

Local Control and Accountability Plan

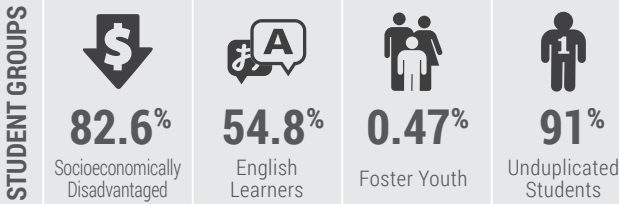
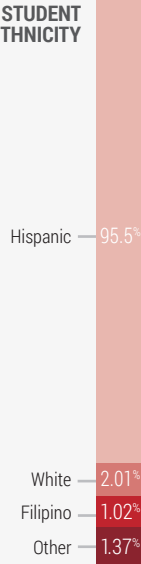
DISTRICT STORY

17,201 Preschool-8 STUDENTS

21 SCHOOLS

1,982 EMPLOYEES

STUDENT ETHNICITY



DISTRICT VISION



Our Commitment

Preparing successful citizens who are college & career ready by ensuring that every student learns at grade level & beyond.



High Expectations

We have a deliberate, intentional culture of learning with high expectations.



What Matters Most

Ensuring that students in every classroom are tackling relevant, challenging content, taking ownership for their learning, & improving every day.

LCAP HIGHLIGHTS

MAINTENANCE GOAL #1	BROAD GOAL #2	BROAD GOAL #3	FOCUS GOAL #4
<p>Support Student Learning</p>	<p>Building Systems for Quality Leaders & Educators</p>	<p>Prepare Students for College & Careers</p>	<p>Support English Learner Academic Proficiency</p>
<p>Highlighted Actions</p> <ul style="list-style-type: none"> Standards Aligned Supplemental Curriculum Resources System-wide Technology Improvements Increase Library Media Services to Support Student Literacy Increase Expanding Learning Opportunity Programs 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> Teacher & Administrator Pipeline Development District and School Site Aligned Assessment System Direct Support to Sites Through TOSAs and Program Specialists 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> Professional Learning for Teachers, Paraeducators, and Administrators Instructional Coaches for Each Site Recruit & Retain Teachers 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> Professional Learning to Support the Multilingual Program Increase Bilingual Instructional Assistants ELD Coaches for Each Site Direct Support to School Sites Through Our Program Specialists & EL TOSAs
BROAD GOAL #5	BROAD GOAL #6	BROAD GOAL #7	Foundational Principles
<p>Safe, Healthy, & Positive Learning Environment</p>	<p>Parent Education, Engagement, and Outreach</p>	<p>Diversity, Equity, & Inclusion</p>	<p>EQUITY LENS</p> <p>Identify Student Needs</p> <p>Identify Performance Gaps</p> <p>Set Goals & Outcomes</p> <p>Plan Actions & Services</p> <p>LCAP</p>
<p>Highlighted Actions</p> <ul style="list-style-type: none"> School Safety and Security Increase Junior High Counselors Elementary School Counselors Marriage and Family & School Based Therapists 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> District and Site Community Liaisons Family Outreach Advocates Increased Translation and Interpretation Services Increased Parent Education Opportunities 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> Multilingual, Culturally Relevant Professional Learning Increase Access to Elective Course Offerings for Junior High Students College and Career Readiness Experiences Universal Transitional Kindergarten 	

REFLECTION: SUCCESSES



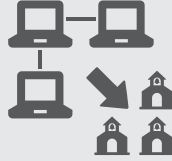
Improved Math & ELA Performance



Met All Local Indicators on CA Dashboard

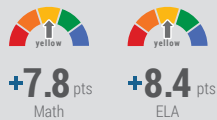


Professional Learning to Support High-Quality Grade Level Instruction



System-wide Technology Upgrades

Indicator: California School Dashboard



Met all
8
Local Indicators



Teachers were provided with ongoing Professional Learning to help improve student outcomes



Technology upgrades included a Chromebook refresh program & free internet access for all students

Planned Actions to Maintain Progress:

- A **comprehensive multicultural system** which includes multilingual, culturally relevant professional learning, interpreter training to improve language access, and social emotional learning data instruments.
- Expanded **equitable access to resources** to meet students' academic and social & emotional needs.
- **System-wide technology maintenance and upgrades** to support classroom and expanded learning, which includes our Chromebook refresh program and free internet access to all of our students.
- Ongoing **teacher, paraeducator, and administrator professional learning** to support the implementation of Common Core State Standards (CCSS) and effective high quality first instruction.
- A **comprehensive assessment system** for grades TK-8 in support of an aligned instructional system.
- Increase of **expanded learning opportunities programs**.
- Increase and enhance **parent education and family engagement**.

