout the phased process toward the reopening of schools and the development of the LCAP. Virtual meetings and surveys taken were forms of collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, Foster Youth representatives, parents of Special Education students, Migratory students and parents of English Learners. Additionally, informal feedback was collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback and staff communications such as emails and online platforms. The process also included identified research and data collection. Engaging in outreach and surveying stakeholders have provided and continue to provide staff valuable input to inform the planning in all of the outlined goals of the plan. All input was recorded as appropriate.

Upon school closure, in March 2020, due to proactive decisions that were made, SMBSD was able to implement a plan that immediately served thousands of students and their families. The changes and considerations made were influenced by federal, state, and local guidance keeping in mind the many challenges to distance learning facing our highest-need students and families. With school closures having a significant impact, our focus was on developing a plan with an equity lens in mind. Through the end of the academic year, the district's phased planning process toward the reopening of schools explicitly identified research, survey, and data collection as the first and foundational phase of planning. Stakeholder engagement followed an appropriate communication structure in addition to hosting definitive meetings and activities. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in implementing distance learning and, when public health conditions allow, in-person instruction, measuring student progress and participation and as well as addressing learning loss, providing supports for English Learners, Foster Youth, Students Experiencing Homelessness, Students with Unique Needs, Students from Migratory Families, and Low-Income students, ensuring access to technological devices and connectivity, providing resources and supports that address student and staff mental health and social-emotional well-being, student and family engagement and outreach to re-engage students who are absent, engaged, or at risk of learning loss, providing school meals for students during distance learning as well as in-person instruction and increasing/improving services for English Learners, Foster Youth, Students Experiencing Homelessness, Students from Migratory Families, and Low-Income Students. The goals of the district continued to be clearly identified and articulated throughout the process. During the months of March 2020 through May 2021, key stakeholder groups were engaged to collaborate and solicit input specific to the district's Local Control and Accountability Plan and Learning Continuity and Attendance Plan. Virtual discussions and review of the goals, district data, as well as proposed actions and services have all been a part of the collaborative conversation and approach. The virtual meetings and surveys were also forms of collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, foster youth representatives, parents of Special Education students, Migratory students and parents of English Learners. Stakeholder virtual meetings and events were held and all input was recorded as appropriate. Engagement of stakeholders included

solicitation of specific input to inform the plan. SMBSD will continue to gather input and will await stakeholder feedback following the public hearing, scheduled meetings, and pending data and information.

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

**Local Control and Accountability Plan (LCAP) Stakeholder Team** – The SMBSD LCAP Stakeholder team is comprised of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, District English Learner Advisory Committee members, three school board members, the superintendent, and other district staff). The LCAP Stakeholder Team virtual meetings (including presentations/discussions/input sessions) occurred starting in August and ending in June. Superintendent Luke Ontiveros, Director of Plan Alignment and Implementation, Rebecca Herrick and members of the Instructional Services Department led and participated in the collaboration that took place at each meeting. District leaders also continued to work together as a team and received continuous professional learning at both the county and state levels to ensure that presentations were current and in alignment with updates that were shared.

The LCAP Stakeholder Team met on **August 26, 2020, September 16, 2020, November 4, 2020, March 3, 2021, March 31, 2021 and May 26, 2021**. These virtual meetings included interpretation in both Spanish and Mixtec. Presentations are available in English and Spanish following all meetings. The LCAP rough draft was reviewed by the LCAP Stakeholder Team at the May 26, 2021 meeting and was posted on the district website. Time was allowed for the superintendent to post any written comments to stakeholder questions (if applicable) prior to June 9, 2021, Public Hearing on the plan and for stakeholders to continue to provide recommendations and input through the survey, stakeholder meetings, DELAC meetings, and by emailing the Superintendent prior to the plan being taken to the School Board of Education for approval on June 23, 2021.

**Parents and Students** - Parents are an important part of the decision-making process in the Santa Maria-Bonita School District. Our students' parents participate in decision making at the school and district level in a linguistically inclusive space with the appropriate translated materials. School Site Council and English Learner Advisory Meetings are held six times per year and scheduled at each site by school administrators to gather input from parents of English Learners, reclassified students, homeless, Foster Youth, Low-Income, and other groups about the student and school needs and recommendations for improvement. Parents and students provided their input through surveys.

**Parent and Student Surveys** - Surveys were administered in a digital format between July 2020 and July 2021. All surveys were available in English and Spanish. Parents were invited to participate in the surveys via Parent Square verbal messages, website posts, text messages and printed flyers. Students were surveyed using their digital access platform. Students in the 5th and 7th grades participated in the California Healthy Kids Survey during the fall of 2020. In the Spring of 2021, parents and students participated in climate surveys through Panorama Education. Both parents and students were offered alternative means of participation if surveys were inaccessible for reasons of language, technology, or literacy. Multilingual staff members were available by phone to assist parents with submitting their survey responses. In addition, specific outreach was conducted to our Mixtec community members inviting and facilitating their participation in these surveys. Parents and students were surveyed about their distance learning experiences, barriers, needs, communication, and overall input. Overall the district received tens of thousands of survey responses across all of our surveys and across all stakeholder groups. The data from these surveys were used as a larger body of information used to create our plan and design high-leverage supports.

**Parent Leadership Team** - The SMBSD Parent Leadership team was formed in the 2017-2018 school year as a part of the effort to engage parents as partners and expand leadership development among parents in our district. This group of parent leaders from a variety of school sites have participated in expanded training, stakeholder and advisory committees, volunteering, facilitated training for other parents, and contributed to the development of new parent engagement efforts, including surveys and expanded outreach. In May 2020, the SMBSD Parent Leadership team previewed and provided their feedback to assist in the development of a survey designed to inquire about parents' experience with distance learning and the needs of students and their families during this time. Their feedback and input contributed to the survey and helped to inform our initial outreach efforts. This team met virtually and were consulted on communication efforts to provide parent perspective and input.

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

**District Advisory Council (DAC) and District English Language Advisory Committees (DELAC)** - Ongoing collaborations with DELAC leaders include regular informal telephone conversations to ascertain stakeholder concerns, interests, and needs. DELAC leadership met regularly with district administrators to prepare for advisory council meetings and share concerns. DELAC meetings were held virtually on the following dates: **July, 20, 2020; August 19, 2020; September 2, 2020; October 21, 2020; December 2, 2020; February 3, 2021; March 17, 2021; April 28, 2021; May 19, 2021; and June 2, 2021.** Parents were provided with digital devices and training to connect to these virtual meetings. In addition to contributions to the agenda, informal feedback was provided by the DELAC Chair and Vice-Chair to increase stakeholder participation for all meetings.

**School Site Council and English Learner Advisory Committee** - In 2018, due to the percentage of English Learners at all schools throughout the district, both the English Learner Advisory Committee (ELAC) at each school and the School Site Council (SSC) at each school voted to have each SSC absorb the responsibilities of the ELAC. At each school, SSC/ELAC meetings are held six times per year and scheduled at each site by school administrators to gather input from parents of English Learners, Reclassified Students, Homeless, Foster Youth, Low-Income, and other groups about the student and school needs and recommendations for improvement. Site administrators are working closely with the Director of Plan Alignment and Implementation to ensure that councils were involved in the LCP process at the site and district level. A Plan Alignment and Implementation bulletin was provided in August and the LCAP/LCP presentations are shared with school administrators and school board members. These meetings provide key input to ensure the district's plan for improved or increased services is aligned with the academic and mental health needs of students at all schools throughout our district.

**The School Board** - The school board members have been involved in the LCAP development and approval process. They are an integral part of the district team. All School Board Members are invited to the LCAP Stakeholder meetings and consistently attend the meetings. President Linda Cordero is an official member of the LCAP Stakeholder Team. To solicit broad input, a draft of the LCAP for the district was posted on the website with an accompanying survey to solicit input across all stakeholder groups. This was publicized via the district's website, through the superintendent's email, and Parent Square. Materials were translated to reach stakeholders that speak languages other than English. The district's efforts to engage stakeholders in providing input to the LCAP began early so that the information received would meaningfully inform plan development. From the surveys starting in August and collaboration team meetings in August through the multiple



engagement activities through June, the district gained a tremendous amount of input prior to engaging in plan revisions leading up to and following the public hearing on June 9, 2021. There were no public comments at the Public Hearing that took place on June 9, 2021. There were, however, several questions and comments from school board members that included questions pertaining to School Resource Officers, questions and comments concerning additional support for school college and career field trips, comments concerning adding funds toward the GATE program, questions about the AVID program, and comments about the additional support the plan included for our unduplicated students. Stakeholders supported the final refinement of the plan leading toward the approval date of June 23, 2021. Each of the stakeholder groups and their feedback on district surveys to include Panorama surveys, contributed valuable input in the development of the LCAP for SMBSD. SMBSD will continue to solicit stakeholder input and communicate on a regular basis throughout the school year. The table below includes stakeholder communications that will continue throughout the school year.

Stakeholder Communications
<ul style="list-style-type: none"><li>• Regularly distributed communication with up-to-date information including digital and printed formats</li><li>• Videos or short informational graphics to be posted regarding<ul style="list-style-type: none"><li>◦ Phases: Instructional Models</li><li>◦ Expectations (students, parents and teachers)</li><li>◦ Technology Support</li><li>◦ Learning platforms</li><li>◦ Safety</li></ul></li><li>• FAQs as needed</li><li>• Regular updates and responses to Facebook messages in Spanish and English</li><li>• Expanded outreach using Spanish Radio and Spanish Language TV contacts to share videos, and information</li><li>• Continuity plan stakeholder feedback</li><li>• Multiple surveys</li></ul>

A summary of the feedback provided by specific stakeholder groups.

Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent LCAP process.

The feedback gathered from a variety of stakeholder groups was a careful and deliberate process. This feedback was gathered through tens of thousands of survey responses, thousands of calls to the SMBSD helpline, and both formal virtual and informal socially-distanced meetings. It was through our intentional pursuit of stakeholder feedback that we were able to gain important insight, gather recommendations and understand the experiences of our students and their families during this time.

**The following summary outlines the overarching themes that emerged across various input strands, ideas that emerged from data collection across stakeholder group surveys, and specific recommendations and priorities that emerged within LCAP goal areas.**

**Themes across stakeholder feedback surveys:**

- Stakeholders emphasized the importance of effective assessment systems to ensure that student needs can be appropriately identified. Standardized assessments, schedules and learning platforms for students was also a theme amongst stakeholders.
- An overarching theme that overlaps with all district goals was for coherence and consistency in providing an equitable and inclusive educational program in all classrooms. This overarching theme calls for coherence and consistency in the district's Tier 1 program. This reaffirmed the demand that all students have equitable access to a high-quality, standards-aligned, and enriching program inside and outside of the classroom during expanded learning hours. There was also an emphasis on grade level instruction a majority of the school day and that more individualized support for students (Tier 2 and Tier 3) with a particular focus on those students with the highest needs would be provided each day.
- A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need for a focus on reading proficiency in the primary grades as a key indicator for the district and expected deliverables for every single student as a fundamental educational right. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades.
- Stakeholders emphasized the need for clear progress monitoring and responsive intervention/support in early elementary to address any gaps as soon as they are identified.
- Feedback also emphasized the need for a strategic focus on college and career readiness efforts at the elementary grade level and an increase of elective courses offered at the junior high level for all students.
- Stakeholder feedback connected to the common theme of providing equitable resources to all students and more resources to the students, families, programs, and schools that demonstrate the highest needs. Related feedback included the need to further disaggregate data reporting and target outcomes and maintain the transparency of how targeted funds are used.
- Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional learning including Diversity, Equity, and Inclusion, and Social Emotional Learning.
- A theme across stakeholder input to increase mental health supports had been present in previous LCAP input processes, it was significantly amplified during the input provided through the Learning Continuity Plan process, current LCAP engagement, and in recent input supporting learning recovery planning. Stakeholders have emphasized the need for more awareness, regular check-ins and monitoring of student needs, and provision of tiered supports to address mental health. Specific feedback examples include the call for more Family Advocates, mental health counseling at school sites, and increased support for health offices at all school sites. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic support to be provided and fully engage in the process of learning.

**Local Control and Accountability Plan (LCAP) Stakeholder Team**

Stakeholders had the opportunity to review and discuss the LCAP in small breakout sessions and contributed the following feedback, recommendations, and questions:

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

The final rough draft of the actions and services under this goal were rated as highly effective at both the site and district level by stakeholders. Our stakeholders discussed and contributed their input to each of the actions and services for Goal 1 through their survey feedback and through their participation in the exploration of data through the inquiry model as part of the LCAP stakeholder meetings.

- Technology & Student Access - continue to update technology plans being implemented to include district wide student access to the internet during expanded learning hours, classroom equipment and student equipment (PK-8th).
- School Libraries - increase school libraries to including engaging and culturally relevant text.
- Expanded Learning Opportunities - increase extended day classes (to include Kindergarten and 1st grades), increase Saturday school, increase summer school to include more students, increase tutoring to include bilingual support for students and families, and increase technology support for students and families.
- Continue - Visual and Performing Arts offerings and PE Teachers (2 per elementary school site).

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

- Continue school-wide assessments - to help focus instruction.
- Provide collaboration time for teachers to review data and plan next steps to support students who are struggling.
- Provide pipeline programs for both certificated and classified staff.

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

- Provide SMBSD teachers with the tools and resources required to provide a better teaching and learning environment by encouraging attendance to workshops, community programs and seminars.
- Provide Professional Learning:
  - record professional learning opportunities
  - mathematics training
  - Ed Tech training for teachers
  - training for teachers concerning how to use data and apply it to instruction
  - training for teachers that need help with student engagement
  - provide incentives and early intervention for students
- Continue:
  - To build capacity with our instructional coaches and monitor the correlation between professional development and student growth.
  - To monitor best practices and continue to deliver appropriate professional development across the district.

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

- Provide further support for Newcomer students and Mixteco students.
- Professional learning for Integrated and Designated English Language Development.
- Continue:
  - Bilingual Instructional Assistants for primary grades (to support small group instruction)
  - English Language Development Coaches

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

- Continue Community Programs for Parents
  - provide parents with the opportunity to attend workshops, engage with community members like the police department, community service agencies to receive information and prevention tools for drug prevention
  - increased community services during expanded learning
- Increase of Mental Health, Safety and Support Services
  - increased services for Homeless and Foster Youth
  - increased parent/family advocates and family support centers at school sites
  - increased staffing of counselors and mentors

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

- Continue Parent Education
  - provide more workshops for parents to attend and be able to receive tools and resources for building self-esteem and leadership
  - classes for parents for English language learners at the district or school sites
  - provide more parent engagement/enrichment workshops both district-wide and at the school sites
  - continue some parent classes online
- Continue Communication
  - provide more trained interpreters
  - more multilingual interpreters especially for the growing Mixteco community, both at school and district
  - provide parent school site tools and resource guides to include school site contact information, staff and teacher contact information with pictures, services provided at school sites, calendar with important school meetings and events, school maps, and a guide with educational resources/services for parents
  - expanded support for parents/guardians (to include education resources and community services resources)
  - refinement and coordination of messaging through ParentSquare
  - public service announcements/radio communications (including all Santa Maria Schools/both districts)

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

- equitable opportunities, expectations, experiences, and outcomes
- to include parent experiences and communication at the site level
- increase resources focused on early learner's / increase investments in early grade supports
- professional learning - teachers to have culturally responsive teaching training

**The School Board** - Beginning with the April 8, 2020, SMBSD Board meeting, stakeholders have had the opportunity to participate remotely in public meetings, including the district's public hearings, by submitting their comments via email by three pm on the day prior to the meeting. Public comments, if requested, are read aloud by district staff during the meeting, and are reflected in the board minutes which are posted on the district's website.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

### **Goal Statements**

The evolution of goals from the prior LCAP to the goals in the 2021-2022 LCAP is primarily due to stakeholder input. Building upon the input from 2019-2020 and the Learning Continuity and Attendance Plan process, the 2021-2022 goals reflect key priorities that align to our key drivers and the overarching themes discussed in the previous section.

**Goal 1:** This goal was developed to reflect our stakeholder's commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. Through an equity lens and research-based instructional and intervention practices, SMBSD will close the achievement gaps. We will provide accelerated learning and equitable access to rigorous first instruction grounded in high expectations. This goal was developed to support our district's commitment to leveraging investments (people, time, money, etc.) to maximize results, build system coherence around the most important work, and build capacity and practices that support student learning and in turn increase students' academic performance.

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

**Goal 3:** This goal was developed to reflect stakeholder's commitment to student achievement by ensuring that all students will move a minimum of a grade level each year through effective first instruction practices. Our deliberate, intentional culture of learning with high expectations and our expectation that all students in every classroom are tackling relevant, challenging content, taking ownership for their learning, and improving every day is reflected within this goal. Santa Maria-Bonita School District (SMBSD) will close the achievement gaps through an equity lens and research-based instructional and intervention practices.

**Goal 4:** Input received from stakeholders through the Local Control and Accountability Plan (LCAP) development process indicates a strong desire for students to increase their English language proficiency rates on the *English Language Proficiency Assessments for California* (ELPAC), so that a greater number of students may be reclassified. There is a concern with the steady decline in reclassification rates over the past three years which fell to 10.4% in 2019-2020 and an overall ELPAC proficiency rate of 50.4%. By increasing language proficiency and reclassification rates, more students will leave SMBSD on the path to college and career readiness. An analysis of College and Career Readiness data in 2019-2020 indicates that 69.7% of all English learners (ELs) were *not prepared*, while 18.5% were *approaching prepared*, and 11.8% were considered *prepared*. This goal stems directly from the stakeholder call to monitor English Learner (EL) student's progress on a regular basis using local and state assessments to ensure annual progress and to increase and improve services in order to better support our EL students.

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

**Goal 6:** This goal stems directly stakeholder's belief that family engagement a way to move student achievement and improve student support. This goal was developed to reflect the commitment of SMBSD to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and improve culturally proficient two-way communication and engagement opportunities for families. We acknowledge the need to increase our ability to engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that result in greater student achievement and strengthen the bond between our families and schools.

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



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

This goal was developed to support our district's commitment to leveraging investments (people, time, money, etc.) to maximize results, build system coherence around the most important work, and build capacity and practices that support student learning and in turn increase students' academic performance. These investments have direct input and contribute to all Santa Maria-Bonita School District Goals. The goal supports our key drivers including ensuring that we are getting the right people in the right work, a shared vision of high-quality grade level instruction, high functioning teams that embrace a culture of learning with high expectations, and an aligned instructional system.

An analysis of data has shown that the district has, overall, continued to meet its goals in Priority 1 target areas. These include providing all students access to board adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English learners. Stakeholders have reaffirmed the importance of maintaining progress in these areas to ensure that students are provided the basic conditions of learning necessary to reach the range of other goals set in this LCAP and beyond.