REFLECTION: IDENTIFIED NEEDS



Continue to Reduce Student Suspensions

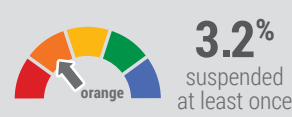


Reduce Chronic Absenteeism Among Student Groups

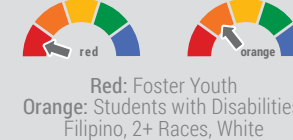


Improve English Learner Performance

Indicator: California School Dashboard



Indicator: California School Dashboard



Indicator: California School Dashboard



Planned Actions to Address Needs:

- Expand **equitable access to resources** to accelerate learning, including expanded learning programs.
- 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 for all community members**.
- Professional learning in order to **increase access to grade-appropriate assignments, strong instruction, deep engagement, and high expectations**.
- Increase support for English learners through **Bilingual Instructional Assistants** for primary grade English learners and for junior high newcomer students, Instructional & English Language Development Coaches, and professional learning to support multilingual programs.
- **College and Career Readiness (CCR) plan** implemented in grades TK-8 to include CCR experiences, community service opportunities, and career awareness.
- **Expanded counseling services, mentors, and Family Advocates** to support the social emotional well-being of our students and their families.
- Continue partnership with outside agencies to **provide services to students and families in need**.

Engaging Educational Partners

4
SURVEYS
Conducted

25,000+
SURVEY RESPONSES
Received

114+
MEETINGS
Held

Monthly
BOARD MEETINGS
Held

12
GROUPS
Involved

Groups include:

Parents, Students, Teachers, Staff, Administrators, LCAP Educational Partner Team, Parent Leadership Team, District Advisory Council, District English Language Advisory Committees, School Site Council, English Learner Advisory Committee, and the School Board.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans



SMBSD has informed, consulted, & involved educational partners in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, social media, email, phone, radio, TV, virtual & in-person meetings.

Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



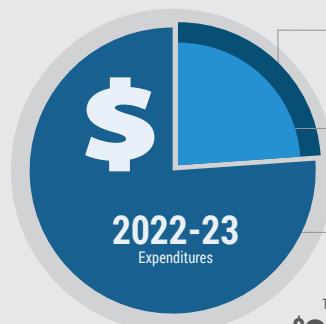
Projected 22-23 Revenue	
Concentration Grant	\$60,630,082
Supplemental Grant	
Base Grant	\$151,017,655
Other Revenue (state & local)	\$80,371,927
Federal Revenue	\$14,719,168
Total Revenue:	\$306,738,832

...targeting disadvantaged students...

...to spend on expenditures in the district...



...resulting in increased service of...



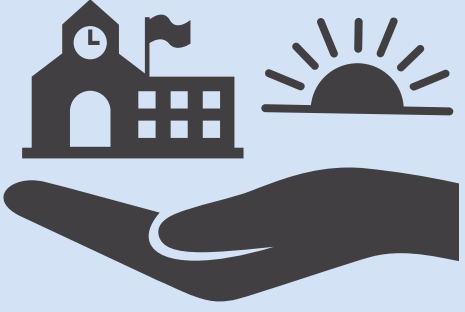
37%

2022-23 Expected Service Improvement Using:
\$60,630,082
In Total Concentration & Supplemental Grants

...which is reported on the following year

Year	Expenditures for High Needs Students:	
	Budgeted	Actual
2021-22	\$52,119,891	\$46,663,969

MAINTENANCE
GOAL
#1



Support Student Learning

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS


New

Modified

Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

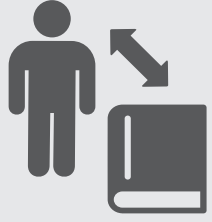
1.1



MAINTAIN FULLY CREDENTIALLED TEACHERS

OBSERVED OUTCOMES	
Baseline	Fall 2020 100%
Year 1	Fall 2021 100%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	=100%


1.2



MAINTAIN ACCESS TO STANDARDS-ALIGNED TEXTBOOKS

OBSERVED OUTCOMES	
Baseline	Fall 2020 100%
Year 1	Fall 2021 100%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	=100%

1.3



ACHIEVE "GOOD" RATING OR BETTER FOR ALL FACILITIES ON WILLIAMS REPORT

OBSERVED OUTCOMES	
Baseline	Fall 2020 98.82%
Year 1	Fall 2021 99.22%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑100%

1.4








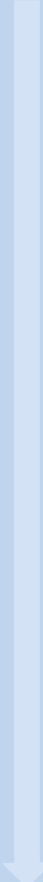


INCREASE STUDENTS SCORING WITHIN HEALTHY FITNESS ZONE ON THE PHYSICAL FITNESS TEST


OBSERVED OUTCOMES												
Baseline 2018-19	Aerobic Capacity		Body Composition		Abdominal Strength		Trunk Extension		Upper Body Strength		Flexibility	
	55.9% 5th	51.5% 7th	56.6% 5th	53% 7th	48% 5th	77.6% 7th	71.3% 5th	81.7% 7th	56.3% 5th	54.2% 7th	64.5% 5th	72% 7th
Year 1 2021-22	N/A 5th	N/A 7th	N/A 5th	N/A 7th	52.3% 5th	73.3% 7th	66.9% 5th	76.3% 7th	50.1% 5th	56.9% 7th	62.1% 5th	68.3% 7th
Year 2	TBD		TBD		TBD		TBD		TBD		TBD	
EXPECTED OUTCOME												
Year 3	Aerobic Capacity		Body Composition		Abdominal Strength		Trunk Extension		Upper Body Strength		Flexibility	
	↑100% students in HFZ		↑100% students in HFZ		↑100% students in HFZ		↑100% students in HFZ		↑100% students in HFZ		↑100% students in HFZ	



EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal #1	 Action / Service	 Amount	 Target
	1.1 - Common Core State Standards aligned instructional & supplemental materials.	\$1,012,733	 Low Income  English Learners  Foster Youth 
	1.2 - Expand the use of technology to support student engagement and as a means to deliver a high-quality, standards-aligned curriculum.	\$5,090,842	
	1.3 - Provide reliable, equitable access to student technology (free internet access, personnel for expanded evening support).	\$299,253	
	1.4 - Utilize Technology tools and software (digital tools, content-filtering, device management hardware/software).	\$130,350	
	1.5 - Library Media Services to support student literacy (1 full-time Library Media Clerk per site, 1 Supervisor, Instructional Materials Center).	\$1,593,633	
	1.6 - Physical Education (PE) teachers for first through sixth grade students.	\$4,088,695	
	1.7 - Expand Visual and Performing Arts programs (9 band teachers, additional supplemental support materials and contracting with outside agencies).	\$1,359,218	
	1.8 - Increase supports for the GATE program (professional development, online assessments, parent education, further enrichment opportunities).	\$180,000	
	1.9 - Provide standards-aligned, high-quality expanded learning opportunities which take a whole-child approach (distance learning opportunities, expanded day academic classes, bridge programs, academies & Saturday schools, on-line and small group tutoring and summer schools).	\$909,990	
	1.10 - Increase support for the After School Education and Safety Program (supplemental aligned academic programming and social emotional learning activities, additional school site support).	\$210,000	
	1.11 - Increase support of Evening Custodians to provide a safe, clean and productive learning environment that promotes student learning and safety.	\$2,588,344	
	1.12 - Strengthen district wide support systems, processes and practices that support student learning (one full-time project clerk per school, Plan Alignment, Business, and Expanded Learning department staff).	\$4,900,364	
	1.13 - Purchase supplemental and ancillary materials to support AVID strategies .	\$149,001	
	1.14 - Provide Transitional Kindergarten teachers with additional supplemental materials and supplies and revise current pacing guides in order to align classroom lessons with these resources.	\$357,000	
	1.15 - Hire a classified support staff member at each school site to support expanded learning programs.	\$1,685,905	