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

The goal is a maintenance goal because we plan to maintain the actions and services for the next three years. We will progress monitor the actions and services and adjust according with quantitative and qualitative data.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Basic Services (Conditions of Learning) Fully Credentialed and Appropriately Assigned Teachers CALPADS 4.1 Staffing, HR Assignments or Local Indicator	100% Fall 2020 (per Census Day)				100% Fully Credentialed and Appropriately Assigned Teachers (per Census Day report)
State Priority 1: Basic Services (Conditions of Learning) Access to Standards Aligned Instructional Materials Local Indicator and/or Local Survey	100% Fall 2020 (per Williams Report)				100% Access to Standards Aligned Instructional Materials (per Williams Report)
State Priority 1: Basic Services (Conditions of Learning) Facilities in “Good” Repair Measured by Facility Inspection Tool (FIT) Local Indicator (FIT) and/or Local Survey	98.82% Fall 2020 (per Williams Report)				100% Facilities in “Good” Repair (per Williams Report)
State Priority 4: Student Achievement (Pupil Outcomes)  State Physical Fitness Healthy Fitness Test –	2018-2019 Overall Summary Results Fifth Grade: (percent of students within the HFZ) Aerobic Capacity 55.9				State Physical Fitness Healthy Fitness Test - By June 2024, fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fifth and seventh grade students will score in Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test	<p>Body Composition 56.6 Abdominal Strength 48.0 Trunk Extension 71.3 Upper Body Strength 56.3 Flexibility 64.5</p> <p>Seventh Grade: (percent of students within the HFZ) Aerobic Capacity 51.5 Body Composition 53.0 Abdominal Strength 77.6 Trunk Extension 81.7 Upper Body Strength 54.2 Flexibility 72.0"</p>				<p>measured by the Physical Fitness Test.</p> <p>State Physical Fitness Healthy Fitness Test - By June 2024, fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials	All students have access to state-aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates 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 CCSS aligned supplemental instructional materials, including English language arts (ELA), mathematics, social studies, and science. Supplemental support materials will be used to support teachers in providing direct instruction and expanded learning opportunities.	\$1,590,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p><b>School site level</b></p> <p>Supplemental programs that are aligned to the CORE curriculum will be used to accelerate learning and provide additional support during the regular school days and extended learning. Achieve 3000 Literacy supplemental support program will be used by many of the school sites. This research-based program is intended to accelerate the literacy growth of students through differentiated content and instruction. Other research-based programs such as Smarty Ants, IXL, and/or Leveled Literacy Intervention (LLI) for Tier 2 or Tier 3 instruction will be used.</p>		
2	Technology - Student Access and Support to Learning Opportunities	<p>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 and for distance learning, if applicable.</p> <p>Experience has shown that students from low-income families do not consistently have access to reliable technology. During the COVID-19 pandemic, this became more evident and SMBSD immediately increased access to technology equipment for our students and classroom technology districtwide. SMBSD began the pivot in March 2020 to our 1:1 access technology program and internet connectivity to remote learning. In order to continue to ensure equity of access to learning opportunities and to ensure that all students are able to remain connected to learning opportunities the district will:</p> <ol style="list-style-type: none"> <li>1) provide all students in Transitional Kindergarten through eighth grade with a Chrome Notebook,</li> <li>2) keep students' Chrome Notebooks current at all school sites with a regular refresh program,</li> <li>3) maintain classroom technology through a fund for ongoing maintenance and operations,</li> <li>4) invest in personnel to support the district-level annual refresh technology program, distance learning program, and student equal access program,</li> </ol>	\$5,004,392.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>5) provide one full time Computer Site Technician at each school site, and</p> <p>6) invest in operations cost to support program quality as well as compliance such as extra work agreements for staff and inventory software and helpdesk platform.</p> <p><b>School site level</b></p> <p>School sites will continue to increase technology as appropriate in order to support student engagement and learning. This includes professional development to support technology, communication, and supplemental technological materials and programs that support students in the classroom, during expanded learning opportunities, and parent education programs.</p>		
3	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	<p>To fully prepare students for college and career, and to provide student-centered and real-world learning opportunities, it is necessary to provide equitable, reliable access to student technology. This action is principally directed toward our low-income students, to increase access to core curriculum, and other educational resources through technology. SMBSD will continue to provide equal access to all students during expanded learning and distance learning (as appropriate).</p> <p>The district will continue to provide and increase as needed:</p> <p>1) free internet access to SMBSD students wherever and whenever they are participating in learning, and</p> <p>2) personnel for expanded learning and evening support.</p> <p>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.</p>	\$274,593.00	Yes
4	Technology Tools and Software	In order to support implementation of high-quality first instruction and continue to equip teachers for high-quality lesson delivery, the district will provide:	\$284,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1) digital tools, content-filtering, and device management hardware/software to include: Peardeck, Hapara, Typing Club, EdPuzzle, ScreenCastify, Zoom, SmartSoftware.</p> <p><b>School sites will increase access to technology in order to support student engagement and learning to include additional:</b></p> <p>2) digital tools, content-filtering, and device management hardware/software.</p>		
5	Library Media Services to Support Student Literacy	<p>This action is principally directed towards meeting the needs of all students with a focus on English learners, foster youth, students experiencing homelessness, and students of poverty. Evidence from multiple library impact studies concluded that many unduplicated students have limited access to reading materials. Research has shown that students that live in poverty perform poorly on reading tests because they have little access to books at home and in their communities. Having access to reading materials provides a path toward greater academic achievement.</p> <p>In order to support student literacy, students access to library books, and materials that are aligned to the grade level curriculum, the district will provide:</p> <p>1) one full time Library Media Clerk per site to assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning, to integrate curriculum of site teachers, and to host/support instructional programming, and</p> <p>2) one Supervisor, Instructional Materials Center (IMC) - to oversee textbook distribution, oversight of libraries, and processing district learning materials; support program adoptions through receiving, processing, and distribution of curriculum, library books, and technology; support and develop librarians and library programs through district policy, coaching, and working relationships with site administration; direct collaboration with Teaching and Learning and outside partnerships in support of literacy, which includes digital literacy; and maintain Williams Act textbook compliance in cooperation with Santa Barbara County Education Office (SBCEO).</p>	\$1,428,512.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<b>School site level - Literacy-Rich Environments</b> School sites will continue to better meet the needs of students by providing a literacy-rich environment to increase the exposure for low-income students, English learners, and foster youth. School sites will purchase additional supplemental instructional resources including text sets, electronic books, magazine subscriptions, school site and classroom library books, and electronic online books.		
6	Physical Education Teachers for first through sixth grade students	<p>In order to support high-quality grade level instruction at all elementary schools, increase time for small group first instruction and intervention provided by the regular education teacher within the classroom, and to provide a more effective physical education program, the district will continue to provide one primary grade and one upper-grade Physical Education Teacher for first through sixth-grade students for a total of two certified physical education teachers at each elementary school site.</p> <p>There will be a total of thirty-four PE teachers. Grade level teams, administrators, and PE teachers will collaborate in order to ensure that teachers are providing direct instruction and/or small group instruction during PE time. School sites and the district/school site will continue to monitor the benefit of providing small group instruction during PE instruction.</p> <p><b>School site level</b></p> <p>In order to provide a more effective physical education program, school sites will provide additional district-approved supplemental support materials/programs and additional supplies.</p>	\$3,661,316.00	Yes
7	Fine Arts Program - Visual and Performing Arts	<p>In order to support the Visual and Performing Art Programs and to assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic skills, the district will continue to provide nine band teachers. Five of these teachers will support the elementary band program and four will support the junior high band program. In addition, the district will provide a maintenance program to maintain the current band equipment and materials.</p> <p><b>School site level</b></p>	\$1,377,926.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to provide students rich instruction in fine arts, school sites will support visual and performing arts by providing additional supplemental support materials and by contracting with outside agencies in order to support expanded learning fine arts programs. These visual and performing arts personnel would provide students rich instruction in fine arts (including art, dance, music, and theater). The support to expanded learning school programs will help students grow social and artistic skills by providing exposure and interest within the Fine Arts program, as well as increasing student involvement in school and community events held throughout the year.		
8	Student access to Gifted and Talented Education (GATE)	Often, students experiencing poverty, being placed in the foster system, and experiencing homelessness have been historically disproportionately underrepresented groups in accelerated programs such as GATE. In the 2019-2020 school year and this current year, many students were unable to take the assessment for the GATE program due to the pandemic. The district will continue to provide and increase this action to support the GATE program. The support will include professional development, online assessments, parent education, and further enrichment opportunities for our students. The support will include providing the assessment to all second grade students and increasing the number of students assessed in order to ensure that those that were unable to test will be able to test within the next school year.	\$180,000.00	Yes
9	Expanded Learning Opportunities	Expanding learning opportunities are a key element of addressing unfinished learning or achievement gaps due to the effects of the COVID-19 pandemic. Based on local and state data, achievement gaps will continue to be identified, and expanded learning opportunities will be provided in order to support student academic growth with a focus on English learners, foster youth, and students from low-income families. These standards-aligned high-quality expanded learning opportunities will take a whole child approach and may include a cross-curricular approach to support student needs. In addition to providing access to academic classes and other opportunities, these programs will provide personalized and targeted learning support for low-income and other disproportionately affected students through a variety of extended learning hours. These efforts	\$1,610,712.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>have been shown to lead to increased student performance on state and local assessments.</p> <p>These classes will be monitored throughout the year and may include:</p> <ul style="list-style-type: none"> <li>• distance learning opportunities (as appropriate),</li> <li>• expanded day academic classes,</li> <li>• bridge programs,</li> <li>• academies &amp; Saturday schools,</li> <li>• online and small group tutoring, and</li> <li>• summer schools.</li> </ul> <p><b>School site level</b></p> <p>In order to provide students rich and varied supplemental educational and enrichment experiences, school sites will provide appropriate and effective supplemental enrichment, and educational activities. These services will include grade level aligned CCSS field trips, fine arts activities, assemblies, and guest speakers to support student learning in history/social studies, science, arts, and technology. These will also include enrichment and comprehensive expanded learning programs to include opportunities for remediation, enrichment, the arts, and homework support; classes/programs will be monitored throughout the year. Opportunities such as enrichment Science, Technology, Engineering, and Math (STEM) college residential programs for talented youth, the SMBSD Robotics Program, and science camps might be included according to students' needs.</p>		
10	Expanded Learning - After School Education and Safety Program (ASES)	<p>The ASES program has been implemented at each school site and community centers in partnership with local community organizations in order to support grade level student outcomes. The district will provide increased support to include:</p> <ul style="list-style-type: none"> <li>• supplemental aligned academic programming and social emotional learning activities,</li> <li>• additional school site support,</li> </ul>	\$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>an increase in the number of students who attend the program to include summer school enrichment programs, and</li> <li>professional learning.</li> </ul>		
11	Expanded Learning Support - Increase Night Custodians	Due to an expected continuous increase of expanded learning, parent education, and engagement programs, there is an extreme need to increase evening/night custodians to ensure an equitable distribution of support at all school sites. This action has been one of the most effective actions in the past because it has ensured that programs are able to remain open during extended hours - before school, after school, and on many Saturdays. Therefore, the district will increase the support of evening custodians according to the needs of our additional expanded learning opportunities for English learners, foster youth, and low-income students, additional family engagement activities, and parent education classes. The total number of evening custodians will increase this year by 21 due to both district and site level needs. These services will continue to provide a safe, clean, and productive learning environment that promotes student learning and safety.	\$2,174,556.00	Yes
12	Strengthen districtwide support systems, processes and practices that support student learning	<p>The District will expand and strengthen functions that support systems, processes, and practices that support student learning to include:</p> <ol style="list-style-type: none"> <li>1) one full time project clerk per school site (21 total),</li> <li>2) Plan Alignment, Business, and Expanded Learning department staff, and</li> <li>3) centralized district operations cost to support program quality as well as compliance to include the following contracts: GOBO Infographics, CRATE, and Document Tracking Services (DTS).</li> </ol> <p>It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic achievement. Additionally, the district will continue to support services under the Project Office. This includes increasing support at the site level by fully funding the Project Clerk position and partially funding several positions in the office that support the implementation of State and Federal programs. The Project Clerks assist with state and federal</p>	\$3,168,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>programs, data entry, English learner compliance, and parent communication.</p> <p>To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, specific roles were established: three Secretary II positions and four Account Technicians Budget Control Positions to assist with the increased fiscal activity related to the Local Control and Accountability Plan (LCAP).</p>		
13	Advanced Via Individual Determination (AVID)	<p>Eight school sites (Tommie Kunst Junior High, Arellanes Junior High, Fesler Junior High, El Camino Junior High, Bonita Elementary, Liberty Elementary, Rice Elementary, and Alvin Elementary) will continue to provide AVID professional development for teachers, including possible attendance at the AVID summer institute (or AVID DigitalXP summer session) or other professional development opportunities. Sites will continue to move towards site-wide implementation of AVID instructional strategies and will also focus on the AVID Culture, Systems, and Leadership Domains through ongoing coaching opportunities led by site administration. School sites will purchase supplemental and ancillary materials to support AVID strategies.</p>	\$148,062.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**



## Goals and Actions

### Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to support ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. It was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional learning to continuously build instructional capacity.

This goal was also developed to support the utilization of multiple sources of quantitative and qualitative data to assess and monitor instruction/improvement, create systems for consistent monitoring, and frequent data collection. Furthermore, it was created to ensure that data is used appropriately to drive continuous improvement and to support the development and implementation of processes used to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure that all students will move a minimum of a grade level each year through effective first instruction practices.

From the California School Dashboard and our latest Northwest Evaluation Association (NWEA) assessments, significant academic performance gaps exist for multiple student groups including Foster Youth, Students with Disabilities, African American Students, English Learners, Homeless Students, and Socioeconomically Disadvantaged student groups. This goal also addresses Priority 4 (Student Achievement), Priority 6 (School Climate), and Priority 8 (Student Outcomes) which will help to close the achievement gaps by providing an aligned organizational system, build instructional capacity, and incorporate stakeholder feedback.

Stakeholder feedback and recommendations for this goal include but are not limited to: the need to continue to provide high-quality, equitable grade level instruction every day in every classroom, all students receive the core curriculum, the district should continue school and district-wide assessment to help focus instruction, provide collaboration time for teachers to review data and plan next steps to support students who are struggling, and create pipeline programs for both certificated and classified staff.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes) District Common Assessment Participation Rate (NWEA Math) Percentage of students completing the District Benchmark Assessments in Math	In Fall 2020 93% of students took the NWEA Math Assessment				98% within all grade levels will be tested
State Priority 4: Student Achievement (Pupil Outcomes) District Common Assessment Participation Rate (NWEA Reading) Percentage of students completing the District Benchmark Assessments in Reading	In Fall 2020 94% of students took the NWEA Reading Assessment				98% within all grade levels will be tested
Collaboration Time - Percentage of school sites completing collaboration time data collection tool and percentage of school sites confirming explicit use of time to focus on improved outcomes	The baseline from 2020-2021: all sites had grade level meetings one time per month with 80% participation rate.				By 2024 all sites will have grade level meetings one time per month with 100% participation rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for unduplicated students. Source: School Site Meeting Agendas and sign in sheets.					
New Teacher Institute - the number of teachers who participate during monthly professional learning opportunities for new teachers. Source: agendas, surveys, and sign in sheets.	Sixty-seven new teachers were supported during monthly the 2020-2021 school year				By 2024, 100% of our new teachers will participate in the New Teacher Institute professional learning sessions each month.
Aspiring Leader Academy Source: agendas, surveys, and sign in sheets.	In Spring 2021, thirteen candidates were identified for the first cohort of new leaders to participate in the monthly Aspiring Leader Academy professional learning sessions.				By 2024, 100% of aspiring leaders will participate in the monthly Aspiring Leader Academy professional learning sessions.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	The district will 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.	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Professional learning will include, at minimum, the following:</p> <ul style="list-style-type: none"> <li>• pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers,</li> <li>• 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,</li> <li>• 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,</li> <li>• administrative pipeline support via Aspiring Administrator Academy, onboarding support for year 1 and year 2 administrators, and ongoing coaching for all administrators and,</li> <li>• pipeline development through professional learning opportunities for our classified staff as well as collaborative efforts with the community college and other outside community agencies to provide avenues of opportunities including learning for former students or community members that might enhance their interest in education and in turn support our goal to recruit and hire more staff in various positions such as bilingual instructional aides and bilingual and trilingual translators/interpreters.</li> </ul> <p>The modality of professional learning opportunities will include a hybrid learning model, virtual offerings, and in person classes. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in cost of professional learning services.</p>		
2	Equity and Access - District and School Site Aligned Assessment System	The district will expand and strengthen functions that support systems, processes, and practices to more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level. Foster youth, English learners, low-income students,	\$619,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and all student groups are identified through disaggregated data and supported through equity and access goals (transparency, data and assessment literacy, and support for student needs). The School Support Services Department will continue to expand in order to increase, develop, and maintain an aligned assessment system. Furthermore, the department will facilitate various assessment teams in order to collect, understand, and set targets for students and student groups at the district and site level.</p> <p>The district will provide:</p> <ol style="list-style-type: none"> <li>1. A comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment Map Growth Tool (NWEA) and the Illuminate Education Programs will continue to be used.</li> <li>2. Data analysis technical support in the area of data management, statistical analysis and reporting, and assist in designing data collection projects and activities.</li> <li>3. An assessment support team to assist designated staff to plan, organize, and conduct assessment activities for limited or non-English speaking students, including students with special needs, perform language census testing, and record the results as assigned. Administer, monitor, and score a variety of tests including criterion-referenced tests, general aptitude tests, and student proficiency levels.</li> <li>4. Centralized district operations cost to support program quality, as well as compliance.</li> </ol>		
3	Director, School Support Services	The district will provide one Director of School Support. This position will oversee the Assessment and Accountability division, provide direct support and coaching for all site administrators including the development of school wide leadership structures, the development and support for aspiring, new, and existing leaders through new leader onboarding, and support administrative teams' development and professional learning through Instructional Practice Walks (IPWs).	\$206,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Coordinator of Assessment and Accountability	The district will provide one Coordinator of Assessment and Accountability. This position will support school sites and the district by providing data to assist in formulating next steps around student-centered decisions.	\$185,157.00	Yes
5	Teacher on Special Assignment (TOSA) - Assessment and Accountability	The district will provide one teacher (full time certificated) on special assignment for Assessment and Accountability. This position will provide support and resources for teachers and administrators in the understanding and use of data to inform instruction. The district will provide one teacher (full time certificated) on special assignment for Teacher Development. This position will work with both Instructional Services and Human Resources in providing specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices that would support foster youth, homelessness, and English learners and retain/recruit highly qualified teachers.	\$258,176.00	Yes
6	Program Specialists (PS) for Leadership and Teacher Development	The district will provide one Program Specialist for Leadership Development. This position will assist in planning, organizing, and directing a comprehensive professional development program for district administrators and aspiring administrators, assist in developing and coordinating training for site leaders on creating effective learning environments, and communicate with district leaders in a timely manner to provide constructive feedback to improve their effectiveness which will lead to better outcomes for foster youth, homelessness, and English learners. The district will provide one Program Specialist for Teacher Development. This position will work with both Instructional Services and Human Resources to provide specialized expertise and a continuum of support for aspiring, new, and existing teachers to assist with teaching practices that would support foster youth, homelessness, and English learners and retain/recruit highly qualified teachers.	\$294,416.00	Yes



# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect our district's commitment to student achievement by ensuring that all students will move a minimum of a grade level each year through effective first instruction practices. Our deliberate, intentional culture of learning with high expectations and our expectation that all students in every classroom are tackling relevant, challenging content, taking ownership for their learning, and improving every day is reflected within this goal. Santa Maria-Bonita School District (SMBSD) will close the achievement gaps through an equity lens and research-based instructional and intervention practices. The actions under this goal will support accelerated learning and equitable access to high-quality instruction grounded in high expectations, build the collective capacity to improve instruction through continued funding of subject expert staff leaders, teacher supports, and professional learning, and provide staff leaders who will assist with professional learning, understanding new curriculum, and supporting teacher in every classroom.

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

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

- For ELA, the academic indicator for students in the district indicates they are scoring at 39.1 points below standard and increased 8.4 points.
- For ELA Students with Disabilities student group performance level is **Orange**, with the group showing 126.9 points below standard and increased 8.4 points.
- For ELA, the African American, English Learners, Foster Youth, Hispanic, Homeless, Two or More Races, and Socially Disadvantaged student groups, the performance level is **Yellow** with groups scoring:
  - African Americans are 45.1 points below standard and increased 14.8 points
  - English Learners are 53.6 points below standard and increased 3.6 points
  - Foster Youth are 60.3 points below standard and increased 34 points

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

Through a further review of our most recent quantitative data (shown in the *Reflections of Identified Needs* section of the plan), we feel an urgent need to continue to implement, monitor, and increase programs to support students' growth in reading and mathematics.

Our most recent data analysis of NWEA Growth Reading SMBSD Average Mean RIT scores show that 13,464 students had a projected growth expectation (based on taking the Fall NWEA assessment). Of those, only 5,587 (41.4%) met their growth projections. For mathematics, 13,549 students had a projected growth expectation (based on taking the Fall NWEA). Of those, 5,095 (37.6%) met their growth projections. It should be noted that Kindergarten growth is not reflected in the data due to only a small group taking the assessment. When looking further at the data, we recognize that the projected correlation to Spring 2021 State Assessment data (if students would have taken the assessment) that the Smarter Balanced Assessment Consortium (SBAC) proficiency projections are very low for the following student groups: American Indian/Alaska Native, Asian, Black, Hispanic/Latino, Mutli-ethnic, and White student groups.

All Santa Maria-Bonita students do not currently perform at or above grade level in ELA or Mathematics. In addition, we want all students to improve academic achievement across the curriculum. The Local Indicator for Implementation of Academic Standards identifies the need to support the implementation of collaboration and to build capacity around essential standards and quality first instruction.

Stakeholder feedback and recommendations that were made to ensure students are college and career ready included: the need to continue to provide high-quality, equitable grade level instruction every day in every classroom, all students receive the core curriculum, the need to build capacity with instructional coaches and monitor the correlation between professional learning and student growth, the need to continue to monitor best practices and continue to deliver appropriate professional learning districtwide, to record professional learning opportunities, provide training for mathematics, technology and how to use data and apply it to instruction, and training for teachers that need help with student engagement.

This goal addresses Priority 2 (Course State Standards Implementation), Priority 4 (Student Achievement), and Priority 7 (Course Access).