BROAD GOAL #2



Building Systems for Quality Leaders and Educators

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes




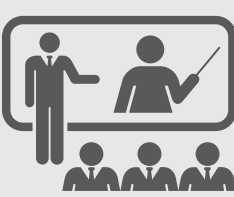
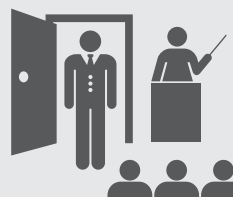
STATUS

New

Modified









Unchanged

EXPECTED 2023-24 MEASURABLE OUTCOMES

<p>2.1</p>  <p style="text-align: center;">INCREASE STUDENTS TAKING THE NWEA MATH ASSESSMENT</p>	<p style="text-align: center; margin: 0;">OBSERVED OUTCOMES</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9d9d9; text-align: center;">Baseline</td> <td style="text-align: center;">Fall 2020</td> <td style="text-align: center;">93%</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 1</td> <td style="text-align: center;">Fall 2021</td> <td style="text-align: center;">95.96%</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 2</td> <td style="text-align: center;">TBD</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td colspan="3" style="background-color: #d9d9d9; text-align: center;">EXPECTED OUTCOME</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 3</td> <td style="text-align: center;">↑</td> <td style="text-align: center;">98%</td> </tr> </table>	Baseline	Fall 2020	93%	Year 1	Fall 2021	95.96%	Year 2	TBD	TBD	EXPECTED OUTCOME			Year 3	↑	98%	<p>2.2</p>  <p style="text-align: center;">INCREASE STUDENTS TAKING THE NWEA READING ASSESSMENT</p>	<p style="text-align: center; margin: 0;">OBSERVED OUTCOMES</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9d9d9; text-align: center;">Baseline</td> <td style="text-align: center;">Fall 2020</td> <td style="text-align: center;">94%</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 1</td> <td style="text-align: center;">Fall 2021</td> <td style="text-align: center;">97.57%</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 2</td> <td style="text-align: center;">TBD</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td colspan="3" style="background-color: #d9d9d9; text-align: center;">EXPECTED OUTCOME</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 3</td> <td style="text-align: center;">↑</td> <td style="text-align: center;">98%</td> </tr> </table>	Baseline	Fall 2020	94%	Year 1	Fall 2021	97.57%	Year 2	TBD	TBD	EXPECTED OUTCOME			Year 3	↑	98%
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<p>2.3</p>  <p style="text-align: center;">INCREASE PARTICIPATION RATE AT MONTHLY GRADE LEVEL MEETINGS</p>	<p style="text-align: center; margin: 0;">OBSERVED OUTCOMES</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9d9d9; text-align: center;">Baseline</td> <td style="text-align: center;">2020-21</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 1</td> <td style="text-align: center;">2021-22</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 2</td> <td style="text-align: center;">TBD</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td colspan="3" style="background-color: #d9d9d9; text-align: center;">EXPECTED OUTCOME</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 3</td> <td style="text-align: center;">↑</td> <td style="text-align: center;">100%</td> </tr> </table>	Baseline	2020-21	80%	Year 1	2021-22	N/A	Year 2	TBD	TBD	EXPECTED OUTCOME			Year 3	↑	100%	<p>2.4</p>  <p style="text-align: center;">ALL NEW TEACHERS WILL PARTICIPATE IN MONTHLY PROFESSIONAL LEARNING SESSIONS</p>	<p style="text-align: center; margin: 0;">OBSERVED OUTCOMES</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9d9d9; text-align: center;">Baseline</td> <td style="text-align: center;">2020-21</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 1</td> <td style="text-align: center;">2021-22</td> <td style="text-align: center;">98%</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 2</td> <td style="text-align: center;">TBD</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td colspan="3" style="background-color: #d9d9d9; text-align: center;">EXPECTED OUTCOME</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 3</td> <td style="text-align: center;">↑</td> <td style="text-align: center;">100%</td> </tr> </table>	Baseline	2020-21	100%	Year 1	2021-22	98%	Year 2	TBD	TBD	EXPECTED OUTCOME			Year 3	↑	100%
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<p>2.5</p>  <p style="text-align: center;">INCREASE PARTICIPATION IN ASPIRING LEADER ACADEMY PROFESSIONAL LEARNING SESSIONS</p>	<p style="text-align: center; margin: 0;">OBSERVED OUTCOMES</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9d9d9; text-align: center;">Baseline</td> <td style="text-align: center;">Spring 2021</td> <td style="text-align: center;">11 candidates began program</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 1</td> <td style="text-align: center;">Spring 2022</td> <td style="text-align: center;">91% candidates completed program</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 2</td> <td style="text-align: center;">TBD</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td colspan="3" style="background-color: #d9d9d9; text-align: center;">EXPECTED OUTCOME</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Year 3</td> <td style="text-align: center;">↑</td> <td style="text-align: center;">100% aspiring leaders completing program</td> </tr> </table>	Baseline	Spring 2021	11 candidates began program	Year 1	Spring 2022	91% candidates completed program	Year 2	TBD	TBD	EXPECTED OUTCOME			Year 3	↑	100% aspiring leaders completing program																	
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EXPECTED OUTCOME																																	
Year 3	↑	100% aspiring leaders completing program																															




EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount	 Target
	2.1 - Provide ongoing professional learning to help build and maintain a cohesive leadership team , create and communicate organizational clarity, and effectively build human systems.	\$200,000	 Low Income  English Learners  Foster Youth 
	2.2 - The School Support Services Department will continue to expand in order to increase, develop, and maintain an aligned assessment system.	\$636,045	
	2.3 - Continue to provide one Director of School Support and one Principal on Special Assignment to oversee the Assessment and Accountability division and provide direct support and coaching for all site administrators.	\$418,336	
	2.4 - Hire one Data Analyst Technician to support the Coordinator of Assessment and Accountability in providing data reports, supporting data analysis, and supporting professional learning offerings that will be offered.	\$185,656	
	2.5 - Maintain one teacher on special assignment (TOSA) for Assessment and Accountability and one TOSA for Teacher Development to provide support and resources to help teachers and administrators understand and utilize data.	\$263,647	
	2.6 - Continue to provide one Program Specialist for Leadership Development , one Program Specialist for Teacher Development , and one Credential Analyst and Budget Manager for Teacher Development.	\$475,413	



BROAD
GOAL
#3



Prepare Students for College & Careers

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS


New

Modified

Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**


3.1



ACHIEVE ELA STANDARD ON CA DASHBOARD

OBSERVED OUTCOMES	
Baseline	2019 CA Dashboard 39.1 pts below standard
Year 1	2020 CA Dashboard N/A
Year 2	2021 CA Dashboard TBD
EXPECTED OUTCOME	
Year 3	 Meet standard


3.2



ACHIEVE MATH STANDARD ON CA DASHBOARD

OBSERVED OUTCOMES	
Baseline	2019 CA Dashboard 59.9 pts below standard
Year 1	2020 CA Dashboard N/A
Year 2	2021 CA Dashboard TBD
EXPECTED OUTCOME	
Year 3	 Meet standard


3.3



INCREASE SCHOOL READINESS OF KINDERGARTNERS

OBSERVED OUTCOMES	
Baseline	Fall 2019 38.88%
Year 1	Fall 2021 14%
Year 2	2022 CA Dashboard TBD
EXPECTED OUTCOME	
Year 3	 60% students scoring "Mastery" on the KSEP Rating scale


3.4



IMPROVE THE DISTRICT AVERAGE RIT TO AT OR ABOVE THE NWEA TARGET RIT FOR ELA

OBSERVED OUTCOMES			
Baseline 2020-21	Kindergarten	1st Grade	2nd-8th Grade
Baseline 2020-21	+1 Above national norm	-2 Below national norm	-12 to -13.1 Below national norm
Year 1 2021-22	-8.13 Below national norm	-9.78 Below national norm	-8 to -16 Below national norm
Year 2	TBD	TBD	TBD
EXPECTED OUTCOME			
Year 3	 At or above NWEA Target RIT		