## Measuring and Reporting Results

**Note:** Student MAP testing results are reported in RIT scores (short for Rasch Interval Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. MAP assessment reports measure a child's growth in mathematics and reading. The RIT scale is an equal-interval scale used to chart academic growth from year to year. SMBSD uses national median RIT scores for grades K-8 as published by NWEA to help determine if students are performing at, above, or below grade level compared to students across the nation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes)  Grades 3rd - 8th Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) California Dashboard Academic Indicator	<b>English Language Arts (3-8)</b> California School Dashboard 2019 Performance on the California School Dashboard English Language Indicator (grades 3-8) was <b>Yellow</b> for all student groups. <b>The status Low 39.1 points below standard.</b> The change was <b>Increased by +8.4 points.</b>				By 2024, SMBSD students will improve in English Language Arts, as demonstrated by an increase of 40 points scored, so that students are at or above standard overall. Performance on the Dashboard English Language Arts Indicator will improve to <b>Green</b> for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p><b>Student Groups -</b> Performance as reported on the California State Dashboard: <b>All Students - Yellow</b> Status: Low (39.1 points below standard) Change: Increased +8.4 points</p> <p><b>English Learners - Yellow</b> Status: Low (53.6 points below standard) Change: Increased +3.6 points</p> <p><b>Foster Youth - Yellow</b> Status: Low (60.3 points below standard) Change: Increased Significantly +34 points</p> <p><b>Homeless - Yellow</b> Status: Low (49.1 points below standard) Change: Increased +7.8 points</p> <p><b>Socioeconomically Disadvantaged - Yellow</b></p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Status: Low (42.8 points below standard) Change: Increased +8 points <b>Students with Disabilities - Orange</b></p> <p>Status: Very Low (126.9 points below standard) Change: Increased +8.9 points <b>African American - Yellow</b></p> <p>Status: Low (45.1 points below standard) Change: Increased +14.8 points <b>American Indian - None</b></p> <p>Status: Low (35.9 points below standard) Change: Maintained +1.1 points <b>Asian - Blue</b></p> <p>Status: High (32.5 points above standard) Change: Increased Significantly +23.3 points <b>Filipino - Green</b></p>				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Status: High (18.4 points above standard) Change: Maintained +2.1 points <b>Hispanic - Yellow</b></p> <p>Status: Low (41.5 points below standard) Change: Increased +8.4 points <b>Pacific Islander - n/a</b> <b>Two or More Races - Yellow</b></p> <p>Status: Low (4.6 points below standard) Change: Declined -5.9 points <b>White - Green</b></p> <p>Status: Medium (0.1 points above standard) Change: Increased +15.4 points</p>				
State Priority 4: Student Achievement (Pupil Outcomes) Kindergarten Student Entrance Profile (31 RS) Above 71% = Mastery overall Grades Transitional Kindergarten and Kindergarten	<p>Fall 2019* Note KSEP not administered in Fall 2020</p> <p>38.88% of students scored "Mastery" on the KSEP rating scale</p>				By 2024, SMBSD students will improve in school readiness, as demonstrated by an increase in the % of students scoring "Mastery" on the KSEP Rating scale, to an overall rate of 60% of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>English Language Arts (ELA) Grades: K- 1st – Northwest Evaluation Association (NWEA) Map Growth Reading - Average (Mean) Rasch Unit (RIT) score</p> <p>*Baseline data is from all students.*</p>	<p>Winter (K) and Fall (1) 20 - 21: +1 to -2 from National Norm</p>				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes) ELA Grade: K - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	<p>Winter 20-21: 147.4</p>				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grade: 1st - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 153.1				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grades: 2nd - 8th - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: -12 to -13.1 from target RIT				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grade: 2nd - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 163				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grade: 3rd - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 175.9				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grade: 4th - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 185.7				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grade: 5th - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 193.8				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grade: 6th - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 199.8				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grade: 7th - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 204				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>ELA Grade: 8th - NWEA Map Growth Reading - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 206.8				<p>By 2024, SMBSD students will improve their academic achievement in ELA, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the target RIT in the Fall on the NWEA MAP Growth Reading test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Grades 3rd - 8th; CAASPP Math CA Dashboard Academic Indicator</p>	<p><b>Mathematics (3-8)</b> California School Dashboard 2019 Performance on the California School Dashboard Mathematics Indicator (grades 3-8) was <b>Yellow</b> for all <b>student groups</b>. The status Low 59.9 points below standard. The <b>change was Increased by +7.8 points</b>.</p> <p>Student Groups - Performance as</p>				<p>By 2024, SMBSD students will improve in Mathematics, as demonstrated by an increase of 60 points scored, so that students are at or above standard overall. Performance on the Dashboard Mathematics Indicator will improve to <b>Green</b> for all student groups.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>reported on the California State Dashboard:</p> <p><b>All students - Yellow</b> Status: Low (59.9 points below standard) Change: Increased +7.8 points</p> <p><b>English Learners - Yellow</b> Status: Low (70 points below standard) Change: Increased +3.9 points</p> <p><b>Foster Youth - Red</b> Status: Very Low (123.1 points below standard) Change: Declined -5.6 points</p> <p><b>Homeless - Yellow</b> Status: Low (63.1 points below standard) Change: Increased +7.8 points</p> <p><b>Socioeconomically Disadvantaged - Yellow</b> Status: Low (62.6 points below standard) Change: Increased +7.3 points</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p><b>Students with Disabilities - Orange</b>  Status: Very Low (151.3 points below standard)  Change: Increased +8.4 points</p> <p><b>African American - Yellow</b>  Status: Low (60.4 points below standard)  Change: Increased +5.1 points</p> <p><b>American Indian - None</b>  Status: Low (55.1 points below standard)  Change: Increased +7.8 points</p> <p><b>Asian - Green</b>  Status: Medium (2.6 points below standard)  Change: Increased Significantly +15.5 points</p> <p><b>Filipino - Blue</b>  Status: High (0.8 points above standard)  Change: Increased Significantly +16.6 points</p> <p><b>Hispanic - Yellow</b></p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Status: Low (62 points below standard) Change: Increased +7.7 points <b>Pacific Islander - n/a</b> <b>Two or More Races - None</b></p> <p>Status: Low (44.6 points below standard) Change: Decreased Significantly -21.5 points <b>White - Yellow</b></p> <p>Status: Low (27.6 points below standard) Change: Increased +14.2 points</p>				
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Grade: TK- K: Math Kindergarten Student Entrance Profile (31 RS) Above 71% = Mastery overall</p> <p>*Baseline data is from all students. *</p>	<p>Fall 2019* Note KSEP not administered in Fall 2020: 38.88% of students scored "Mastery" on the KSEP rating scale</p>				<p>By 2024, SMBSD students will improve in school readiness, as demonstrated by an increase in the % of students scoring "Mastery" on the KSEP Rating scale, to an overall rate of 60% of students.</p>
State Priority 4: Student Achievement (Pupil Outcomes)	Winter (K) and Fall (1) 20-21:				By 2024, SMBSD students will maintain or improve their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Math Grades: K-1st: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	+1 to +2.5 from National Norm				academic readiness for Math, by maintaining or improving the District average RIT to at or above the national Mean RIT.
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grade: K: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Winter 2021: 152.6				By 2024, SMBSD students will maintain or improve their academic readiness for Math, by maintaining or improving the District average RIT to at or above the national Mean RIT.
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Grade: 1st: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 160.7				By 2024, SMBSD students will maintain or improve their academic readiness for Math, by maintaining or improving the District average RIT to at or above the national Mean RIT.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grades: 2nd - 8th: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	<p>Fall 2020: -5.2 to -18.8 from target RIT</p>				<p>By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grade: 2nd: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	<p>Fall 2020: 169.8</p>				<p>By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grade: 3rd: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 179.1				<p>By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grade: 4th: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 188.8				<p>By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grade: 5th: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 196.8				<p>By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grade: 6th: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 201.9				<p>By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grade: 7th: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 209				<p>By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Math Grade: 8th: NWEA Map Growth Math - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 213.2				<p>By 2024, SMBSD students will improve their academic achievement in Math, by improving the District average RIT to at or above the NWEA Target RIT. According to the NWEA linking study, students with the goal score in the Fall on the NWEA MAP Growth Math test are projected to score "Proficient" on the SBAC in the Spring of that year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Science Grades: 7th - 8th: NWEA Map Growth Science - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: -5.7 to -6.5 from National Norm				By 2024, SMBSD students will improve their academic achievement in Science, by improving the District average RIT to at or above the national Mean RIT.
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Science Grade 7th: NWEA Map Growth Science - Average (Mean) RIT score</p> <p>*Baseline data is from all students.*</p>	Fall 2020: 200.9				By 2024, SMBSD students will improve their academic achievement in Science, by improving the District average RIT to at or above the national Mean RIT.
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>Science Grade 8th: NWEA Map Growth Science - Average (Mean) RIT score</p>	Fall 2020: 203.1				By 2024, SMBSD students will improve their academic achievement in Science, by improving the District average RIT to at or above the national Mean RIT.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*Baseline data is from all students.*					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	<p>In order to build collective capacity and growth toward the achievement of district/school goals, the district will provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards (CCSS), effective high-quality first instruction, and to build capacity in reference to:</p> <ul style="list-style-type: none"> <li>• effective literacy instruction,</li> <li>• training on the implementation of newly adopted science programs,</li> <li>• student engagement through effective use of technology for all instructional models to include distance learning, simulcast teaching, etc.</li> <li>• accelerated learning and equitable access to high-quality instruction, and</li> <li>• best practices for implementing Social Emotional Learning (SEL) student supports.</li> </ul> <p>SMBSD will continue to develop and implement a system of professional learning where district teams, site teams, and individuals are using information learned to create and review current student-centered goals, data, and outcomes to ensure a cycle of continuous improvement. Educators will be provided time to meet regularly, share expertise, and work in collaboration with a focus on pacing guides, content standards, improved teaching strategies, and district adopted curricular programs. Administrators, Teachers on Special Assignment, Instructional Coaches, and outside consultants will provide professional learning to support and provide job-embedded coaching that is ongoing and sustainable. The modality of professional learning</p>	\$1,045,666.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities will include a hybrid learning model, virtual offerings, and in person classes. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in the cost of professional development services.		
2	Instructional Coaches	In order to provide additional support to English learners, foster youth, and unduplicated students, build the collective capacity to improve instruction, and assist teachers in the implementation of grade level core curriculum, the district will continue to provide one Instructional Coach (full time certificated teacher) at each elementary school site. In addition, the district will increase this action by providing one Instructional Coach (full time certificated teacher) at each junior high school site. These coaches will provide leadership, specialized expertise, and technical support for classroom teachers and staff, in support of implementing common core state standards (CCSS) aligned instructional programs, bolstering high-quality first instruction, and supporting the acceleration of learning.	\$2,855,495.00	Yes
3	Coordinator of Teaching and Learning	In order to support English learners, foster youth, and unduplicated students and build the collective capacity to improve instruction, the district will provide one Coordinator of Teaching and Learning. This position will continue to assist the Director of Teaching and Learning with the overall organization, administration, and supervision of teaching and learning programs and oversee and lead the district Teachers on Special Assignment who support the implementation of CCSS aligned, grade level standards, through effective high-quality first instructional teaching practices.	\$175,605.00	Yes
4	Teacher on Special Assignment (TOSA)	In order to continue to provide additional support to English learners, foster youth, and unduplicated students and to build the collective capacity to improve instruction, the district will provide nine Teacher on Special Assignment positions. The specific areas of support include technology (2), social studies/literacy (3), GATE (1), VAPA/PE (1), and STEAM/Literacy (3). These areas have been reviewed and changes were made to ensure that positions developed would nurture highly effective professional learning, understand new curriculum, and support teachers district-wide. Teachers on Special Assignment will continue to provide direct support to site coaches, school leaders, and	\$1,116,697.00	Yes



Action #	Title	Description	Total Funds	Contributing
		when needed directly to classroom teachers or teams, in the implementation of effective good first instruction.		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Input received from stakeholders through the Local Control and Accountability Plan (LCAP) development process indicates a strong desire for students to increase their English language proficiency rates on the English Language Proficiency Assessments for California (ELPAC), so that a greater number of students may be reclassified. There is a concern with the steady decline in reclassification rates over the past three years which fell to 10.4% in 2019-2020 and an overall ELPAC proficiency rate of 50.4%. By increasing language proficiency and reclassification rates, more students will leave SMBSD on the path to college and career readiness. An analysis of College and Career Readiness data in 2019-2020 indicates that 69.7% of all English learners (ELs) were not prepared, while 18.5% were approaching prepared, and 11.8% were considered prepared.

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

In 2018-2019, the California Department of Education (CDE) allowed for an overall score of 3 or 4, on the Summative ELPAC assessment, to meet Criterion 1 (Assessment of English Language Proficiency) of the state's reclassification criteria. During this year, SMBSD had a reclassification rate of 25.9%. For the 2019-2020 school year, the CDE changed the requirement; an overall score of 4 was required to meet Criterion 1. Due to the change, SMBSD's reclassification rate decreased to 10.4%. Summative EPAC testing was not completed for all English learners in the spring of 2020 school year due to distance learning and the CDE waiving standardized testing during this timeframe. In the fall of 2021, students that were close to reclassifying took the Optional Summative ELPAC assessment. For this year, SMBSD's reclassification rate was 5.2%.

Furthermore, an analysis of the Academic Performance in English Language Arts (ELA) and Mathematics for the English Learners' subgroup on the 2019 California Dashboard for ELA was Yellow, 53.6 points below standard and had an increase of 3.6 points. For mathematics, it was Yellow, 70 points below standard, and had an increase of 3.9 Points. It is important to note that the English Learner subgroup included all English Learners and reclassified students in grades 3-8. The 2019 California Dashboard also provides a comparison of the academic performance for current English Learners, Reclassified English Learners, and English Only student groups.

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

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

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

This goal addresses Priority 2 (Course State Standards Implementation), Priority 4 (Student Achievement), and Priority 7 (Course Access).

## Measuring and Reporting Results

**Note:** Student MAP testing results are reported in RIT scores (short for Rasch Interval Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. MAP assessment reports measure a child's growth in mathematics and reading. The RIT scale is an equal-interval scale used to chart academic growth from year to year. SMBSD uses national median RIT scores for grades K-8 as published by NWEA to help determine if students are performing at, above, or below grade level compared to students across the nation.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Student Achievement (Pupil Outcomes)  State Dashboard- English Learner Progress Indicator Student English Language Acquisition Results  % of English Learner who made progress toward English Proficiency measured by ELPAC	2019 CA Dashboard  49.2% progressed at least one ELPI level + 1.1% Maintained Level 4				By 2024, the percentage of SMBSD ELs who progress at least one ELPI level or maintain ELPI level 4 will increase to 65%.
State Priority 4: Student Achievement (Pupil Outcomes)  DataQuest English Learners Annual Reclassification (RFEP) Counts and Rates  Reclassification Rate	10.4% Student were reclassified during the 2019-2020 school year				By 2024, 40.4% of our EL students will be Reclassified as Fluent English Proficient (RFEP).
State Priority 4: Student Achievement (Pupil Outcomes)  SBAC English Learners English Language Arts (ELA)	CA Dashboard 2019  <b>Yellow: 112 points            below standard</b>				By 2024, SMBSD EL students will improve in English Language Arts, as demonstrated by an increase of 112 points. This will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Academic Indicator  Average distance from standard  Grades 3-8					ensure that students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes)  English Language Arts (ELA)  NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score  Grade K-1  *Baseline data is from English learner students. *	Fall 2020 baseline is a range of 1.2 points to - 5.7 points. Grades K and 1 are different distances from NWEA national norm scores.  Winter (K) and Fall (1) 20-21  1.2 to -5.7 from National Norm				By 2024, SMBSD EL students will maintain or improve their academic readiness for ELA, by improving at or above the NWEA Target RIT.
State Priority 4: Student Achievement (Pupil Outcomes)  English Language Arts (ELA)  NWEA Map Growth Reading - SMBSD	Winter 2021  145.1				NWEA Goal RIT score of at least 146.3. This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Average EL (Mean) RIT score</p> <p>Grade K</p> <p>*Baseline data is from English learner students.*</p>					
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>English Language Arts (ELA)</p> <p>NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score</p> <p>Grade 1</p> <p>*Baseline data is from English learner students.*</p>	<p>Fall 2020</p> <p>150.2</p>				<p>NWEA Goal RIT score of at least 155.9. This would ensure our students are at Standard Met.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>English Language Arts (ELA)</p> <p>NWEA Map Growth Reading - SMBSD</p>	<p>Fall 2020 baseline is a range of 15.4 points to -27 points.</p> <p>Grades 2-8 are at different distances</p>				<p>By 2024, SMBSD EL students will improve their academic achievement in ELA by improving at or above the NWEA Target RIT. According to the <u>NWEA Linking Study</u>, students with the Target RIT in the</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Average EL (Mean) RIT score</p> <p>Grades 2-8</p> <p>*Baseline data is from English learner students.*</p>	<p>from NWEA national norm scores.</p>				<p>fall on the NWEA MAP Growth ELA test are projected to score '<i>Proficient</i>' on the SBAC in the spring of that school year.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>English Language Arts (ELA)</p> <p>NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score</p> <p>Grades 2</p> <p>*Baseline data is from English learner students.*</p>	<p>Fall 2020</p> <p>159.6</p>				<p>NWEA Goal RIT score of at least 175. This would ensure our students are at Standard Met.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>English Language Arts (ELA)</p> <p>NWEA Map Growth Reading - SMBSD</p>	<p>Fall 2020</p> <p>172.8</p>				<p>NWEA Goal RIT score of at least 189</p> <p>This would ensure our students are at Standard Met.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average EL (Mean) RIT score  Grades 3  *Baseline data is from English learner students.*					
State Priority 4: Student Achievement (Pupil Outcomes)  English Language Arts (ELA)  NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score  Grades 4  *Baseline data is from English learner students.*	Fall 2020  178.8				NWEA Goal RIT score of at least 198  This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes)  English Language Arts (ELA)  NWEA Map Growth Reading - SMBSD	Fall 2020  182.3				NWEA Goal RIT score of at least 204  This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average EL (Mean) RIT score  Grades 5  *Baseline data is from English learner students.*					
State Priority 4: Student Achievement (Pupil Outcomes)  English Language Arts (ELA)  NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score  Grades 6  *Baseline data is from English learner students.*	Fall 2020  188.3				NWEA Goal RIT score of at least 211  This would ensure our students are at Standard Met.
State Priority 4: Student Achievement (Pupil Outcomes)  English Language Arts (ELA)  NWEA Map Growth Reading - SMBSD	Fall 2020  190.2				NWEA Goal RIT score of at least 213  This would ensure our students are at Standard Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Average EL (Mean) RIT score</p> <p>Grades 7</p> <p>*Baseline data is from English learner students.*</p>					
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>English Language Arts (ELA)</p> <p>NWEA Map Growth Reading - SMBSD Average EL (Mean) RIT score</p> <p>Grades 8</p> <p>*Baseline data is from English learner students.*</p>	<p>Fall 2020</p> <p>191</p>				<p>NWEA Goal RIT score of at least 218</p> <p>This would ensure our students are at Standard Met.</p>
<p>State Priority 4: Student Achievement (Pupil Outcomes)</p> <p>SBAC Mathematics CA Dashboard Academic Indicator</p>	<p>CA Dashboard 2019</p> <p><b>Yellow: 115.8 points below standard</b></p>				<p>By 2024, SMBSD EL students will improve in Mathematics, as demonstrated by an increase of 116 points scored, so that students are at or above standard overall. Performance on the Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average distance from standard  Grades 3-8					English Language Arts Indicator will improve to <b>Green</b>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning to support the Multilingual Program	<p>The district will provide ongoing teacher, paraeducator, and administrator professional learning to support multilingual learners. At a minimum, the professional learning will include:</p> <ul style="list-style-type: none"> <li>• integrating the ELD standards,</li> <li>• differences between integrated (iELD) and designated (dELD),</li> <li>• English language development (ELD) components of the adopted curriculum,</li> <li>• technology for English learners,</li> <li>• reclassification of students, and</li> <li>• strategies for bilingual instructional assistants.</li> </ul> <p>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.</p>	\$145,842.00	Yes
2	Bilingual Instructional Assistants for Primary Grades	<p>The district will continue to provide Bilingual Instructional Assistants (BIAs) for the primary grades (TK-2). The Bilingual Instructional Assistants support certificated teachers in providing small groups or 1:1 instruction to English learners. Additionally, the BIAs support the certificated teacher by:</p> <ul style="list-style-type: none"> <li>• monitoring and reporting student progress regarding performance,</li> </ul>	\$3,015,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>assist in providing guidance and support to the student in English and Spanish,</li> <li>translating and interpreting for students, parents, counselors, teachers, and others as assigned, and</li> <li>support the administration of assessments.</li> </ul> <p>Having this support would benefit our primary Multilingual learners, especially Newcomer students, in having additional academic and linguistic support.</p>		
3	Bilingual Instructional Assistants for Jr. High Schools	<p>The district will provide one Bilingual Instructional Assistant (BIA) to each junior high school to support newcomer students. The Bilingual Instructional Assistants support certificated teachers in providing small groups or 1:1 instruction to Newcomer students. Additionally, the BIAs support the certificated teacher by:</p> <ul style="list-style-type: none"> <li>monitoring and reporting student progress regarding performance,</li> <li>assist in providing guidance and support to the student in English and Spanish,</li> <li>translating and interpreting for students, parents, counselors, teachers, and others as assigned, and</li> <li>support the administration of assessments.</li> </ul> <p>Having this support would benefit our junior high Multilingual learners, especially Newcomer students, in having additional academic and linguistic support. In order to provide further support at the site level for newcomer students, each junior high will increase the service by one BIA, if needed.</p>	\$94,366.00	Yes
4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	<p>The district will provide each junior high school with one certificated Limited Assignment Teacher (LAT) to push into designated English language development (dELD) classes to support other teachers by providing 1:1 or small group instruction. In addition, the LAT will support two English Language Development (ELD) classes. Providing sites with one LAT teacher will allow sites to provide additional support to multilingual learners which will benefit their acquisition of the</p>	\$144,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
		English language. Allocations from the base general fund will be allocated to this service in the 2021-2022 school year.		
5	Native Language Proficiency Assessments	The district will provide assessments to Newcomers to assess their proficiency in their native language. These assessments will help determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having native language proficiency assessments to assess our newcomers' language abilities and providing this data to classroom teachers is beneficial to the student's social and academic success.	\$20,000.00	Yes
6	Teachers on Special Assignment (TOSA) for English Learners	<p>The district will provide two Multilingual TOSAs (full time certificated teachers) that will provide support to district staff, students, and parents in the following areas:</p> <ul style="list-style-type: none"> <li>• district English learner advisory committee (DELAC),</li> <li>• dual language immersion (DLI) program,</li> <li>• Multilingual (ML) Masterplan,</li> <li>• ELD site coaches,</li> <li>• pacing guides,</li> <li>• state seal of biliteracy pathways,</li> <li>• training, and</li> <li>• native language assessments.</li> </ul> <p>The areas of support will reinforce the principles of the California English Learner Roadmap, designated and integrated English language development (ELD), ELD standards, and the variety of English learner profiles that are served in grades PK-8. Providing these two positions directly benefits ELD Site Coaches and students by the supports these positions provide.</p>	\$248,155.00	Yes
7	Program Specialist (PS) for Multilingual Services	The district will provide one Program Specialist for Multilingual Services. This position will support district staff, students, and parents that include the following focus areas:	\$134,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• assessment and progress monitoring,</li> <li>• compliance,</li> <li>• continuity of learning for equitable access,</li> <li>• educator professional development,</li> <li>• English language development, and</li> <li>• responsiveness to EL profiles.</li> </ul> <p>By having this position, SMBSD will be able to provide direct support to all levels of the district regarding multilingual learners and provide guidance around federal, state, and district policies.</p>		
8	Dual Language Immersion Program	The district will continue to support the Dual Language Immersion (DLI) program by building capacity for bilingual educators and leaders to address the needs of our dual language learners. This support will include professional learning for dual immersion teachers and staff, implementation of the elementary and junior high DLI master plan, and Spanish literacy materials. These supports will allow for continued learning around best practices for DLI programs and the expansion of culturally relevant literacy materials.	\$18,000.00	Yes
9	English Language Development Coaches (split with Title I A)	<p>The district will provide one full time certificated English Language Development (ELD) Coach for each site (21). This position will support the development of the school's designated and integrated ELD program through:</p> <ul style="list-style-type: none"> <li>• instructional modeling of best practices for first instruction in both iELD and dELD,</li> <li>• co-teaching and co-planning,</li> <li>• one-on-one coaching, and</li> <li>• assisting in leading professional learning opportunities at staff and/or grade level meetings.</li> </ul> <p>By providing these positions, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.</p>	\$267,707.00	Yes

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

Stakeholder input included the need to provide parents with opportunities to attend workshops, engage with community members, and connect with community service agencies. Stakeholders felt that there was a need to increase services for homeless and foster youth, increase family advocates, and provide an increase in mental health and social-emotional support. Stakeholder input further indicates a need to increase social-emotional support for students and an increase of trauma-informed practices and supports during the regular school day and expanded learning for students. Stakeholders' input emphasized the importance of providing wrap-around services for students at the individual level, with a particular focus on student groups with the highest needs. As with other goals, input has specified that student groups

with the highest needs should be called out in the goal. Input has also informed the specific inclusion of multiple forms of support in the goal, with mental and physical health being a key priority across stakeholder groups.