3.5



IMPROVE THE DISTRICT AVERAGE RIT TO AT OR ABOVE THE NWEA TARGET RIT FOR MATH

OBSERVED OUTCOMES			
Baseline 2020-21	Kindergarten	1st Grade	2nd-8th Grade
Baseline 2020-21	+1 Above national norm	+2 Above national norm	-5.2 to -18.8 Below national norm
Year 1 2021-22	-6.76 Below national norm	-7.31 Below national norm	-8 to -19 Below national norm
Year 2	TBD	TBD	TBD
EXPECTED OUTCOME			
Year 3	 At or above NWEA Target RIT		

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>3.6</p>  <p>IMPROVE THE DISTRICT AVERAGE RIT TO AT OR ABOVE THE NWEA TARGET RIT FOR SCIENCE</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr> <td>Baseline</td> <td>2020-21</td> <td>-5.7 to -6.5 Below national norm</td> </tr> <tr> <td>Year 1</td> <td>2021-22</td> <td>-7 Below national norm</td> </tr> <tr> <td>Year 2</td> <td></td> <td>TBD</td> </tr> </table> <p>EXPECTED OUTCOME</p> <table border="1"> <tr> <td>Year 3</td> <td></td> <td>↑ At or above NWEA Target RIT</td> </tr> </table>	Baseline	2020-21	-5.7 to -6.5 Below national norm	Year 1	2021-22	-7 Below national norm	Year 2		TBD	Year 3		↑ At or above NWEA Target RIT	<p>3.7</p>  <p>ACHIEVE IMPLEMENTATION OF ALL CALIFORNIA STATE ACADEMIC STANDARDS ON CA DASHBOARD</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr> <td>Baseline</td> <td>2020-21</td> <td>100%</td> </tr> <tr> <td>Year 1</td> <td>2021-22</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td></td> <td>TBD</td> </tr> </table> <p>EXPECTED OUTCOME</p> <table border="1"> <tr> <td>Year 3</td> <td></td> <td>↑ 100%</td> </tr> </table>	Baseline	2020-21	100%	Year 1	2021-22	100%	Year 2		TBD	Year 3		↑ 100%
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EXPECTED 2022-23 **ACTIONS & EXPENDITURES**

Goal #3	Action / Service	Amount	Target
	3.1 - Provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time).	\$1,126,761	Low Income
	3.2 - <i>This action was discontinued from the LCAP</i>	N/C	
	3.3 - Maintain one Coordinator of Teaching and Learning to assist the Director with the overall organization, administration, and supervision of teaching and learning programs.	\$192,488	English Learners
	3.4 - Maintain nine Teacher on Special Assignment positions to support site coaches, school leaders, and classroom teachers in the areas of technology, social studies, GATE, VAPA/PE, and STEAM.	\$1,198,833	Foster Youth
	3.5 - In order to recruit and retain experienced and qualified teachers , all new and existing teachers will have their certificated public school experience considered and applied to their placement on the appropriate SMBSD Certificated Salary Schedule.	\$1,104,883	



FOCUS
GOAL
#4

Support English Learner Academic Proficiency

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New









Modified

Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>4.1</p> <p style="text-align: center;">INCREASE ENGLISH LEARNERS MAKING PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">Baseline</td> <td>2019-20 50.4%</td> </tr> <tr> <td style="font-size: small;">Year 1</td> <td>2020-21 20.28%</td> </tr> <tr> <td style="font-size: small;">Year 2</td> <td>TBD </td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td style="font-size: small;">Year 3</td> <td> 60.4%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2019-20 50.4%	Year 1	2020-21 20.28%	Year 2	TBD	EXPECTED OUTCOME		Year 3	60.4%	<p>4.2</p> <p style="text-align: center;">INCREASE % OF ELS WHO PROGRESS AT LEAST ONE ELPI LEVEL OR MAINTAIN AN ELPI LEVEL OF 4</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">Baseline</td> <td>2019 CA Dashboard 50.3%</td> </tr> <tr> <td style="font-size: small;">Year 1</td> <td>2020-21 20.28%</td> </tr> <tr> <td style="font-size: small;">Year 2</td> <td>TBD </td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td style="font-size: small;">Year 3</td> <td> 65%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2019 CA Dashboard 50.3%	Year 1	2020-21 20.28%	Year 2	TBD	EXPECTED OUTCOME		Year 3	65%
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<p>4.3</p> <p style="text-align: center;">INCREASE ENGLISH LEARNER RECLASSIFICATION RATE</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">Baseline</td> <td>2019-20 10.4%</td> </tr> <tr> <td style="font-size: small;">Year 1</td> <td>2020-21 4.3%</td> </tr> <tr> <td style="font-size: small;">Year 2</td> <td>TBD </td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td style="font-size: small;">Year 3</td> <td> 40.4%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2019-20 10.4%	Year 1	2020-21 4.3%	Year 2	TBD	EXPECTED OUTCOME		Year 3	40.4%														
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<p>4.4</p> <p style="text-align: center;">INCREASE ELA PROFICIENCY OF ENGLISH LEARNERS TO STANDARD ON SBAC</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">Baseline</td> <td>2019 CA Dashboard -112 <small>pts below standard</small></td> </tr> <tr> <td style="font-size: small;">Year 1</td> <td>2020-21 N/A</td> </tr> <tr> <td style="font-size: small;">Year 2</td> <td>TBD </td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td style="font-size: small;">Year 3</td> <td> +112 <small>pts to reach standard</small></td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2019 CA Dashboard -112 <small>pts below standard</small>	Year 1	2020-21 N/A	Year 2	TBD	EXPECTED OUTCOME		Year 3	+112 <small>pts to reach standard</small>	<p>4.5</p> <p style="text-align: center;">IMPROVE THE AVERAGE ENGLISH LEARNER RIT TO AT OR ABOVE THE NWEA TARGET RIT FOR ELA</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">Baseline</td> <td>2020-21 +1.2 to -27 <small>pts above pts below</small></td> </tr> <tr> <td style="font-size: small;">Year 1</td> <td>2021-22 -10 to -23 <small>pts below pts below</small></td> </tr> <tr> <td style="font-size: small;">Year 2</td> <td>TBD </td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td style="font-size: small;">Year 3</td> <td> At or above NWEA Target RIT</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2020-21 +1.2 to -27 <small>pts above pts below</small>	Year 1	2021-22 -10 to -23 <small>pts below pts below</small>	Year 2	TBD	EXPECTED OUTCOME		Year 3	 At or above NWEA Target RIT
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EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal #4	 Action / Service	 Amount	 Target
	4.1 - Provide ongoing teacher, paraeducator and administrator Professional Learning to support the Multilingual Program (integrated ELD standards, technology for EL, reclassification of students, strategies for bilingual instructional assistants).	\$211,879	 Low Income  English Learners  Foster Youth 
	4.2 - Bilingual instructional assistants will continue to support ELs in primary grades (small & 1:1 instruction, monitoring and reporting student progress, translating and interpreting).	\$10,071,174	
	4.3 - Each junior high school will be supported by one bilingual instructional assistant .	\$278,498	
	4.4 - <i>This action has been discontinued from the LCAP.</i>	N/C	
	4.5 - Administer assessments to newcomers to assess their proficiency in their native language to help determine placement in the appropriate ELD class.	\$20,000	
	4.6 - Two Multilingual Teachers on Special Assignment will provide support to district staff, students, and parents (dual language immersion program, ELD site coaches, pacing guides, state seal of biliteracy pathways, native language assessments).	\$221,430	
	4.7 - Two Program Specialists for Multilingual Services will provide support to district staff, students, and parents (English Language Development, educator professional development, assessment and progress monitoring).	\$329,000	
	4.8 - Continue to support the Dual Language Immersion Program by building capacity of bilingual educators and leaders to address the needs of English Learners.	\$18,000	
	4.9 - Each school site will be supported by a full-time certificated English Language Development Coach (instructional modeling of best practices, co-teaching and co-planning, one-on-one coaching).	\$2,902,195	