Survey results from students, staff, and parents indicate the need for students to continue to demonstrate improvement in social and learning outcomes, as demonstrated by Panorama data and the California Healthy Kids Survey, student attendance, and student discipline records. Results from a Panorama survey, given to all stakeholders in May 2021, showed the need to increase or create new services within this goal to build students' social-emotional competencies, create an environment where students thrive and develop adult competencies for social-emotional learning.

Additionally, due to the COVID-19 pandemic, the district recognizes the need to continue to increase and improve the services below as well as the need to continue to pivot whenever needed depending on our students' and families' safety and social-emotional needs. The following services prioritize student safety, social-emotional learning, managing stress, and the overarching need to continue to support the well-being and long-term academic success of students.

Key influences that are inclusive in these services include:

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

This goal addresses Priority 5 (Student Engagement), Priority 3 (Parent Engagement), Priority 6 (School Climate), Priority 7 (Course Access), and Priority 8 (Student Outcomes).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: School Climate (Engagement)  Social-Emotional  Grade 5  California Healthy Kids Survey	February 2021  59% of 5th graders experienced high levels of school connectedness  72% of 5th graders felt that there were caring adults in school  74% of 5th graders reported academic motivation				By June 2024, 90% of students in grade 5 will report high levels of school connectedness, will feel that there are caring adults in school and 90% will report academic motivation.
State Priority 6: School Climate (Engagement)  Social-Emotional  Grade 7  California Healthy Kids Survey	February 2021  61% of 7th graders experienced high levels of school connectedness  75% of 7th graders felt that there were caring adults in school  69% of 7th graders reported academic motivation				By June 2024, 90% of students in grade 7 will report high levels of school connectedness, will feel that there are caring adults in school and 90% will report academic motivation.
State Priority 6: School Climate (Engagement)  Social-Emotional	May 2021  "Percent Favorable" = 51%				By 2024, SMBSD students will increase their sense of connectedness to their school site, as measured by the Panorama Sense of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Education Survey (All Respondents)  Grades 4th-8th  Panorama SED Survey  Topic: Sense of Belonging, how much students feel that they are valued members of the school community	20-39th percentile compared to others nationally				Belonging evaluation, such that results are comparable to the 80 to 99th percentile compared to others nationally.
State Priority 6: School Climate (Engagement)  Social-Emotional  Panorama Education Survey (All Respondents)  Staff - Classified Respondents  Panorama SED Survey  Topic: Sense of Belonging, how much faculty and staff feel that they are valued	May 2021  "Percent Favorable" = 66%				By 2024, SMBSD will increase the staff's sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, by 10% to a Percent favorable of at or above 76%.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
members of the school community					
State Priority 6: School Climate (Engagement)  Social-Emotional  Panorama Education Survey (All Respondents)  Staff - Certificated Respondents  Panorama SED Survey  Topic: Sense of Belonging, how much faculty and staff feel that they are valued members of the school community	May 2021  "Percent Favorable" = 63%				By 2024, SMBSD will increase the staff sense of connectedness to their school site, as measured by the Panorama Sense of Belonging evaluation, by 13% to a Percent favorable of at or above 76%.
State Priority 6: School Climate (Engagement)  California School Dashboard 2019  Suspension Rates for all and applicable Student Groups	<b>All Students - Orange</b> 3.2% suspended at least once Maintained -0.2% <b>African America - Red</b> 9.3% suspended at least once Increased 1% <b>Foster Youth - Red</b>				Performance on the Dashboard - Suspension Performance Indicator will improve to <b>Green</b> for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>17.6% suspended at least once Increased 4.8%</p> <p><b>Students with Disabilities - Red</b></p> <p>6.2% suspended at least once Increased 1.3%</p> <p><b>Hispanic - Orange</b></p> <p>3.1% suspended at least once Maintained -0.2%</p> <p><b>Two or More Races – Orange</b></p> <p>5.4% suspended at least once Increased 4.1%</p> <p><b>Socioeconomically Disadvantaged – Orange</b></p> <p>3.2% suspended at least once Maintained -0.2%</p> <p><b>English Learners - Yellow</b></p> <p>2.4% suspended at least once Maintained 0.2%</p> <p><b>Homeless - Yellow</b></p> <p>2.8% suspended at least once Maintained -0.1%</p> <p><b>White - Yellow</b></p> <p>5.6% suspended at least once Declined 1%</p> <p><b>Asian - Green</b></p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2.5% suspended at least once Declined 2.5% <b>Filipino - Green</b> 2.1% suspended at least once Decline 0.5% <b>American Indian - no color</b> 0% suspended at least once Declined 7.4% <b>Pacific Islander - N/A</b>				
State Priority 6: School Climate (Engagement)  California School Dashboard 2019  Chronic Absenteeism for all and applicable Student Groups	California School Dashboard 2019 Report Chronic Absenteeism for <b>All - Yellow</b> 5.8% chronically absent and Maintained with a slight decrease of - 0.1%. <b>English Learners - Green</b> 4% chronically absent and Declined 0.5% <b>Foster Youth - Red</b> 27.6 chronically absent and Increased 12.2% <b>Homeless - Yellow</b> 5.6% chronically absent and Maintained 0.3%				Performance on the Dashboard - Chronic absenteeism Indicator will improve to <b>Green</b> for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p><b>Socioeconomically Disadvantaged - Yellow</b> 5.9% chronically absent and Maintained -0.2%</p> <p><b>Students with Disabilities - Orange</b> 11.4% chronically absent and Maintained -0.1%</p> <p><b>African American – Yellow</b> 10.7% chronically absent and Declined 2%</p> <p><b>American Indian – no performance color</b> 8.7% chronically absent and Declined 17.2%</p> <p><b>Asian – Blue</b> 1.3% chronically absent and Maintained 0%</p> <p><b>Filipino - Orange</b> 5.1% chronically absent and Increase 1.2%</p> <p><b>Hispanic – Yellow</b> 5.6% chronically absent and Maintained -0.2%</p> <p><b>Pacific Islander - N/A</b></p> <p><b>Two or More Races - Orange</b></p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	13.9% chronically absent and Increased 1.2% <b>White - Orange</b> 14.6% chronically absent and Increased 2.8%				
State Priority 6: School Climate (Engagement) Student Expulsion Rates	2020-2021 0.00606%				The expected annual outcome for the expulsion rate for the District is to be 0.005% or less.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Santa Maria Police Department - School Resource Officers (SROs)	<p>The district will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The district will provide a safe school environment for all students. The district will provide two School Resource Officers (SROs) serviced through the Santa Maria Police Department.</p> <p>These two SROs will work at their all junior highs and support the feeder elementary schools, thus building relationships with students throughout their elementary and junior high school years. They will follow students from their elementary schools to their junior highs. In this process they will be familiar with these students, their parents and siblings and have these bonds as students move from the elementary to junior high school level. These specially trained SROs will continue to serve as educators, mentors, and support figures for students while maintaining the physical security of our schools. They play a vital role in ensuring that SMBSD schools are safe and welcoming places where all students can learn. These SROs also support active shooter</p>	\$249,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		training which will continue to be provided and expanded to all school sites through professional learning. They will also continue to teach a drug abuse resistance education (DARE) program that will be offered to all 6th-grade students at the elementary schools. Although these officers were not present when schools were closed, they continued to be present in their assigned communities within their school cluster boundaries and will continue in the 2021-2022 school year.		
<b>2</b>	Outreach Mentors (ORM)	To maintain a safe, secure, and healthy learning environment for our low-income, foster youth, homeless, and English learner students, the district will continue to implement and expand social-emotional, psychological, and academic support. The district will continue to increase services by providing one full time ORM to each school site. ORMs conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. ORMs help students with peer interactions and build their self-esteem so they have positive relationships with others. They also support integrated first instruction social-emotional learning. Qualitative data, before and during the pandemic, has demonstrated a significant positive relationship between students feeling supported by ORMs and engaging more both at school and at home. Due to this positive trend and the need to increase the service, many school sites have contracted another ORM in order to better serve their students.	\$2,003,154.00	Yes
<b>3</b>	Junior High Counselors	The district will continue to provide nine counselors to the junior high sites. These positions have been ongoing qualitative services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provisions of services to all students including English learners, foster youth, and low-income students. These positions continue to grow in both quantity and quality. Junior High Counselors prepare and assist students to be successful, lifelong learners and provide career and academic counseling to enable students to make informed decisions toward achieving their future goals.	\$1,309,714.00	Yes
<b>4</b>	District Program Specialists (PS)	The district will continue to provide one full time Program Specialist of Health Services. This PS will serve under the Director of Pupil Support Services and is responsible for assisting with the administration and	\$671,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		evaluation of health programs. The district will also continue to have four full time Program Specialists of Special Education (25%) and High-Needs Students (75%). These positions assist in planning, developing, and implementing support programs and provide support for professional development, co-teaching, and other supplemental services for students who are identified as high needs. These positions also provide support to site administrators, teachers, and other service providers to ensure compliance with special education law and policy.		
5	Student Supervision and Safety Aides	Student Supervision and Safety Aides are responsible for ensuring that the school's health and safety rules are followed, interacting with students, encouraging appropriate play, managing student behavior, and working with teachers and administration where appropriate. Due to positive qualitative data and a need to increase coverage of the playground and lunch campus areas that need to be supervised, the district will increase the aides in order to support school safety and to increase students' sense of connectedness to their school site. Increasing these staff members, as needed, also increases the ability for caring adults to build positive relationships with students as they interact with them on campus and provide needed support during the pandemic and after the pandemic.	\$1,400,000.00	Yes
6	Community Partnership for Foster Students	Foster youth face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, the district will continue to participate in a community partnership to provide resources and support to help foster youth students. This partnership will include one full time staff member to case manage foster students. This position will meet with administrators at each site once a month to review the caseload of each site and what resources each student is accessing, based on need.	\$66,693.00	Yes
7	Community Partnership for Truancy Mentors	Truant students face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to	\$266,771.00	Yes



Action #	Title	Description	Total Funds	Contributing
		an increase in students' engagement and an increase in academic achievement, SMBSD will continue to partner with a community agency to provide four full time program specialists that work with truant students using evidence-based interventions to assist them to get to school every day and on time. Truancy Mentors also assist and advise parents in good attendance practices and habits to decrease truancy of students and improve academic access.		
8	Community Partnership to support students who are experiencing homelessness	Students who are experiencing homelessness face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, SMBSD will continue to partner with a community agency to provide two full time homeless liaisons that are dedicated to SMBSD to assist homeless students and families with their basic needs. This is an increase in the partnership and two liaisons are funded out of Title funds and one out of LCFF supplemental/concentration grant dollars.	\$133,385.00	Yes
9	Full time Health Assistants	The district will continue to provide one full time health aide to each school site. This position will assist students with health issues and to work with families to make sure their needs are addressed. Health assistants ensure that students are compliant with their immunizations, order the proper supplies to deal with any type of health issues or incidents that arise, administer basic first aid, assist students in the COVID-19 Appraisal, Response, and Evaluation (CARE) room on campus, and take direction from the school nurse in dealing with student health issues/concerns.	\$1,139,876.00	Yes
10	One Certificated Teacher for each Junior High Opportunity Class	The district will provide one full time certificated Opportunity Teacher to each junior high site. This position will provide a small classroom environment for students who need additional support. Individual academic and behavioral needs can be addressed in this class and supports can be provided to best meet students' needs.	\$426,696.00	Yes
11	Teen Court	The district will provide tuition for SMBSD students that enroll in Teen Court. Students that enroll in Teen Court receive a restorative justice approach to address the behaviors they are exhibiting that can	\$193,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interfere with learning and are taught skills to address these behaviors. By addressing these issues, students that attend Teen Court will have fewer disciplinary issues and maximize time in the classroom, accessing their education.		
12	Marriage and Family Therapist (MFT) and/or School Based Therapist	Due to the recent pandemic and an overall increase of students who have social-emotional concerns, mental health issues which include depression, anxiety, and loss/grief, and have experienced negativity, the district will continue to provide one Marriage and Family Therapist (MFT) to each school site (21). The MFTs at each school site will work with students who have the highest level of social-emotional needs and will maintain a caseload of up to 20 students. These students will be referred through the coordination of the services team (COST) or the student study team (SST) and have goals set when they begin counseling. At the end of 6-8 weeks, they will review the goals and determine whether to maintain, decrease, or increase services. In addition, school sites will continue to increase the service by hiring additional School-Based Therapists or MFTs as appropriate.	\$1,612,300.00	Yes
13	Fitzgerald Community School	The district partners with the county office of education and our high school district to provide a community school to students in grades 7-12. The district will provide one junior high classroom, up to 20 students, for students with at-risk behaviors in grades 7th and 8th. Students will be referred through the School Attendance Review Board (SARB) Administrative process after all Tier 1, 2, and 3 interventions/supports have been exhausted, at the site level. This class will provide small group instruction that will help each student design an individualized learning plan that will meet their academic needs, as well as provide social-emotional support to each student.	\$700,000.00	Yes
14	Assistant Principals	In order to continue to support leadership adequately to serve staff and our unduplicated student population, the district will continue to provide one Assistant Principal (AP) at 15 elementary, 4 junior high, and 1 specialty school sites. These positions assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. These positions also support the principal in forming a stronger leadership team that improves academic and social emotional learning outcomes.	\$3,275,699.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Santa Maria-Bonita School District (SMBSD) views family engagement as a way to move student achievement and improve student support. This goal was developed to reflect the commitment of SMBSD to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and improve culturally proficient two-way communication and engagement opportunities for families. We acknowledge the need to increase our ability to engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that result in greater student achievement and strengthen the bond between our families and schools. Qualitative data collected from parents and parent groups including District English Learner Advisory Committee (DELAC), School Site Councils (SSCs), English Language Advisory Councils (ELACs) (assumed by SSCs), and LCAP Stakeholder Collaboration Team indicate a need to increase and enhance parent education and family engagement. Parent Attendance at site and district events indicates a need to increase attendance rates and parent participation (e.g.: parent education classes, family engagement activities, special events, presentations). The District has identified a need to increase communication in all modalities between schools/district and parents/community members.

This goal addresses Priority 5 (Student Engagement), and Priority 3 (Parent Engagement).

## Measuring and Reporting Results

**Note:** Two tools will be used for this goal to include Panorama survey data and the Local Indicator Self-Reflection Tool. The Local Indicator self-reflection tool is organized into three sections: building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. Each section includes promising practices for family engagement. SMBSD has used and will continue to use parts of this self-reflection tool and Panorama survey data to reflect on its progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool enables us to engage in continuous improvement and determine next steps to make improvements in the areas identified. Based on the most recent analysis of data (2020-2021), we have identified the number which best indicates our current stage of implementation for each practice using the following rating scale (lowest to highest): 1 – Exploration and Research Phase, 2 – Beginning Development, 3 – Initial Implementation, 4 – Full Implementation, and 5 – Full Implementation and Sustainability.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priority 3: Parent Involvement (Engagement)</p> <p>Panorama Social-Emotional Development Survey</p> <p>Parent Survey: All Parents</p> <p>Topic: Family Engagement: The degree to which families become involved with and interact with their child's school</p>	<p>May 2021</p> <p>"Percent Favorable" = 9%</p> <p>0-19th percentile compared to others nationally</p>				<p>By 2024, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by the Panorama Family Engagement evaluation, such that results are comparable to the 40 to 59th percentile compared to others nationally.</p>
<p>State Priority 3: Parent Involvement (Engagement)</p> <p>Panorama Social-Emotional Development Survey</p> <p>Parent Survey: All Parents</p> <p>Topic: Family Engagement: Question: In the past year, how often have you visited your child's school?</p>	<p>May 2021</p> <p>"Percent Favorable" = 17%"</p>				<p>By 2024, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by the Panorama Family Engagement evaluation, by 25% to a Percent favorable of at or above 42%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3: Parent Involvement (Engagement)  All Grades  Topic: Building Relationships: progress in creating welcoming environments for all families in the community.	May 2020  Stage of Implementation =  4 - Full Implementation				By 2024, SMBSD will make progress in creating welcoming environments for all families in the community. The rating will be 5 - Full Implementation and Sustainability.
State Priority 3: Parent Involvement (Engagement)  All Grades  Topic: Building Relationships: progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	May 2020  Stage of Implementation =  2- Beginning Development				By 2024, SMBSD will make progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. The rating will be 5 - Full Implementation and Sustainability.
State Priority 3: Parent Involvement (Engagement) All Grades  Topic: Building Partnerships: progress in providing professional learning	May 2020  Stage of Implementation =  2- Beginning Development				By 2024, SMBSD will make progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. The rating will be 5 -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and support to teachers and principals to improve a school's capacity to partner with families.					Full Implementation and Sustainability.
<p>State Priority 3: Parent Involvement (Engagement)</p> <p>All Grades</p> <p>Topic: Seeking Input for Decision Making: progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p>	<p>May 2020</p> <p>Stage of Implementation =</p> <p>3 - Initial Implementation</p>				<p>By 2024, SMBSD will make progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. The rating will be 5 - Full Implementation and Sustainability.</p>
<p>State Priority 3: Parent Involvement (Engagement)</p> <p>All Grades</p> <p>Topic: Seeking Input for Decision Making: progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement</p>	<p>May 2020</p> <p>Stage of Implementation =</p> <p>3 - Initial Implementation</p>				<p>By 2024, SMBSD will make progress providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels. The rating will be 5 - Full</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and evaluate family engagement activities at school and district levels.					Implementation and Sustainability

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Liaisons	<p>In order to continue to provide parent/caregiver outreach, education, and centralized resources for parents/caregivers, the district will provide one full time Community Liaison at each school site. In addition, school sites will hire additional full time Community Liaisons according to the needs of the school site community. School site Community Liaisons connect families with schools, encourage attendance at parent education events, refer families to district/school programs, and connect them with community organizations to access available resources.</p> <p>In addition, the district will continue to provide five full time, district-level Community Liaisons for district-level student services and family outreach. The district will increase the district level support as needed. These district-level Community Liaisons will provide additional school site support for events such as parent meetings, parent education, parent and community activities for the parent resource center, and district-wide parent events.</p>	\$1,395,447.00	Yes
2	Family Outreach Advocates (FOA)	<p>In order to continue to build home-school relationships, provide advocacy, and assist with parent outreach and support services for students at risk, the district will continue to provide five Family Outreach Advocates (FOAs), one per cluster, and one district-level FOA. In addition, the district will hire one FOA to support students who are experiencing homelessness and to support these students during the expanded learning hours. These Family Outreach Advocates will provide a continuum of prevention and intervention support services</p>	\$481,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designed to maximize the protective factors inherent in a positive school experience and increase students' resiliency.		
<b>3</b>	Translation / Interpretation Services - Trilingual and Bilingual Translators / Interpreters	The district will dedicate resources to improve translation/interpretation services. Translation/interpretation services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. In addition, the district will increase this service by hiring more Translators/Interpreters, if we are able to maintain the positions already established. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level.	\$403,535.00	Yes
<b>4</b>	Translation / Interpretation Services	<p>The district will dedicate resources to improve translation/interpretation services. Translation/interpretation services will be used to provide equitable language access for students and families. A stipend will be provided to the designated bilingual staff member(s) at each school site and within departments to provide translation and interpretation support for students and families. In addition, school sites will increase support during expanded learning hours by providing extra work agreements to bilingual/trilingual qualified staff members in order to support further translation/interpretation services for students and their families.</p> <p>The district will also continue to research further concerning ways to provide more translation/interpretation services and use outside services/agencies in order to increase the ability to communicate effectively to our parents and other family members during expanded learning hours.</p>	\$36,079.00	Yes
<b>5</b>	Family Engagement Programs, Parent and Community Involvement	Non-English-speaking families and families living in poverty do not always understand the education system and resources available to support their child's learning experience. By providing engagement programs and supporting parent and community involvement families will learn how to navigate our district's resources and will be informed parents in education. By being informed partners in education, non-English-speaking families and families living in poverty will seek support and early interventions to support their child's educational	\$143,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs. The district will continue to work with school sites and parent leaders to build capacity among parent groups, reach out to the families of our students, promote engagement at the site level and provide access and equity. Resources will be allocated to continue to develop the district's family engagement and outreach programs. A 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.		
6	Parent Education Services	<p>SMBSD's low-income student populations are some of the lowest-performing student groups on state and local assessments. Parent education and involvement have been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement.</p> <p>Based upon local survey data and stakeholder feedback, the district will expand upon its promotion and recruitment strategies to increase parent participation at parent/family education classes and activities. These activities will include parent education offerings such as offsite/hybrid parent education, district-wide parent education events, and multi-faceted/multi-tiered whole child events.</p> <p>The district will provide parents with child care, translation, materials, and resources to increase participation and attendance at events. Interpreters and child care will be provided at parent education events.</p>	\$300,795.00	Yes
7	Increased Parent Communication Services	The district will increase parent communication between schools/district and parents/community members. The district will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, texts, Parent Square, 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.	\$141,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Coordinator of Family and Community Engagement	The district will provide one Coordinator of Family and Community Engagement. The Coordinator will serve as a liaison between district leaders, school site administrators, and SMBSD families. The Coordinator of Family and Community Engagement will work with the Plan Alignment Department and the Director of Pupil Services to help support stakeholder engagement and activities, districtwide enrollment processes, collection of required income and housing data, parent education, and communication efforts, community collaboration, and parent advisory teams.	\$166,768.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to support our efforts as educators to willingly address the racial achievement gap head-on and support our efforts to arrive at a new and necessary level of cultural proficiency and instructional effectiveness at all levels within the district. SMBSD's equity data shows a significant gap between our English learners and our non-English speakers in English language arts and mathematics. It further shows that reclassified and long-term English learners' (LTELs) suspension rates exhibit the largest impact disproportionately, as compared to all other subgroups. SMBSD's current enrollment shows that approximately 899 students identify as LGBTQ+ or struggling to make sense of their gender and/or sexual identities. Furthermore, data shows that only 1 out of the 4 junior high schools offer Spanish as an elective class, 2 out of the 4 junior highs offer a Career Exploration elective, and 2 out of the 4 junior high schools offer electives for English learners, such as AVID Excel. There are also disparities concerning both junior high and elementary student opportunities to attend college and career readiness field trips.

This goal will ensure that SMBSD increases students' social awareness including how well students consider the perspectives of others and empathize with them and increase staff's commitment to diversity, equity, and inclusion, thus building a more culturally competent environment and sense of belonging. In addition, this goal was developed to implement strategies to increase workforce diversity, review organizational contracting policies, and create diversity, equity, and inclusion staff and management accountability mechanisms. Our commitment will focus on recruiting and retaining diverse staff and embedding staff support systems with high-quality professional learning to continuously build instructional capacity that encompasses multilingual culturally relevant teaching and learning.

We recognize that staff diversity exposes students to various cultures and student groups, while preparing students to become better citizens in their communities. For our schools to create a positive, welcoming environment for all students, staff members, and SMBSD families, it is essential to have professional learning for all staff, a workforce that reflects the diversity of the students and communities they serve, and to ensure an expansion of opportunities and experiences that are student-centered to engage students in content and experiences that are relevant, creative, and whole-child centered. We strive to create opportunities that connect students' interests and promote student ownership of learning. This goal was also developed to ensure that SMBSD helps to increase the level of students graduating from our neighboring high school district, Santa Maria Joint Union High School District, and increase the number of English Learners completing A-G requirements compared to all other subgroups, along with sending students that are on the pathway for graduating with the State Seal of Biliteracy.

Our commitment around equity strategies and actions are aligned within the actions and services within this goal - organizational capacity building, community engagement and partnerships, research and evaluation, and programs that integrate diversity, equity, and inclusion into one or more of the organization's programs in a strategic and explicit way. Consideration was made concerning cultural barriers during distance learning that many of our students experienced during the current pandemic. Cultural barriers during this time included students that were directed by parents to help with childcare in order to support financial insecurities, parents' inability to assist students with their academics due to their own lack of educational experience, and generational barriers including grandparents raising students who have technological deficits. Furthermore, students identified as foster youth and/or were experiencing homelessness felt less engaged in school, dealing with multiple foster and school transitions contributing to instability and chronic absenteeism.

This goal addresses Priority 3 (Parent Engagement), Priority 7 (Course Access) and Priority 8 (Student Outcomes).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7: Course Access (Conditions of Learning)  Seal of Biliteracy	For 2020-2021, 0 students in preschool, 0 students in elementary, and 0 students in junior high have earned a service and participation award or biliteracy award.				By 2024 50 students in preschool, 35 students in elementary, and 20 students in junior high will receive a service and participation award or a biliteracy award.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion  Panorama Education Survey (All Respondents)  Students 3-5  Topic: Social Awareness: How well	May 2021  "Percent Favorable" = 63%  20-39th percentile compared to others nationally				By 2024, SMBSD students will increase their social awareness, as measured by the Panorama Social Awareness evaluation, such that results are comparable to the 60 to 79th percentile compared to others nationally.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students consider the perspectives of others and empathize with them					
<p>State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion</p> <p>Panorama Education Survey (All Respondents)</p> <p>Students 6-8</p> <p>Topic: Social Awareness: How well students consider the perspectives of others and empathize with them</p>	<p>May 2021</p> <p>"Percent Favorable" = 55%</p> <p>0-19th percentile compared to others nationally</p>				<p>By 2024, SMBSD students will increase their social awareness, as measured by the Panorama Social Awareness evaluation, such that results are comparable to the 60 to 79th percentile compared to others nationally.</p>
<p>State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion</p> <p>Panorama Education Survey (All Respondents)</p> <p>Staff</p> <p>Topic: Social Awareness: How well</p>	<p>May 2021</p> <p>"Percent Favorable" = 63%</p> <p>0-19th percentile compared to others nationally</p>				<p>By 2024, SMBSD staff will increase their social awareness, as measured by the Panorama Social Awareness evaluation, by 10% to a Percent favorable of at or above 73%.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students consider the perspectives of others and empathize with them					
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion  Panorama Education Survey (All Respondents)  Classified Staff  Topic: Cultural Awareness and Action (Adult Focus)	May 2021  “Percent Favorable” = 44%  0-19th percentile compared to others nationally				By 2024, SMBSD staff will increase their commitment to diversity, equity, and inclusion, as measured by the Panorama Cultural Awareness and Action evaluation, by 10% to a Percent favorable of at or above 54%.
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion  Panorama Education Survey (All Respondents)  Certificated Staff  Topic: Cultural Awareness and Action (Adult Focus)	May 2021  “Percent Favorable” = 45%  0-19th percentile compared to others nationally				By 2024, SMBSD staff will increase their commitment to diversity, equity, and inclusion, as measured by the Panorama Cultural Awareness and Action evaluation, by 10% to a Percent favorable of at or above 55%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: School Climate (Engagement) - Diversity, Equity, and Inclusion  Panorama Education Survey (All Respondents)  Parents and Families  Topic: Diversity and Inclusion	May 2021  “Percent Favorable” = 61%  0-19th percentile compared to others nationally				By 2024, SMBSD families will increase their commitment to diversity, equity, and inclusion, as measured by the Panorama Diversity and inclusion evaluation, by 10% to a Percent favorable of at or above 71%.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Multilingual, Culturally Relevant Professional Learning	To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide ongoing professional learning opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. The district will provide multilingual culturally relevant professional learning. Professional learning will be an ongoing process that will include time for educators to meet regularly and share expertise. The Diversity, Equity, and Inclusion (DEI) district and site teams will collaborate and review data, engage community partners (including parents), and inform planning and decision making that reflects the district DEI plan.	\$645,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Teacher on Special Assignment (TOSA) Culture and Climate	The district will provide one teacher (full time certificated) on special assignments for culture and climate. This position will provide support and resources for the full implementation of the social-emotional learning program in support of high-quality instruction, along with direct support of the site culture and climate teams.	\$134,098.00	Yes
3	State Seal of Biliteracy Pathways Program	The district will provide supplies to support the program, and the Department of Teaching and Learning - Supplemental Programs, will oversee the Seal of Biliteracy Pathway Program for all district sites and ELD Coaches will promote the program at the site level. The pathway program will begin in prekindergarten with four additional opportunities throughout elementary and junior high. Two will be at the end of elementary school (6th grade) and the other two at the end of junior high (8th grade). Students who successfully complete one of the pathways will be supported in high school to maintain pathway involvement, resulting in the student obtaining the California Seal of Biliteracy upon graduation.	\$31,051.00	Yes
4	Junior High Department Chairs	The district will provide the four junior high schools with a department chair for each of the core instructional areas, which include English language arts, mathematics, science, and social science/history (totaling 16 chairs), in an effort to align core subject offerings across school sites. In addition, to support the implementation of high-quality, grade level instruction, for all students, resources and professional learning will be provided in order to build capacity and ensure time for collaboration.	\$77,007.00	Yes
5	Junior High Deans	The district will provide one dean (full time certificated) at each junior high school. These positions will assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. They help to build a sense of belonging and an engaging and caring atmosphere. Additionally, they promote a healthy junior high community by providing programming and leadership opportunities that enable students to flourish and proactively and effectively communicate with parents.	\$597,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Interpretation training to improve language access	Strong family-school relationships are an indicator of student success. Communication with Limited English Proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community; it provides these parents with access to all the necessary information about their child's education. The district will dedicate resources to improve translation/interpretation services. Translation/interpretation services will be used to provide equitable language access for students, families, and community stakeholders.	\$100,000.00	Yes
7	Social Emotional Learning (SEL) Data Instrument	In order to increase the practice of evaluation of programs and student achievement, the district will provide a data instrument to all school sites that will evaluate resources to build social emotional-learning (SEL) competencies, create supportive classroom cultures, and develop teacher and staff SEL and well-being. The data instruments will allow the district to use data to inform more intensive support for individual students, drive supplemental support for individuals and groups of students, and drive academic, behavioral, and SEL support for all students.	\$100,878.00	Yes
8	Increase preschool programs	<p>Santa Maria-Bonita School District is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing child-centered environments and high-quality educational programs that value and respect culture, language, and the needs of all students, families, staff, and communities. We are committed to providing safe environments to our youngest students where they can explore, play and learn skills that will lay the foundation for long-range social and academic success.</p> <p>The district seeks to expand its early learning programs to all 17 elementary sites, in an effort to lessen learning gaps and better prepare school readiness skills for students entering transitional kindergarten and kindergarten. The early learning programs will increase access to preschool programs for low-income, English learners, and foster youth students. This support includes one preschool Midday Assistant per classroom, supplemental supplies and materials, professional learning, field trips, seven Bilingual Instructional Assistants (BIAs), seven teachers, and operations cost to</p>	\$885,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support program quality, as well as compliance. As increases are made to the program, services will be augmented as needed to maximize the learning potential of all students in the preschool program.		
<b>9</b>	Supplemental supplies and programs to increase access to elective course offerings for Jr. High students	The district will provide supplemental resources to the junior high school sites in an effort to support the development and implementation of aligned A-G/CTE elective course options for all junior high school students, resulting in all students entering high school with an informed instructional path, aligned to college and/or career.	\$228,954.00	Yes
<b>10</b>	Social Emotional Learning Support	In order to provide staff with additional support about how to better meet the needs of students, the district and school sites will continue to provide CCSS aligned supplemental instructional materials to support social-emotional learning. Supplemental support materials will be used to support teachers in providing instruction and expanded learning opportunities.	\$120,000.00	Yes
<b>11</b>	College and Career Readiness Experiences	The district will provide college and career readiness experiences to enhance college and career opportunities of low-income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups. Resources will be allocated to support college and career-ready grade level standard-aligned opportunities and field trips to close achievement gaps. College field trips provide students the opportunity to explore and experience the college atmosphere, which may lead to career development opportunities at secondary levels. School sites may increase the support by using site funds to pay for busing, admissions, and other costs for curriculum-aligned enrichment trips that will provide low-income students an equal opportunity to experience learning outside of the classroom that might not afford otherwise.	\$522,009.00	Yes

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.99%	\$52,119,891

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

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

As a result of Santa Maria-Bonita School District's (SMBSD) 92.13% unduplicated count for foster youth, English learners, and low-income students, we are receiving supplemental and concentration grant funds for the 2021-2022 school year. The total allocation of supplemental and concentration grant funds for the 2021-2022 school year is \$52,119,891. These funds will be utilized districtwide to increase or improve services for all students with attention being given to the neediest students who are identified as foster youth, English learner, and/or low-income students.

SMBSD will provide increased or improved services for foster youth, English learner, and low-income students through the Local Control and Accountability Plan (LCAP). The increased services are at least equal to the 36.99% (minimum proportionality percentage) of the total Local Control Funding Formula (LCFF) budget. This proportionality percentage is met by analyzing the difference between the LCFF base program and the additional or improved services articulated in the LCAP that are designed to meet the needs of the district's unduplicated count. These supplemental and concentration grant resources that (per state regulation) are used to increase services (grow services in quantity) or improve services (grow services in quality) for unduplicated pupils district wide are aligned in the district LCAP as well as the sites' Single Plans for Student Achievement (SPSA). SMBSD has proportionally increased and/or improved services for its unduplicated pupils on a districtwide and schoolwide level. The funded amount and the support services provided have been included below in the "*Action and/or Services being Funded and Provided on a School-Wide or LEA-Wide Basis*" section.

All actions described in the LCAP, and identified as contributing to increased or improved services, will benefit foster youth, English learners and low-income students by adding staff and services focused on these specific groups. As data utilized in the annual update is primarily based on performance measures that reflect 2019-2020 and 2020-2021 measures, the effectiveness of those actions and services designed for implementation in 2021-2022 must be analyzed against more current data to progress monitor the impact of the identified actions and services throughout the 2021-2022, and adjustments to actions and services made in response to information gathered and applied



accordingly. Consequently, a schedule and process for ongoing progress monitoring has been established and maintained through which data will continue to be collected and applied to each element within each action and service identified within the LCAP. Adjustments and enhancements to actions and services will be applied through the process of progress monitoring, which will also serve as the basis for the Annual Update of the 2021-2022 plan, as well as the next three-year plan.

## **Goal 1**

Actions 1 - 13 are designed to work together to improve the academic progress of students which support Goal 1 - *Provide effective district and schoolwide support systems, procedures, processes, instructional materials, and practices that support student learning*. This goal was developed to support our district's commitment to leveraging investments (people, time, money, etc.) to maximize results, build system coherence around the most important work, and build capacity and practices that support student learning and, in turn, increase students' academic performance. These investments have direct input and contribute to all Santa Maria-Bonita School District's goals. An analysis of data has shown that the district has, overall, continued to meet or nearly meet its goals in Priority 1 target areas. These include providing all students access to board adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English learners.

### **1 - Common Core State Standards (CCSS) Aligned Supplemental Instructional Materials**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The SMBSD 2019-2020 LCAP Staff Survey showed that staff members continued to report the service to be 90% effective, they were satisfied or completely satisfied with access to Common Core aligned supplemental and support materials. 2019-2020 LCAP Parent and Community Member Survey results showed that we maintained the effectiveness, 92% of parents and community members agreed or strongly agreed that children have the materials needed to learn at school. Furthermore, local qualitative data from staff members surveyed in the 2020-2021 school year shows a continued need to purchase supplemental materials that teachers are able to use during class time and that students are able to use on their own or with support during expanded learning hours. The effectiveness of this action is based on Williams Report Findings in September, 100% of students have access to the CORE instructional materials in English language arts (ELA), mathematics, science, and social studies (SS). Every school site had extra books and materials so that all students, including English learners, have current textbooks compliant with state standards to use in the classroom and to take home to complete assignments. Supplemental materials purchased throughout the year, in order to support the core curriculum, have proven to support classroom teachers in tandem with other investments, which improved student outcomes in state assessments for English language arts and math. There continues to be a need to purchase further Spanish supplemental materials for our Dual Language School.

### **2 - Technology - Student Access and Support to Learning Opportunities**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The data we collected throughout the year reflects that 98% of our students, which includes our foster youth, English learners, and low-income students, connected on a daily basis. This number mirrors our regular attendance data showing that we were successful in both the deployment and

ongoing support of devices during both distance learning and simulcast teaching. This data comes from Clever and the Google Admin panel which both track each individual login by students and staff. This data was also used alongside engagement data earlier in the year to identify any students who were not logging in and participating in distance learning. Once identified, staff reached out to these families to ensure they had access to the equipment (hotspots, Chromebooks, etc.) to connect with their classroom teachers. During the 2020-2021 school year, our students logged into Clever over 17 million times.

### **3 - Equity and Access - Free Internet Access and Support to Include Expanded Learning and Distance Learning**

Due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. Inadequate access to technology was highlighted as a barrier for disadvantaged students during the COVID-19 pandemic. The experience indicated that low-income students do not consistently have access to reliable technology. Furthermore, the 2019-2020 LCAP Staff Survey data indicated that although staff reported at the rate of 87% that they were satisfied or completely satisfied with the expansion of technology tools, technical support, and supplemental instructional programs for students at school, many indicated that students still needed further access to technology tools and supplemental programs during expanded learning time. Parents also indicated a need for students who did not have access to technology tools at home to be provided Chromebooks and other tools to use during expanded learning hours. Creating this access (through a 1:1 student to device relationship and internet access) has increased student's ability to access core curriculum and other educational resources during expanded learning. Supports for technology, in tandem with other investments, have improved student outcomes in state assessments for English language arts and math.

### **4 - Technology Tools and Software**

This action has been carried over and updated from the 2017-2020 LCAP due to its effectiveness. Due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. The investment into a variety of technology tools and software including items like Peardeck, EdPuzzle, Zoom, and Hapara amongst others allows our teachers a variety of ways to increase classroom engagement throughout distance learning and provides students a variety of different modalities to demonstrate their learning. Zoom, Peardeck and Hapara provided teachers with the necessary tools to monitor student work throughout the day. Teachers who used these tools reported higher student engagement and on the few occasions some of these tools were unexpectedly unavailable due to unplanned outages, the feedback was very clear on how difficult it was to teach without them. We have quantitative data that shows that the use of these tools increased during the school year as teachers became more comfortable with them. We also can see (within Clever) that these were some of the highest used tools by students which indicates the collective body of teachers found these to be the most useful tools to keep students engaged and to assess student learning during distance learning. As we return to one hundred percent in-person instruction, we know many of these tools will still be in high use and we will continue to survey both students and teachers regarding use and benefits. In addition, software, such as the ones listed above, have enhanced the educational experience for our foster youth, English learners, and low-income students by creating more supportive and interactive experiences.

### **5 - Library Media Services to Support Student Literacy**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. In the "School Library Impact Studies" (Gretes, 2013), evidence from multiple library impact studies concluded that many unduplicated students have

limited access to reading material and technology. Research has shown that increased access to reading material and technology provides a path toward greater academic achievement. Children who live in poverty typically perform poorly on reading tests because they have very little access to books at home and in their communities. McQuillan (1998) showed that the only behavior measure that correlates significantly with reading scores is the number of books in the home. SMBSD school libraries have bridged the learning gap between privileged and at-risk unduplicated students by providing equal access and resources for learning. Support for libraries, in tandem with other investments, has supported improved student outcomes in state assessments for English language arts. The 2019-2020 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with children having access to library materials at a rate of 86%. A majority of parents and community members surveyed (92%) reported being satisfied or very satisfied with children having access to library materials. Although this was a high rate of satisfaction in 2019-2020, there was a strong need for electronic books for students to use at home due to school closures in March 2020 and students learning via distance learning for the majority of the 2020-2021 school year. Students needed both electronic books and printed books to read at home. Over 90,635 checkouts of eBooks occurred during the 2020-2021 school year. In addition, the IMC distributed 15 books per student (17,132 students) for personal use and to keep at home during the 2020-2021 school year. There continues to be a need for an eLibrary collection and an increase in librarian support.

## **6 - Physical Education (PE) Teachers for First through Sixth Grade Students**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. 2019-2020 quantitative data shows improved third through sixth grade student outcomes in state assessments for English language arts and math. Although we have some data to support primary grade students benefiting from this service, due to school closures, we did not have enough time to have all students take the spring benchmark assessment and, therefore, could not determine the full effectiveness for our primary grade students through quantitative data. The 2019-2020 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the expansion of physical education and the ability to lower class size during PE at a rate of 90%, an increase of 4% over the previous year. A majority of parents and community members surveyed (94%) reported being satisfied or very satisfied with the expansion of PE and the ability to lower class size during PE, an increase of 2%. Further, qualitative data (distance learning PE schedules) indicates that small group instruction was able to occur in some classrooms (or on Zoom) during PE time. In these instances, half of the students in each class attended PE (in person or on Zoom) while the other half remained in the classroom or on Zoom depending on the time of the year and what phase of learning we were engaged in. During the PE block, when half of the class was at PE the other half of students were grouped according to learning needs. This small group instruction provided targeted support for our foster youth, English learners, and low-income students.

## **7 - Fine Arts Program - Visual and Performing Arts**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The 2019-2020 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the increase of student exposure to Fine Arts through visual and performing arts programs and instruments at the rate of 85%, an increase of 10% over the previous year. During the 2020-2021 school year, band teachers provided instruction via Zoom; allowing band students to remain engaged in their learning and connected to school. Student performances were shared with school sites using various technology platforms, providing a similar impact to

that of students performing synchronously. Through email communication and sharing, a sense of community was built through these performances. Furthermore, qualitative survey data from the 2020-2021 school year indicated that staff members were satisfied or very satisfied with our ability to maintain student's exposure to the fine arts through our visual and performing arts programs even when we were in distance learning. Two of the district band teachers, with feedback from the band team, drafted a plan to provide music for all fourth graders. This draft will be updated in the fall with a potential pilot next school year as the district Visual and Performing Arts plan is developed. The Visual and Performing Arts plan will call out supports for our unduplicated student groups with a goal of strengthening 21st century collaboration, communication, innovation, critical thinking, and academic skills.

## **8 - Student access to Gifted and Talented Education (GATE)**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered prior to creating this action. In reviewing qualitative data from previous years, we know that our district's foster youth, English learners, and low-income student populations have been historically disproportionately underrepresented groups in the GATE program. This investment has led to greater representation of disadvantaged students in GATE. Support for GATE, in tandem with other investments, has improved student outcomes in state assessments for English language arts and math. GATE screening did not occur during the 2019-2020 and the 2020-2021 school year due to school closure. The 2019-2020 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with providing student access to GATE at a rate of 77%. Although this rate is high, there was a slight decrease of 9% compared to the satisfaction rate the previous year. Teachers expressed disappointment concerning not being able to attend professional learning conferences due to school closures and further shared that there was not enough time to fully implement the action because of school closures in March of 2020. In the 2021-2022 school year, we will be assessing students that did not have the opportunity to be assessed during the 2019-2020 and 2020-2021 school years.

## **9 - Expanded Learning Opportunities**

This action is carried over from the 2017-2020 LCAP due to its effectiveness, when implemented, as seen through attendance data, enrollment data, staff data, and student work from programs that were offered. Because of our high number of unduplicated students (92.13%), these students were considered prior to creating this action. The 2019-2020 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the increase of expanded learning opportunities at a rate of 89%, an increase of 1% over the previous year. A majority of parents and community members surveyed (87%) reported being satisfied or very satisfied with the district providing enough opportunities for children to participate in afterschool programs. This is an increase of 12%. Although we saw a slight increase, we did not have enough time to implement the action because of school closures. The survey data only represents the first half of the year. Following winter break, expanded learning programs and enrichment activities were not started due to the break ending in the middle of January and school closure in March of 2020. We were also unable to collect quantitative data to measure student's growth if they attend a program at the beginning of the year, due to state assessments and some local benchmark assessments not being given in the spring of 2020. For the 2020-2021 school year, we have increased our expanded learning summer school programs and will continue to increase our expanded learning programs at the beginning of the 2021-2022 school year. Programs that will be drastically increased include, expanded day classes, summer school, Saturday school, and academies. Both the Expanded Learning Opportunities (ELO) grant plan and Local Control and Accountability Plan (LCAP) will support these programs. For after-school programs at the elementary level, there is a process that includes selecting students that are furthest below grade level first, followed by input from teachers and administrators. Students

identified as homeless or foster youth are given priority enrollment into the afterschool programs per California Assembly Bill (AB) 1567. Expansion of tutoring services will ensure priority for all disadvantaged student groups. Support for tutoring, in tandem with other investments, has supported improving student outcomes in state assessments for English language arts and math.

#### **10 - Expanded Learning - After School Education and Safety Program (ASES)**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. We have provided tutoring both in person and virtual ([tutor.com](https://www.tutor.com)). To assist our English learners, we provided tutoring in their native language, as well as in English. We know this service is successful by student and parent surveys. Additional school site support was provided and was effective due to staff flexibility fulfilling a variety of needs from academic to community-oriented support, which provided an additional layer of support for our foster youth, English learners, and low-income students. Feedback from site administrators has been overwhelmingly positive. We have an increase in the number of students who attend the program to include summer school enrichment programs. Parents have repeatedly requested this summer support, through parent communication and surveys, that previously has not been able to be offered due to restrictions with the ASES grant. We also provided professional learning. Afterschool staff at sites without grant funding have benefitted from professional learning that otherwise would not have been funded, resulting in effective implementation of new programs and instilling confidence in staff as shared in staff and parent surveys, attendance, and employee retention.

#### **11 - Expanded Learning Support - Increase Evening Custodians**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Additional Evening Custodians continued to ensure that classrooms, cafeterias, and other school facilities were clean and functioning in the 2019-2020 year and through the 2020-2021 year. These custodians monitored and ensured that facilities including school restrooms were sanitary and accessible for students during the extended day classes, evening student activities, and family engagement activities up through March 2020. During school closure and in the 2021-2022 school year when schools opened for cohorts of students, the evening custodians were increased in order to ensure health and safety within the classrooms and throughout the school facilities. The workload drastically grew for evening custodians due to the degree of cleanliness that had to be maintained in order for students to return to school. According to the 2019 LCAP Staff Survey, a majority of those affected were satisfied or completely satisfied with the role of night custodians in maintaining a safe, secure, healthy and positive learning environment for all students and staff.

Due to the increase of expanded learning, parent education, and engagement programs for our unduplicated student groups, we have a need to increase evening/night custodians to ensure an equitable distribution of support at all school sites. We have seen that this service is effectively supporting Expanded Learning Opportunities districtwide as seen through staff survey data, student participation, and participation in family engagement activities. Furthermore, in order to continue to increase summer school and our expanded learning programs, we need to continue to provide this much needed support.

#### **12 - Strengthen districtwide support systems, processes, and practices that support student learning**



This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. This action has been put into place so that we can continue to maintain and enhance school support. This school site support directly affects the work of the school site teachers, administrative teams, and our students and their families. LCAP staff survey data shows that when administrators and teachers are able to focus more on teaching and learning and less on school site business, then students benefit academically. Administrators are able to provide more coaching and direct support to teachers and leadership teams are able to spend more time on reviewing student data and planning according to student's needs. During the 2017-2020 school years, the Plan Alignment Department continued to provide support to all sites to manage the use of Supplemental and Concentration funds that were allocated to school sites. Specific site needs continued to be identified through individual school site's needs assessment. This year, we have greatly increased the alignment of services and support of schools in the areas of data analysis and information management to enhance academic outcomes, fiscal services management to maximize the impact of facilitated functions, including procurement, distribution, and evaluation of instructional materials and programs to support the district's schools. We continued to provide the necessary services and supports, a continuation of the reorganization of support services within the central office will further generate the functions, roles, and positions needed to provide the identified levels of service.

### **13 - Advancement Via Individual Determination (AVID)**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Based on the results from the annual survey regarding the impact of AVID professional learning at our sites, the following was shared by site administrators: students showed an increase in their note taking ability, ability to critically read and cite evidence from the text, use of organizational tools, improved confidence with writing tools, and ability to collaborate. The 2019-2020 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the increase of AVID professional development and the materials to support AVID strategies at a rate of 80%. Although we have qualitative data to show that the action was mostly successful, we do not have quantitative data that we would normally use to tie to the effectiveness of the program due to state and some local assessments in the spring of 2020 not being given to students in the AVID program. The elementary school sites that offer AVID focus on developing academic habits that will help students be successful in school. These habits include organization, study skills, communication, and the ability to speak up for yourself. In addition, students are encouraged to think about their college and career plans. In our junior high programs, students receive additional academic, social, and emotional support to help them succeed in school. English learners have the opportunity to apply for the AVID Excel class that helps them accelerate their academic language acquisition.

### **Goal 2**

Actions 1 - 6 are designed to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems, which support Goal 2 - *In order to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, SMBSD will institute the practice of evaluation of programs and establish leadership and teacher development programs.*

### **1 - Professional Learning**

Although this action is carried over from the 2017-2020 LCAP due to its effectiveness, Goal 2 is a new goal and this action aligns with the outcomes that we are specifically working towards under this goal. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Evaluation of student academic achievement at SMBSD has indicated the need for additional support to improve the capacity of teachers to improve instruction. Professional learning surveys indicate a large percentage of satisfaction with the offerings, along with requests for repeat sessions of the same. Professional learning was provided to teachers, administrators and paraeducators. This professional learning encompassed pipeline development and support for site coaches, new teachers, mentor teachers, student teachers, master teachers, and substitute teachers. Weekly collaboration for site coaches, monthly professional learning for new teachers, monthly onboarding for substitute teachers, and ongoing support for student teachers, mentor teachers, and master teachers was also provided. 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 took place. There is also an administrative pipeline support via Aspiring Administrator Academy, onboarding support for year 1 and year 2 administrators, and ongoing coaching for all administrators, and a pipeline development through professional learning opportunities for our classified staff as well as collaborative efforts with the community college and other outside community agencies to provide avenues of opportunities including learning for former students or community members that might enhance their interest in education and, in turn, support our goal to recruit and hire more staff in various positions such as bilingual instructional aides and bilingual and trilingual translators/interpreters. Each of these professional learning opportunities will build the capacity of each participant to better work with our unduplicated student groups. A two day new leader institute was provided in August for eleven new site leaders to provide an overview of district systems and structures, and an aspiring administrator program process for identification of candidates and course outline was created. Thirteen candidates were identified for the first cohort to begin in August of 2021. Included in the district's plan for professional learning are specific supports for teachers to not only build their capacity but to help them become leaders. Instructional supports for teachers have, in tandem with other investments, supported improved student outcomes in state assessments for English language arts and math.

## **2 - Equity and Access - District and School Site Aligned Assessment System**

This action is carried over from the 2017-2020 LCAP due to its effectiveness of building capacity around the lens of equity and access with our data. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. This has been done by looking at data specifically for our unduplicated student groups. With our newly aligned assessment system, we have: implemented a district benchmark system (NWEA), administered the Assessment three times during the 2020-2021 academic year in grades 1-8 and two times in kindergarten, administered 77,095 district benchmark assessments both remotely and in hybrid, administered 4,950 family surveys, 1,460 staff surveys, 6,641 Equity and Inclusion surveys, 14,132 SEL competency student surveys, developed a team of Test Site Coordinators (1 per site) to oversee all assessment administration (state, district, SED), and developed a District Assessment Data Team to begin to create a system for collection of data to include the whole child.

## **3 - Director, School Support Services**



This position is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The position provided support to 21 site teams (43 principals/APs/deans) building the instructional leadership skills to support staff in providing high-quality grade level instruction to students that included: over 80 hours of leadership professional learning, bi-weekly coaching provided to 21 site teams, and site administrative feedback from five Instructional Practice Walk (IPW) Sessions. Feedback results stated: effectiveness of learning sessions 4.7 out of 5, effectiveness of classroom observations 4.4 out of 5, IPW learning supports building my capacity as a leader 4.9 out of 5, and the information shared connects to my work 4.9 out of 5. The training and coaching provided is geared towards providing constructive feedback to improve leaders' effectiveness which will lead to better outcomes for foster youth, English learners, and low-income students.

#### **4 - Coordinator of Assessment and Accountability**

This position is carried over from the 2017-2020 LCAP due to its effectiveness, and due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. This position supports school sites and the district by providing data to assist in formulating next steps around student-centered decisions. Within this work, the position also provides professional learning to site and district leaders on how to use data to better support our unduplicated student groups. During the 2020-2021 school year, this position led the district wide implementation of new district benchmark and SED assessment tools and ELPAC remote testing. 77,095 district benchmark tests were administered, 35,876 English learner (EL) student domains were assessed for the Summative ELPAC, 1,397 EL students were assessed for the Initial ELPAC, 101 EL students were assessed for the Optional Summative ELPAC, 1,461 staff SED surveys were administered, 20,773 student and teacher surveys were completed, and 4,950 family surveys were completed. This position also created and distributed data for the system including district, cluster, school, grade, and class level reports with analysis of achievement and growth trends. These reports included 3 executive summaries, 15 cluster and junior high summary and analysis reports, and multiple individual data requests for sites and departments.

#### **5 - Teachers on Special Assignment (TOSA)**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The TOSA for Assessment and Accountability supported the district wide implementation of new district benchmark and SED assessment tools, ELPAC remote testing, created and distributed data for the system, provided professional learning and support for teachers with student goal setting, and provided daily office hours that were regularly accessed by teachers for support with assessment and data use. From surveys that were sent out to stakeholders involved with assessments, 80% of ELPAC examiners accessed the ELPAC Initial training documents provided by Assessment and Accountability and of those, 90% rated the materials helpful or very helpful. 81.8% of ELPAC examiners accessed support from Assessment and Accountability through office hours and/or phone calls. Of those, 93.9% rated the support as helpful or very helpful. All of these services directly support the academic achievement for our unduplicated student groups. The TOSA for Teacher Development worked with aspiring, new, and existing teachers to assist with teaching practices that support foster youth, English learners, and low-income students. During the 2020-2021 school year, 11 new teacher trainings and 12 substitute trainings were offered. In addition, 35 professional learning sessions were provided to the site instructional coaches.

## **6 - Program Specialists for Leadership and Teacher Development**

This action is new for the 2020-2021 school year, and due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. Both of these positions will assist in planning, organizing, and directing a comprehensive professional development program for educators and administrators. The professional development will focus on improving the effectiveness of education for foster youth, English learners, and low-income students and improving teaching/leadership practices for educators and administrators for these student groups.

### **Goal 3**

Actions 1 - 4 are designed to work together to improve the academic progress of students which support Goal 3 - *All classrooms will show evidence of our shared vision of instruction to include all five of the High-Quality Instructional Indicators (HQIIs) including a culture of learning with high expectations and challenging grade level standard based content.* This goal was developed to reflect our district's commitment to student achievement by ensuring that all students, including foster youth, English learners, and low-income students, will move a minimum of a grade level each year through effective first instruction practices. Our deliberate, intentional culture of learning with high expectations and our expectation that all students in every classroom are tackling relevant, challenging content, taking ownership for their learning, and improving every day is reflected within this goal.

### **1 - Professional Learning**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The 2019-2020 LCAP Staff Survey data indicated that 77% of teachers and 60% of classified staff reported being satisfied or very satisfied with the districtwide facilitated professional learning offerings. In 2019-2020, the satisfaction rate might not have been as high due to school closure in March 2020. Many opportunities were cancelled due to the COVID-19 pandemic.

Professional learning was provided for both certificated and classified staff. During the 2020-21 school year, over 750 classified staff attended one or more trainings, over 80 hours of professional learning was provided to site leaders, 12 full day substitute boot camps onboarded 121 new substitute teachers, and 67 new teachers were supported with monthly professional learning. Every certificated staff member had the ability to attend a variety of professional learning specific to distance learning, use of core curriculum, effective literacy instruction, implementation of the new science programs, increasing equitable access to high-quality instruction, and how to support student SEL needs. The training on equitable access focuses on our unduplicated student groups and how they have the right to grade level instruction, highly engaging lessons, and quality teaching no matter the school site or teacher. Professional learning surveys indicate a large percentage of satisfaction with the offerings, along with requests for repeat sessions of the same. Anecdotally, according to the site leaders, a notable increase in use of the district's core adopted curriculum has occurred.

### **2 - Instructional Coaches**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. We believe that this

additional support contributed to our slight increase on the 2019 State Dashboard for our upper grade students in ELA and mathematics. The LCAP Staff Survey indicated that staff members were satisfied or very satisfied with the additional increase of instructional support for students at a rate of 81%, an increase of 3% over the previous year. A majority of parents and community members surveyed (85%) reported being satisfied or very satisfied with students receiving extra support in the classroom when needed, an increase of 15%. A majority of parents and community members surveyed (85%) reported being satisfied or very satisfied with students receiving extra support in the classroom when needed, an increase of 4%. From their work with students and staff, Instructional Coaches had a positive impact on instruction for foster youth, English learners, and low-income students. Coaches supported teachers through staff professional learning, grade level team training, and coaching cycles of support focused on increasing student access to high-quality instruction. Research (external and internal) shows that foster youth, English learners, and low-income students spend less academic time receiving grade appropriate assignments, strong instruction, deep engagement, and are held to high expectations. Instructional coaches support teams in these areas by building capacity through collaboration, professional learning, and looking at data.

### **3 - Coordinator of Teaching and Learning**

This position is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Qualitative data from the 2020-2021 Teaching and Learning Strategic Plan shows this position was a key role in implementing the priorities for the department this past year. These priorities included creating a cohesive, highly effective Teaching and Learning team, core adoptions that support effective first instruction, providing guidance for essential learning, creating a college and career ready plan, supporting new educators, and implementing the district's early learning plan. In order to support foster youth, English learners, and low-income students and build the collective capacity to improve instruction, the district will continue to support one Coordinator of Teaching and Learning. This position also assists the Director of Teaching and Learning with the overall organization, administration, and supervision of teaching and learning programs, and oversees and leads the district Teachers on Special Assignment who support the implementation of CCSS aligned, grade level standards, through effective high-quality first instructional teaching practices.

### **4 - Teacher on Special Assignment (TOSA)**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. From the 2019-2020 Staff Survey results, 74% indicated that this action was effective, and because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. During the 2020-2021 academic year, TOSAs produced many systemwide documents to support classroom instruction. Pacing guides were developed for all core content areas using the guidance provided by Achieve the Core based on priority standards in the midst of the COVID-19 pandemic. Professional learning was provided to all teachers and site administrators in how to use the pacing guides to guide instruction. TOSAs also provided targeted support to all of our school site coaches - both ELD and Instructional Coaches - through a string of support models. TOSAs also developed pacing guides for the expanded learning summer school programs, taking into account the targeted learning needs of students based on the shortened instructional time during the 2020-2021 school year. Each pacing guide included call outs for additional support for English learners and engagement strategies to reach our neediest students.

### **Goal 5**

Actions 1 - 14 are designed to work together to improve the learning environment of students and support Goal 5 - *All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships.*

### **1 - School Resource Officers (SROs)**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The 2019-2020 LCAP Staff Survey indicated 79% of affected staff were satisfied or completely satisfied with the SROs. In addition, a large majority (93%) of parents and community members agreed or strongly agreed that additional SROs increased school safety. Due to the inability for the SROs to provide support throughout the 2020-2021 school year and due to not having grounded evidence that all four are needed or that they have been effective at building relationships with junior high students during the 2019-2020 school year prior to school closure, the district has decreased the number of SROs. For the 2021-2022 school year, only two SROs will provide support. These SROs will build relationships with students throughout their elementary and junior high school years. These specially trained SROs will continue to serve as educators, mentors, and support figures for students while maintaining the physical security of our schools. School Resource Officers will each work with two junior high schools and the feeder elementary schools.

### **2 - Outreach Mentors**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The 2019-2020 LCAP Staff Survey data indicated that 87% of staff members were satisfied or very satisfied with emotional learning support and mentoring that was provided to students by ORMs. A majority of parents and community members surveyed (85%) reported being satisfied or very satisfied with children in need having access to ORMs. Another metric used to measure the effectiveness of this action and service was the California Healthy Kids Survey. The survey results indicated that 61% of seventh grade students feel safe or very safe at school and 59% of fifth graders feel safe at school all or most of the time. The results further indicated that 60% of fifth grade students and 60% of seventh grade felt that there were caring adults in school. Due to the pandemic, the need for ORMs has significantly increased. Some low-income students have struggled during the pandemic and in school and have exhibited irregular participation rates, negative behaviors, and school connectedness which affects academic performance and school engagement. Research has shown that mentoring programs can be an effective strategy in improving school and peer connectedness, self-esteem and confidence, communication skills, and academic achievement in at-risk student populations, (Compass, 2019). Although Outreach Mentoring is available for all students, the selection process ensures that the targeted populations (foster youth, English learners, and low-income) have an increased opportunity to participate and to be matched with the appropriate mentor that can meet the student's needs and provide the best outcomes. Even in a distance learning environment, caseloads began to increase throughout the year and students were successfully exited from the program.

### **3 - Junior High Counselors**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The 2019-2020 LCAP Staff Survey data indicated that 89% of staff members were satisfied or very satisfied with the Junior High Counselors' abilities to provide junior high students with early academic counseling support. A majority of parents and community members surveyed (89%) reported being satisfied or very satisfied with the

counseling support that junior high students had to inform them about current class and future college options. During the 2020-2021 school year, junior high counselors were able to work remotely with students individually and in small groups to provide academic support and inform them of ways to improve their grades and place them in targeted supports. Guidance was also provided for social emotional issues. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. These positions support school site provisions of services to all students including foster youth, English learners, and low-income students. Junior high counselors prepare and assist students to be successful, lifelong learners and provide career and academic counseling to enable students to make informed decisions toward achieving their future goals.

#### **4 - District Program Specialists**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Quantitative data indicates that the Program Specialists (PS) in Special Education and Health for Pupil Support Services created/offered 43 professional development opportunities in the 2019-2020 school year prior to school closures. The PS of Special Education participated in over 233 IEP meetings as either district support/training of new hires or district administrators. During distance learning, they continued to provide support through further professional learning opportunities, assisting with the Return to School Plan, and supporting crisis response and intervention training. In addition, the Program Specialists in Special Education assist in planning, developing, and implementing support programs and provide support for professional development, co-teaching, and other supplemental services for students who are identified as high needs, including foster youth, English learners, and low-income students. The positions also provide support to site administrators, teachers, and other service providers to ensure compliance with special education law and policy.

During Distance Learning, the Program Specialist of Health for Pupil Support Services assisted with the Return to School Plan, collaborated with other district level departments, finalized 504 trainings for staff, worked on crisis response and intervention, Child Safe, and suicide prevention trainings. The Program Specialist of Health for Pupil Support Services also assists with the administration and evaluation of health programs to ensure that our unduplicated population has access to services at their nearest school.

#### **5 - Student Supervision and Safety Aides**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. We received positive qualitative data around these positions and how these adults build positive relationships with students. The 2019-2020 LCAP Staff Survey revealed that 72% of the staff affected by this effort is either satisfied or completely satisfied with the increase in supervision during the school day, and responses from the 2019-2020 LCAP Parent Survey showed that 73% believe this action was effective. This increase of greater coverage across the campuses and the ability for supervisors to support students and their families during school closure and when students returned to school by being present during breakfast, lunch, break time, and recess continues to be necessary in order to ensure student safety. Student Supervision and Safety Aides are responsible for ensuring that the 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.



## **7 - Community Partnership for Truancy Mentors**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. From our 2019-2020 LCAP Staff Survey results 86% the responses were satisfied or highly satisfied with this action. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Truancy mentors work with truant students using evidence-based interventions to assist them on arriving at school every day on time. Truancy mentors also assist and advise parents in good attendance practices and habits to decrease truancy of students and improve academic access. Research has shown that truant students face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school.

## **9 - Full Time Health Assistants**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. According to the 2019-2020 LCAP staff survey, 88% of staff reported being satisfied or completely satisfied with Health Assistants being full time and that children were provided additional support when needed. This is an increase of 2% compared to last year. The LCAP Parent and Community Member Survey showed 95% agreed or strongly agreed that their child had access to a nurse or health assistant when they are sick or hurt, an increase of 1% over last year. All agreed that the increase in services offered means students' health needs can be met effectively and efficiently. For the 2019-2020 school year, prior to school closures in March 2020, there were over 38,000 office visits that were documented, an average of 18 per day per school site. This was an increase of six students per school day, in the last three years. Busiest schools were averaging 22-33 visits per day. Daily independent interactions for medications was 84 districtwide. On average those visits were five minutes long. The average time health assistants spent dispersing medication was 420 minutes daily. Due to the COVID-19 Pandemic, health assistant services changed effective March 2020 when the Governor gave the "Shelter in Home" order. Health assistants contacted families and got medications sent home with students. They contacted families that are not in compliance with TDAP immunizations and requested they contact their doctor for guidance on obtaining those immunizations. They completed end of the year reports, document vision and hearing screenings, and preschool screenings.

Access to health care disproportionately impacts foster youth, English Learners, and low- income students. Community health care facilities across the Santa Maria-Bonita District are not readily available in the poorest neighborhoods. For this reason, health care services provided on school sites have been expanded to ensure that there is access within all neighborhoods at their nearest school. Health assistants also monitored the CARE room where students were sent with COVID-19 symptoms, assisted students with minor first aid concerns, and distributed health care plans to staff.

## **10 - One Certified Teacher for Each Junior High Opportunity Class**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. For the 2019-2020 school year, each junior high school had an Opportunity Class Teacher to assist students that had difficulty adjusting to the regular classroom setting. Students received instruction from this teacher in a small group setting (under 10 students). During school closure starting in March 2020, these teachers supported students via Zoom and phone calls. During the 2020-2021 school year, during distance

learning, these teachers continued to assist students with small group instruction. The 2019-2020 LCAP staff survey indicated that 75% of staff members were satisfied or completely satisfied with these services for students who needed additional support.

This position will provide a small group setting for students who need additional support. Individual academic and behavioral needs can be addressed in this class and supports can be provided to best meet students' needs.

## **11 - Teen Court**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Due to the high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Teen Court Juvenile Diversion Program is utilized by the Santa Maria-Bonita School District to help with behavior and disciplinary issues for their students. Teen Court uses restorative justice practices along with an educational component including evidence-based practices to have students reflect on their past decisions and make an educated choice on their future ones and are given an opportunity to redeem those decisions with their school and families. In the 2019-2020 school year, through March 31, 2020, Teen Court saw 176 referrals with 69 successful completions. There were also 137 refusals of service by students and families who did not want to participate, students were non-compliant in finishing their program, students were inappropriate for services or contact was not able to be established. Due to the COVID-19 pandemic, Teen Court services were temporarily suspended at the end of March 2020, when the Governor gave the "Shelter in Home" order. Peer review court, jury duty, community service, educational classes, and psycho-educational groups and treatment services (Substance Use Disorder and Mental Health) were all affected by this. To provide for social and physical distancing, since March 2020, SMBSD students in substance use disorder treatment services received remote/telehealth services and/or Zoom groups sessions. When the shelter-in-place order was lifted, the full program resumed. The partnership between this program and SMBSD has continued to be strong and has brought valuable resources to the students and families at no cost to them. Students that enroll in Teen Court receive a restorative justice approach to address the behaviors they are exhibiting that can interfere with learning and are taught skills to address these behaviors. By addressing these issues, students that attend Teen Court will have fewer disciplinary issues and maximize their time in the classroom.

## **12 - Marriage and Family Therapist (MFT) and/or School Based Therapist**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. From the 2019-2020 Staff Survey, results indicated that 88% of staff believed this action was effective and the 2019-2020 Parent Survey results showed that 74% of parents believed the action was effective. Students living in disadvantaged circumstances, which include foster youth, English learners, and low-income students, need behavior, social emotional, and academic support. The additional resources have allowed the district to provide immediate social emotional support to students and enables staff to build systems of academic and behavioral support. The impact of this counseling can be seen in the results of the CHKS. During the November 2019 administration of the CHKS, 97% of students in the fifth grade and 93% of students in the seventh grade reported a high to moderate level of student connectedness. Further data from the LCAP Parent and Community Member Survey indicated 71% of those affected agreed or completely agreed there was adequate access to MFT Counseling services at the junior high schools in the district, an increase of 6% over the previous year. This same survey names social emotional counseling for students as a service that should be increased in order to positively impact student learning and create a positive learning environment. The LCAP Staff Survey also indicated that more social emotional skill development and family



support services would positively impact student learning. During the 2020-2021 school year, caseloads grew as the pandemic continued, and MFTs provided social emotional support to students with the most intensive needs, set goals and reevaluated their progress every eight weeks.

### **13 - Fitzgerald Community School**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Our low socioeconomic population is a low performing student group on state and local assessments. During the 2019-2020 school year, each junior high school had two 7th grade and seven 8th grade slots available to assign students to Fitzgerald. These slots are for students that have extreme behavioral needs and sites have exhausted all resources with the student and family. There were zero 7th grade and five 8th grade students that filled these slots. For the 2020-2021 school year, during distance learning, one class of 20 students was utilized at Fitzgerald School. Students, who have continued on from 7th grade at Fitzgerald, received intensive academic and social-emotional support in small class settings. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate, social-emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low socioeconomic student populations, students with disabilities, foster, and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. Our community school provides small group instruction that will help each student design an individualized learning plan that will meet their academic needs, as well as provide social emotional support to each student.

### **14 - Assistant Principals**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Assistant principals are part of the site administration team and support all students but have a focus on our unduplicated student groups; these groups tend to have lower parent engagement, a lower sense of belonging, and less engagement in school. The assistant principals proactively communicate with parents/guardians and work to provide programming and leadership opportunities that enable students to grow. From our 2020-2021 data, approximately 90% of parents surveyed across the district responded favorably that they feel a sense of belonging to their child's school, the school is welcoming and they know how to become involved in their child's school, approximately 85% of parents responded favorably that the school provides information on involvement opportunities, and student engagement data shows average district engagement on average at 97% weekly over the course of the year.

### **Goal 6**

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

## **1 - Community Liaisons**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. From the 2019-2020 LCAP Staff Survey results, 92% of staff believed this action was effective, and because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Parent perceptions/informal feedback from DELAC meetings let us know that parents had positive perceptions and were able to communicate with school staff because of their services. At the district level, community liaisons supported interpretation at district level meetings to provide access to parents in the community; this was evidenced by the number of parents who accessed the meetings through Zoom. District community liaisons also supported kindergarten enrollment at 7 Saturday events, preschool registration at 15 evening events, identification and support for homeless students at 6 Saturday events, and provided supplemental interpretation services for all 21 school sites.

## **2 - Family Outreach Advocates (FOA)**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The 2019-2020 LCAP Staff Survey results indicated that 85% of respondents believed this action was effective, and because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Further data shows that for the 2019-2020 school year, services were provided to 1,090 families with 4% or 43 families declining services. In March of 2020, when schools closed, these advocates continued to service families going to homes to visit or having families come to the district office where they were able to provide support in a safe manner.

During the 2020-2021 school year, during distance learning, the Family Outreach Advocates distributed many supplies to families to assist them in keeping their families safe and healthy. Items such as hand sanitizer, masks, soap and school supplies were given to families in need. If families had issues with student engagement, FOAs assisted with delivering hot spots or other technological supplies. In order to continue to build home-school relationships, provide advocacy, and assist with parent outreach and support services for students at risk, the district will continue to provide Family Outreach Advocates (FOAs). Family Outreach Advocates continued to connect with families on a consistent basis throughout the closures. FOAs have held distributions of PPE, clothing, food, and school supplies multiple times throughout the year when families have found themselves most in need.

## **5 - Family Engagement Programs, Parent and Community Involvement**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The results from the 2019-2020 LCAP Staff Survey responses indicated that 83% of respondents believed this action was effective and because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Non-English-speaking families and families living in poverty do not always feel comfortable accessing the educational system and resources available to support their child's learning experience. By providing inclusive family learning opportunities in home languages, families will learn how to navigate our district's resources and partnerships in service to the education of their children. This past year, parents attended meetings virtually at all school sites. Parent input and feedback from surveys and advisory committees indicated a high degree of satisfaction and support for programs. Enrollment support was provided for parents at site and district level. How-to support videos and phone assistance was provided for parents experiencing difficulties with navigating tech platforms.

## 6 - Parent Education Services

This action is carried over from the 2017-2020 LACP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The results from the 2019-2020 LCAP Parent Survey indicate that 86% of respondents believe they have access to parent education services and are satisfied or highly satisfied with the offerings. SMBSD's low-income student populations are some of the lowest performing student groups on state and local assessments. Parent education and involvement have been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement. This past year, parents attended meetings virtually at all school sites, and parent input and feedback indicated a high degree of satisfaction with programs.

## 7 - Increased Parent Communication Services

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. The results of the 2019-2020 LCAP survey show that the majority (85%) of parents and community members surveyed agreed or strongly agreed there was good communication between schools and parents. Of the staff surveyed, 95% reported being satisfied or completely satisfied with communication between school and home. The district demonstrated its commitment to creating a more linguistically district environment throughout the 2019-2020 school year, even during school closure. Currently, we have 20,068 parent contacts in the district's ParentSquare system including 16,041 email addresses and 36,124 phone numbers. Out of these phone numbers, 23,988 phones are receiving text messages and 9,387 are using the ParentSquare app on a mobile device. Parental involvement has been positively linked to indicators of student achievement (especially in unduplicated student groups), including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999). Furthermore, schools that engage families find that students show faster rates of literacy acquisition, attend school more regularly, are less likely to be retained, and are more likely to graduate from high school and college.

## 8 - Coordinator of Family and Community Engagement

This is a new action for the 2021-2022 school year, and due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. The LCAP 2019-2020 survey data indicates that 83% of staff members and 92% of parents feel that the district should continue to provide leadership in order to support parent engagement, education and involvement. This position was created to better support the families of our unduplicated students. This will be done by assisting with stakeholder engagement and activities, districtwide enrollment, collection of required income and housing data, parent education, and communication efforts with families, community partnerships and parent advisory teams.

## Goal 7

Actions 1 - 11 are designed to work together to address the racial achievement gap, close the opportunity gap that exists among student sub-groups, and build cultural proficiency at all levels, while supporting Goal 7 - *In order to provide equity and access through all grade level instruction, all schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture.* SMBSD data shows a significant gap between our English learners and our non-

English speakers in English language arts and mathematics. This outcome data further shows that reclassified and long-term English learners' (LTEs) suspension rates exhibit the largest impact disproportionately, as compared to all other subgroups. Some of the inequities that we feel might have led to this include lack of deep engagement, opportunity for high-quality grade level instruction, and teachers with high expectations. SMBSD's current enrollment shows that approximately 899 students identify as LGBTQ+ or struggling to make sense of their gender and/or sexual identities. Furthermore, data shows that only one out of the four junior high schools offer Spanish as an elective class, two out of the four junior highs offer a Career Exploration elective, and two out of the four junior high schools offer electives for English learners, such as AVID Excel.

### **1 - Multilingual, Culturally Relevant Professional Learning**

This is a new action that will start during the 2021-2022 school year, and due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. As measured by the Panorama Cultural Awareness and Action evaluation survey given in May 2021, 44% of classified staff and 45% of certificated staff feel that they are culturally aware and able to act when appropriate in order to support diversity, equity, and inclusion. We are hoping to increase these percentages by building capacity district wide. This action was created especially for our marginalized students that are impacted by systemic racism which includes foster youth, English learners, and low-income students. It will provide professional learning that deepens self-awareness and anti-racist capacity to ensure that there is common district messaging, understanding, and how to approach the dismantling of systemic policies and practices that continue different and unequal student outcomes.

### **2 - Teacher on Special Assignment (TOSA) Culture and Climate**

This is a new action that will start during the 2021-2022 school year, and due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. As measured by the Panorama Cultural Awareness and Action evaluation survey given in May 2021, only 63% of students in grades 3-5 and only 55% of students in 6-8 feel that they are socially aware concerning the perspective of others and their ability to empathize with others. This position will focus on supporting site culture and climate teams to help implement social emotional learning (SEL) to all students but with a focus on our unduplicated student groups (foster youth, English learners, and low-income students); this focus will provide more intensive SEL supports for the unduplicated student groups which also include academic and behavioral supports.

### **3 - State Seal of Biliteracy Pathways Program**

This is a new action that will start during the 2021-2022 school year. Due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. We looked at our county and neighboring high school district's data for the number of State Seal of Biliteracy Awards given to high school seniors and realized we could help increase these numbers. When creating these pathways, the needs of our ELs were considered first by developing opportunities to showcase their multilingual talents and provide opportunities for them to be proud of speaking more than one language. We also wanted to provide opportunities for all students in our district to be on the pathway for the State Seal of Biliteracy when they enter high school.

### **4 - Junior High Department Chairs**

This is a new action within the LCAP that will start during the 2021-2022 school year. These positions have been ongoing qualitative services that were previously supported by unrestricted funds. They are being moved into LCAP and will continue in support of school site provisions of services to all students, including English learners, foster youth and low-income students. These positions have grown in quantity and quality in order to improve the academics for our junior high students, and due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. In the 2020-2021 school year, junior high department chairs met on a monthly basis via Zoom. Goals were set by the team in order to support work around strong instruction and student engagement. Agenda items included reviewing the high-quality instruction indicators, pacing guides, training modules, and simultaneous teaching tips and strategies. Evaluation of student academic achievement at SMBSD has indicated the need for additional support to improve the capacity of teachers to improve instruction. These department chair leaders help provide this needed support at the junior high level. The main role of this position is to support the implementation of high-quality instruction. Research (external and internal) shows that foster youth, English learners, and low-income students spend less academic time receiving grade appropriate assignments, strong instruction, deep engagement, and held to high expectations. The department chairs will support their teams in these areas by building capacity through collaboration, professional learning, and looking at data.

## **5 - Junior High Deans**

This action is carried over from the 2017-2020 LCAP plan due to the effectiveness of this position. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. From our 2020-2021 data, approximately 90% of parents surveyed across the district responded favorably that they feel a sense of belonging to their child's school, the school is welcoming and they know how to become involved in their child's school. Approximately 85% of parents responded favorably that the school provides information on involvement opportunities, and student engagement data shows average district engagement on average at 97% weekly over the course of the year. The Deans are part of the site administration team and support all students but have a focus on our unduplicated student groups. These groups tend to have lower parent engagement and a sense of belonging. The junior high deans proactively communicate with parents/guardians and work to provide programming and leadership opportunities that enable students to grow.

## **7 - Social Emotional Learning (SEL) Data Instrument**

Due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. To help support Goal 7, we selected a social emotional learning data instrument that helps to build social emotional learning competencies, creates supportive classroom cultures, and develops teacher and staff SEL well-being. We also wanted a data instrument that can meet the needs of our unduplicated students. Research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and how a student's environment and early experiences can affect their educational outcomes. Children who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic absenteeism, and grade repetition.

## **8 - Increase Preschool Programs**

This action is carried over from the 2017-2020 LCAP due to the effectiveness of our preschool programs. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their



needs. Students living in disadvantaged circumstances in the earliest years of development are particularly susceptible to factors which can hamper their path to meeting developmental milestones. Screening children early highlights their developmental progress and, in some cases, areas of potential developmental concern, providing windows of opportunity to support children and respond appropriately to any concerns. KSEP data, gathered in kindergarten each fall, indicates the students who attend a district preschool are much more likely to be ready to learn upon entering kindergarten. The 2019-2020 LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the expansion of the preschool program and additional support at a rate of 87%, an increase of 2% over the previous year. A majority of parents and community members surveyed (83%) reported being satisfied or very satisfied with the district providing opportunities for children to attend preschool. The addition of these programs brings the number of school sites offering preschool programs to 11. Two additional sites have been able to offer preschool programs to students who are identified as at risk.

### **9 - Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High Students**

Due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. This action was started to support the development and implementation of aligned A-G/CTE elective offerings for all students. For our unduplicated students, this will provide more opportunities for electives. In the past, English learners would have had their Designated English Language Development (dELD) course as their only elective. More disadvantaged students are entering high school with an informed instructional path, aligned to college and/or career.

### **10 - Social Emotional Learning Support**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. From the 2019-2020 LCAP Parent Survey results, 85% of responses indicated that they were satisfied or completely satisfied with social emotional learning supports offered, and due to the high number of unduplicated students (92.13%), these students were considered prior to creating this action. Research indicates that children from lower socioeconomic households and communities often experience a negative impact on academic progress and outcomes that include literacy and attendance rates. Food and financial insecurities, lack of educational and technological resources, and parental engagement in a student's education contribute to poor academic attainment limiting the student to both academic and social emotional success. In addition, research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and how a student's environment and early experiences can affect their educational outcomes. Children who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic absenteeism, and grade repetition. Our SEL supports are aligned with the Common Core State Standards (CCSS) and support educators in providing instruction to students that can meet all of the student's SEL needs.

### **11 - College and Career Readiness Experiences**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. From the 2019-2020 LCAP Staff Survey Results, staff indicated that college and career readiness experiences were 79% effective. This was a slight decrease from 2018-2019 due to this action not taking place because of health protocol and safety considerations during the 2019-2020 and 2020-2021 academic years. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. These experiences are designed to support students' exposure to colleges/universities and career focus

destinations. Without the support of these experiences, our foster youth, English learners, and low-income students would not have access to these opportunities.

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

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

#### **Goal 4**

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

##### **1 - Professional Learning to Support the Multilingual Program**

This new action was designed to benefit multilingual learner students who may also be low-income, and foster or homeless youth. The Teaching and Learning Department will provide professional learning specifically in support of our multilingual learners. By building capacity through professional learning we will be able to provide staff and educators with knowledge and research-based practices to better support our multilingual learners, which comprise 55% of our student population.

##### **2 - Bilingual Instructional Assistants (BIAs) for Primary Grades**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The 2019-2020 LCAP Staff Survey showed that 66% of those surveyed were satisfied or completely satisfied with additional classroom support for English learner students. The Parent and Community Member Survey showed that 79% of those surveyed were satisfied or completely satisfied with additional classroom support. BIAs continued to support English learners following the school closure in March 2020. They met with students in small groups and one on one via Zoom and phone calls. For the 2020-2021 school year, BIAs continued to provide support to English learner students during distance learner as well as when students returned to their classrooms. BIAs specifically support English learner students. BIAs support the certificated teacher by monitoring and reporting student progress regarding performance, assist in providing guidance and support to the student in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and support the administration of assessments. Having this support will benefit our primary English learners, especially newcomer students, in having additional academic and linguistic support.

##### **3 - Bilingual Instructional Assistants (BIAs) for Jr. High Schools**

This new action was designed to benefit English learner students who may also be low-income, and foster or homeless youth. BIAs specifically support English learner students. BIAs support certificated teachers in providing small groups or 1:1 instruction to Newcomer students. Additionally, the BIAs support the certificated teacher by monitoring and reporting student progress regarding performance,



assisting in providing guidance and support to the student in English and Spanish, translating and interpreting for students, parents, counselors, teachers, and others as assigned, and supporting the administration of assessments.

#### **4 - Limited Assignment Teachers (LATs)**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The 2019-2020 LCAP Staff Survey showed that 81% of those surveyed were satisfied or completely satisfied with additional certificated staff support for English learner students. The Parent and Community Member Survey showed that 93% of those surveyed were satisfied or completely satisfied with additional certificated support by well trained teachers. The district will provide each junior high school with one certificated LAT to support designated English language development (dELD) classes to support the classes by providing 1:1 or small group instruction. This support is specifically for our English learner students being it allows sites to provide additional support to multilingual learners which will benefit their acquisition of the English language.

#### **5 - Native Language Proficiency Assessments**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. This support is specifically for multilingual learners. Assessments are given to newcomers to assess their proficiency in their native language. These assessments will help determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having native language proficiency assessments to assess our newcomers' language abilities and providing this data to classroom teachers is beneficial to the student's social and academic success.

#### **6 - Teacher on Special Assignment (TOSA) for English Learners**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The 2019-2020 LCAP Staff Survey showed that 81% of those surveyed were satisfied or completely satisfied with additional certificated staff support for English learner students. The Parent and Community Member Survey showed that 93% of those surveyed were satisfied or completely satisfied with additional certificated support by well trained teachers.

For the 2020-2021 school year, there was one full time, certificated teacher that provide support to district staff, students, and parents to support the following areas: district English learner advisory committee (DELAC), dual language immersion (DLI) program, multilingual (ML) masterplan, ELD site coaches, pacing guides, state seal of biliteracy pathways, trainings, and native language assessments.

#### **7 - Program Specialist for Multilingual Services**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. During the 2020-2021 school year, this position led the development of the five pathways that support the State Seal of Biliteracy, the creation of the Multilingual and English Learner Program Guide for parents/guardians, managed a language acquisition program for 250 newcomer students, and conducted and oversaw the reclassification process for regular and special education students. In addition, this position led a group 21 English language development site coaches and conducted 26 professional development sessions. Throughout the year, this position provided support to district staff, students, and parents in the focus areas of assessment and progress monitoring, compliance, continuity of learning for equitable access, educator professional development, English language development, and responsiveness to English learner profiles. This direct support, at all levels of the district, provides guidance around federal, state, and district policies.

## **8 - Dual Language Immersion Program**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Our survey responses from the 2019-2020 LCAP Parent Survey showed that 90% of respondents believe our dual language immersion program should be expanded, and 80% of staff from the 2019-2020 LCAP Staff survey indicated that they believe the dual language program is effective. The support for our Dual Language Immersion program continues to build capacity for bilingual educators and leaders to address the needs of our dual language learners. This support will include professional learning for dual immersion teachers and staff, implementation of the elementary and junior high DLI master plan, and Spanish literacy materials.

## **9 - English Language Development Coaches**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The 2019-2020 LCAP Parent Survey results indicated that 95% of respondents believed that teachers were well trained in English language development, and 71% of respondents from the 2019-2020 LCAP Staff Survey indicated that they were satisfied or highly satisfied with English learner coaching and intervention efforts. Because of our high number of unduplicated students (92.13%), these students were considered first prior to carrying over this action and updating it according to their needs. Every site has one English Language Development (ELD) Coach to support the development of the school's designated and integrated ELD program. This is done through instructional modeling, co-teaching and planning, one on one coaching, and learning professional learning opportunities for staff. Due to this service, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.

## **Goal 5**

Actions 1 - 14 are designed to work together to improve the learning environment of students and support Goal 5 - *All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy, and positive learning environment, and providing a supportive environment with strong adult relationships.*

## **6 - Community Partnership for Foster Students**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The 2019 California State Dashboard data shows that SMBSD Foster Youth student group had an increase of 34 points on the academic English Language Arts Indicator. We contribute this growth to the support foster youth have received from our Foster Youth Liaison. During the 2020-2021 school year, the Foster Youth Liaison met with students and families and connected them with resources in the distance learning environment. She also attended monthly meetings with site administrators to ensure that they were aware of each foster student on their campus, and that every student received the support that best met their needs; social-emotional, academic, and engagement. Foster youth face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, the district will continue to participate in a community partnership to provide resources and support to help foster youth students.

## **8 - Community Partnership to Support Students Who Experiencing Homelessness**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The 2019 California State Dashboard data shows that SMBSD Homeless student group had an increase of 7.8 points on both the academic indicators for English Language Arts and Mathematics. We contribute this growth to the support homeless youth have received from our homeless liaisons. Students who are experiencing homelessness face greater challenges and barriers within the educational system which contributes to troubling outcomes including low

academic achievement and feeling disengaged in school. SMBSD will continue to partner with a community agency to provide two full time homeless liaisons that are dedicated to SMBSD to assist homeless students and families with their basic needs.

## **Goal 6**

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

### **3 - Translation / Interpretation Services - Trilingual and Bilingual Translators/Interpreters**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The SMBSD 2019-2020 LCAP Staff Survey showed that staff members continued to report the service to be 90% effective, they were satisfied or completely satisfied with the translation/interpretation service and felt that it should be increased in the coming school year. 2019-2020 LCAP Parent and Community Member Survey results showed an increase in satisfaction concerning translation/interpretation services and they felt that the service should be expanded due to the increased needs of our families. In the 2020-2021 school year, District Translators/Interpreters assisted with a variety of projects during distance learning. Documents and videos for parent engagement were interpreted into parents' native language. District enrollment was done digitally this year and a number of instructional videos were produced in parents' native language to assist with this process. Interpreters have also assisted with retrieving any documents that parents needed to submit as part of the enrollment process. The district will dedicate resources to improve translation/interpretation services. Translation/interpretation services will be used to provide equitable language access for students and families. The translators will be stationed at the district office, and their services will be provided at the school sites and district level.

### **4 - Translation / Interpretation Services**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. The SMBSD 2019-2020 LCAP Staff Survey showed that staff members continued to report the service to be 90% effective, they were satisfied or completely satisfied with the translation/interpretation service and felt that it should be increased in the coming school year. 2019-2020 LCAP Parent and Community Member Survey results showed an increase in satisfaction concerning translation/interpretation services and they felt that the service should be expanded due to the increased needs of our families.

The district will dedicate resources to improve translation/interpretation services. Translation/interpretation services will be used to provide equitable language access for students and families. Designated bilingual staff members at each school site and within departments will provide translation and interpretation support for students and families. The district will also continue to research further concerning ways to provide more translation/interpretation services and use outside services/agencies in order to increase the ability to communicate effectively to our parents and other family members during expanded learning hours.

### **6 - Interpretation Training to Improve Language Access**

This action is carried over from the 2017-2020 LCAP due to its effectiveness. Although the SMBSD 2019-2020 LCAP Staff Survey showed that staff members continued to report the service to be 90% effective, they were satisfied or completely satisfied with translation/interpretation services, staff members noted that bilingual/trilingual staff members needed further interpretation training to improve language access for our families. 2019-2020 LCAP Parent and Community Member Survey results showed an increase in satisfaction concerning translation/interpretation services and they also noted that there needed to be more training for our bilingual/trilingual staff

members. Parent education and involvement have been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement. Based upon local survey data and stakeholder feedback, the district will expand its interpretation training to improve language access and thus improve parent engagement district wide. These trainings will include Bilingual Instructional Assistants, Community Liaisons, Translators/Interpreters, and other staff members that might translate/interpret at both the school site and district office.

# Instructions

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[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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



# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

### **Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.



**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$52,119,891.00				\$52,119,891.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$34,974,588.00	\$17,145,303.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	CCSS Aligned Supplemental Instructional Materials	\$1,590,971.00				\$1,590,971.00
1	2	English Learners Foster Youth Low Income	Technology - Student Access and Support to Learning Opportunities	\$5,004,392.00				\$5,004,392.00
1	3	English Learners Foster Youth Low Income	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	\$274,593.00				\$274,593.00
1	4	English Learners Foster Youth Low Income	Technology Tools and Software	\$284,900.00				\$284,900.00
1	5	English Learners Foster Youth Low Income	Library Media Services to Support Student Literacy	\$1,428,512.00				\$1,428,512.00
1	6	English Learners Foster Youth Low Income	Physical Education Teachers for first through sixth grade students	\$3,661,316.00				\$3,661,316.00
1	7	English Learners Foster Youth Low Income	Fine Arts Program - Visual and Performing Arts	\$1,377,926.00				\$1,377,926.00
1	8	English Learners Foster Youth Low Income	Student access to Gifted and Talented Education (GATE)	\$180,000.00				\$180,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Expanded Learning Opportunities	\$1,610,712.00				\$1,610,712.00
1	10	English Learners Foster Youth Low Income	Expanded Learning - After School Education and Safety Program (ASES)	\$210,000.00				\$210,000.00
1	11	English Learners Foster Youth Low Income	Expanded Learning Support - Increase Night Custodians	\$2,174,556.00				\$2,174,556.00
1	12	English Learners Foster Youth Low Income	Strengthen districtwide support systems, processes and practices that support student learning	\$3,168,600.00				\$3,168,600.00
1	13	English Learners Foster Youth Low Income	Advanced Via Individual Determination (AVID)	\$148,062.00				\$148,062.00
2	1	English Learners Foster Youth Low Income	Professional Learning	\$200,000.00				\$200,000.00
2	2	English Learners Foster Youth Low Income	Equity and Access - District and School Site Aligned Assessment System	\$619,199.00				\$619,199.00
2	3	English Learners Foster Youth Low Income	Director, School Support Services	\$206,676.00				\$206,676.00
2	4	English Learners Foster Youth Low Income	Coordinator of Assessment and Accountability	\$185,157.00				\$185,157.00
2	5	English Learners Foster Youth Low Income	Teacher on Special Assignment (TOSA) - Assessment and Accountability	\$258,176.00				\$258,176.00
2	6	English Learners Foster Youth Low Income	Program Specialists (PS) for Leadership and Teacher Development	\$294,416.00				\$294,416.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Professional Learning	\$1,045,666.00				\$1,045,666.00
3	2	English Learners Foster Youth Low Income	Instructional Coaches	\$2,855,495.00				\$2,855,495.00
3	3	English Learners Foster Youth Low Income	Coordinator of Teaching and Learning	\$175,605.00				\$175,605.00
3	4	English Learners Foster Youth Low Income	Teacher on Special Assignment (TOSA)	\$1,116,697.00				\$1,116,697.00
4	1	English Learners Foster Youth Low Income	Professional Learning to support the Multilingual Program	\$145,842.00				\$145,842.00
4	2	English Learners Foster Youth Low Income	Bilingual Instructional Assistants for Primary Grades	\$3,015,793.00				\$3,015,793.00
4	3	English Learners Foster Youth Low Income	Bilingual Instructional Assistants for Jr. High Schools	\$94,366.00				\$94,366.00
4	4	English Learners Foster Youth Low Income	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	\$144,500.00				\$144,500.00
4	5	English Learners Foster Youth Low Income	Native Language Proficiency Assessments	\$20,000.00				\$20,000.00
4	6	English Learners Foster Youth Low Income	Teachers on Special Assignment (TOSA) for English Learners	\$248,155.00				\$248,155.00
4	7	English Learners Foster Youth Low Income	Program Specialist (PS) for Multilingual Services	\$134,098.00				\$134,098.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	8	English Learners Foster Youth Low Income	Dual Language Immersion Program	\$18,000.00				\$18,000.00
4	9	English Learners Foster Youth Low Income	English Language Development Coaches (split with Title I A)	\$267,707.00				\$267,707.00
5	1	English Learners Foster Youth Low Income	Santa Maria Police Department - School Resource Officers (SROs)	\$249,912.00				\$249,912.00
5	2	English Learners Foster Youth Low Income	Outreach Mentors	\$2,003,154.00				\$2,003,154.00
5	3	English Learners Foster Youth Low Income	Junior High Counselors	\$1,309,714.00				\$1,309,714.00
5	4	English Learners Foster Youth Low Income	District Program Specialists	\$671,490.00				\$671,490.00
5	5	English Learners Foster Youth Low Income	Student Supervision and Safety Aides	\$1,400,000.00				\$1,400,000.00
5	6	English Learners Foster Youth Low Income	Community Partnership for Foster Students	\$66,693.00				\$66,693.00
5	7	English Learners Foster Youth Low Income	Community Partnership for Truancy Mentors	\$266,771.00				\$266,771.00
5	8	English Learners Foster Youth Low Income	Community Partnership to support students who are experiencing homelessness	\$133,385.00				\$133,385.00
5	9	English Learners Foster Youth Low Income	Full time Health Assistants	\$1,139,876.00				\$1,139,876.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	10	English Learners Foster Youth Low Income	One Certificated Teacher for each Junior High Opportunity Class	\$426,696.00				\$426,696.00
5	11	English Learners Foster Youth Low Income	Teen Court	\$193,000.00				\$193,000.00
5	12	English Learners Foster Youth Low Income	Marriage and Family Therapist (MFT) and/or School Based Therapist	\$1,612,300.00				\$1,612,300.00
5	13	English Learners Foster Youth Low Income	Fitzgerald Community School	\$700,000.00				\$700,000.00
5	14	English Learners Foster Youth Low Income	Assistant Principals	\$3,275,699.00				\$3,275,699.00
6	1	English Learners Foster Youth Low Income	Community Liaisons	\$1,395,447.00				\$1,395,447.00
6	2	English Learners Foster Youth Low Income	Family Outreach Advocates (FOA)	\$481,275.00				\$481,275.00
6	3	English Learners Foster Youth Low Income	Translation/Interpretation Services - Trilingual and Bilingual Translators/Interpreters	\$403,535.00				\$403,535.00
6	4	English Learners Foster Youth Low Income	Translation/Interpretation Services	\$36,079.00				\$36,079.00
6	5	English Learners Foster Youth Low Income	Family Engagement Programs, Parent and Community Involvement	\$143,236.00				\$143,236.00
6	6	English Learners Foster Youth Low Income	Parent Education Services	\$300,795.00				\$300,795.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	7	English Learners Foster Youth Low Income	Increased Parent Communication Services	\$141,500.00				\$141,500.00
6	8	English Learners Foster Youth Low Income	Coordinator of Family and Community Engagement	\$166,768.00				\$166,768.00
7	1	English Learners Foster Youth Low Income	Multilingual, Culturally Relevant Professional Learning	\$645,650.00				\$645,650.00
7	2	English Learners Foster Youth Low Income	Teacher on Special Assignment (TOSA) Culture and Climate	\$134,098.00				\$134,098.00
7	3	English Learners Foster Youth Low Income	State Seal of Biliteracy Pathways Program	\$31,051.00				\$31,051.00
7	4	English Learners Foster Youth Low Income	Junior High Department Chairs	\$77,007.00				\$77,007.00
7	5	English Learners Foster Youth Low Income	Junior High Deans	\$597,831.00				\$597,831.00
7	6	English Learners Foster Youth Low Income	Interpretation training to improve language access	\$100,000.00				\$100,000.00
7	7	English Learners Foster Youth Low Income	Social Emotional Learning (SEL) Data Instrument	\$100,878.00				\$100,878.00
7	8	English Learners Foster Youth Low Income	Increase preschool programs	\$885,000.00				\$885,000.00
7	9	English Learners Foster Youth Low Income	Supplemental supplies and programs to increase access to elective course offerings for Jr. High students	\$228,954.00				\$228,954.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	10	English Learners Foster Youth Low Income	Social Emotional Learning Support	\$120,000.00				\$120,000.00
7	11	English Learners Foster Youth Low Income	College and Career Readiness Experiences	\$522,009.00				\$522,009.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$52,119,891.00	\$52,119,891.00
<b>LEA-wide Total:</b>	\$51,971,829.00	\$51,971,829.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$148,062.00	\$148,062.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	CCSS Aligned Supplemental Instructional Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,590,971.00	\$1,590,971.00
1	2	Technology - Student Access and Support to Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,004,392.00	\$5,004,392.00
1	3	Equity and Access - Free Internet Access and Support to include Expanded Learning and Distance Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$274,593.00	\$274,593.00
1	4	Technology Tools and Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,900.00	\$284,900.00
1	5	Library Media Services to Support Student Literacy	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,428,512.00	\$1,428,512.00
1	6	Physical Education Teachers for first through sixth grade students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,661,316.00	\$3,661,316.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Fine Arts Program - Visual and Performing Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,377,926.00	\$1,377,926.00
1	8	Student access to Gifted and Talented Education (GATE)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	\$180,000.00
1	9	Expanded Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,610,712.00	\$1,610,712.00
1	10	Expanded Learning - After School Education and Safety Program (ASES)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,000.00	\$210,000.00
1	11	Expanded Learning Support - Increase Night Custodians	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,174,556.00	\$2,174,556.00
1	12	Strengthen districtwide support systems, processes and practices that support student learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,168,600.00	\$3,168,600.00
1	13	Advanced Via Individual Determination (AVID)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tommie Kunst Junior High, Arellanes Junior High, Fesler Junior High, Bonita Elementary, Liberty Elementary, Rice Elementary, and Alvin Elementary	\$148,062.00	\$148,062.00
2	1	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$200,000.00
2	2	Equity and Access - District and School Site Aligned Assessment System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$619,199.00	\$619,199.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Director, School Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206,676.00	\$206,676.00
2	4	Coordinator of Assessment and Accountability	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,157.00	\$185,157.00
2	5	Teacher on Special Assignment (TOSA) - Assessment and Accountability	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$258,176.00	\$258,176.00
2	6	Program Specialists (PS) for Leadership and Teacher Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$294,416.00	\$294,416.00
3	1	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,045,666.00	\$1,045,666.00
3	2	Instructional Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,855,495.00	\$2,855,495.00
3	3	Coordinator of Teaching and Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,605.00	\$175,605.00
3	4	Teacher on Special Assignment (TOSA)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,116,697.00	\$1,116,697.00
4	1	Professional Learning to support the Multilingual Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,842.00	\$145,842.00
4	2	Bilingual Instructional Assistants for Primary Grades	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,015,793.00	\$3,015,793.00
4	3	Bilingual Instructional Assistants for Jr. High Schools	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,366.00	\$94,366.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,500.00	\$144,500.00
4	5	Native Language Proficiency Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
4	6	Teachers on Special Assignment (TOSA) for English Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$248,155.00	\$248,155.00
4	7	Program Specialist (PS) for Multilingual Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,098.00	\$134,098.00
4	8	Dual Language Immersion Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
4	9	English Language Development Coaches (split with Title I A)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$267,707.00	\$267,707.00
5	1	Santa Maria Police Department - School Resource Officers (SROs)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,912.00	\$249,912.00
5	2	Outreach Mentors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,003,154.00	\$2,003,154.00
5	3	Junior High Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,309,714.00	\$1,309,714.00
5	4	District Program Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$671,490.00	\$671,490.00
5	5	Student Supervision and Safety Aides	LEA-wide	English Learners Foster Youth	All Schools	\$1,400,000.00	\$1,400,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
5	6	Community Partnership for Foster Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,693.00	\$66,693.00
5	7	Community Partnership for Truancy Mentors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$266,771.00	\$266,771.00
5	8	Community Partnership to support students who are experiencing homelessness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,385.00	\$133,385.00
5	9	Full time Health Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,139,876.00	\$1,139,876.00
5	10	One Certificated Teacher for each Junior High Opportunity Class	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$426,696.00	\$426,696.00
5	11	Teen Court	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,000.00	\$193,000.00
5	12	Marriage and Family Therapist (MFT) and/or School Based Therapist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,612,300.00	\$1,612,300.00
5	13	Fitzgerald Community School	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$700,000.00	\$700,000.00
5	14	Assistant Principals	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,275,699.00	\$3,275,699.00
6	1	Community Liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,395,447.00	\$1,395,447.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
6	2	Family Outreach Advocates (FOA)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$481,275.00	\$481,275.00
6	3	Translation/Interpretation Services - Trilingual and Bilingual Translators/Interpreters	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$403,535.00	\$403,535.00
6	4	Translation/Interpretation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,079.00	\$36,079.00
6	5	Family Engagement Programs, Parent and Community Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,236.00	\$143,236.00
6	6	Parent Education Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,795.00	\$300,795.00
6	7	Increased Parent Communication Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$141,500.00	\$141,500.00
6	8	Coordinator of Family and Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$166,768.00	\$166,768.00
7	1	Multilingual, Culturally Relevant Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$645,650.00	\$645,650.00
7	2	Teacher on Special Assignment (TOSA) Culture and Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,098.00	\$134,098.00
7	3	State Seal of Biliteracy Pathways Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,051.00	\$31,051.00
7	4	Junior High Department Chairs	LEA-wide	English Learners	All Schools	\$77,007.00	\$77,007.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
7	5	Junior High Deans	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$597,831.00	\$597,831.00
7	6	Interpretation training to improve language access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
7	7	Social Emotional Learning (SEL) Data Instrument	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,878.00	\$100,878.00
7	8	Increase preschool programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$885,000.00	\$885,000.00
7	9	Supplemental supplies and programs to increase access to elective course offerings for Jr. High students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,954.00	\$228,954.00
7	10	Social Emotional Learning Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	\$120,000.00
7	11	College and Career Readiness Experiences	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$522,009.00	\$522,009.00

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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



# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- g) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

### **Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.



**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.