BROAD
GOAL
#5

Safe, Healthy, & Positive Learning Environment

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

5.1

INCREASE POSITIVE RESPONSES ON CALIFORNIA HEALTHY KIDS SURVEY

OBSERVED OUTCOMES						
Baseline 2020-21	Feel sense of connectedness to school		Feel that adults at school care		Feel academic motivation	
	59% <small>5th</small>	61% <small>7th</small>	72% <small>5th</small>	75% <small>7th</small>	74% <small>5th</small>	69% <small>7th</small>
Year 1 2021-22	In-school only		Remote only			
	72% <small>5th</small>	57% <small>7th</small>	70% <small>5th</small>	62% <small>7th</small>	82% <small>5th</small>	65% <small>7th</small>
Year 2	TBD		TBD		TBD	
EXPECTED OUTCOME						
Year 3	↑ 90%		↑ 90%		↑ 90%	

5.2

INCREASE POSITIVE STUDENT RESPONSES ON THE PANORAMA SENSE OF BELONGING SURVEY

OBSERVED OUTCOMES	
Baseline 2020-21	20-39 th percentile nationally
Year 1 2021-22	20-29 th percentile nationally
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑ 80-99 th percentile nationally

5.3

INCREASE POSITIVE STAFF RESPONSES ON THE PANORAMA SENSE OF BELONGING SURVEY

OBSERVED OUTCOMES		
Baseline 2020-21	63% <small>certificated</small>	66% <small>classified</small>
Year 1 2021-22	62% <small>certificated</small>	70% <small>classified</small>
Year 2	TBD	
EXPECTED OUTCOME		
Year 3	↑ 76%	

5.4

IMPROVE SUSPENSION RATE INDICATOR ON CA DASHBOARD




OBSERVED OUTCOMES	
Baseline 2019 CA Dashboard	3.2%
Year 1 2021-22	3.21%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑

5.5









IMPROVE CHRONIC ABSENTEEISM INDICATOR ON CA DASHBOARD

OBSERVED OUTCOMES	
Baseline 2019 CA Dashboard	5.8% <small>yellow</small>
Year 1 2021-22	42.4%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	↑









EXPECTED 2023-24 MEASURABLE OUTCOMES

<p>5.6</p>  <p>REDUCE EXPULSION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>2020-21 0.006%</td> </tr> <tr> <td>Year 1</td> <td>2021-22 0.02%</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 0.005%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2020-21 0.006%	Year 1	2021-22 0.02%	Year 2	TBD	EXPECTED OUTCOME		Year 3	↓ 0.005%	<p>5.7</p>  <p>ELIMINATE JUNIOR HIGH DROPOUTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>2020-21 1</td> </tr> <tr> <td>Year 1</td> <td>2021-22 1</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 0</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2020-21 1	Year 1	2021-22 1	Year 2	TBD	EXPECTED OUTCOME		Year 3	↓ 0	<p>5.8</p>  <p>INCREASE ATTENDANCE RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>2020-21 96.33%</td> </tr> <tr> <td>Year 1</td> <td>2021-22 90.63%</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">EXPECTED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 96.5%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2020-21 96.33%	Year 1	2021-22 90.63%	Year 2	TBD	EXPECTED OUTCOME		Year 3	↑ 96.5%
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EXPECTED 2022-23 ACTIONS & EXPENDITURES


 Goal #5	 Action / Service	 Amount	 Target
	5.1 - Provide a safe school environment for all students by maintaining two School Security Guards per junior high school.	\$349,912	 Low Income  English Learners  Foster Youth 
	5.2 - Provide one full-time Outreach Mentor (ORM) to each school site to conduct individual and group sessions on issues related to school attendance, academics, behavior, and developing resiliency.	\$2,843,600	
	5.3 - Add two additional counselors at junior high sites (for a total of eleven) to help assist students become successful, lifelong learners.	\$1,768,721	
	5.4 - Provide six District Program Specialists and one Teacher of Special Assignment to support Pupil Personnel Services and Special Education Services.	\$965,977	
	5.5 - Increase the number of Student Supervision & Safety Aides to support school safety and to increase students' sense of school connectedness.	\$2,037,426	
	5.6 - Continue to participate in a community partnership to provide resources and support for Foster Youth students.	\$70,000	
	5.7 - Partner with a community agency to provide four full-time program specialists that work with truant students using evidence-based interventions to help them to get to school every day.	\$348,064	
	5.8 - Partner with a community agency to provide two full-time homeless liaisons to assist homeless students and families with their basic needs.	\$118,186	

EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal #5	 Action / Service	 Amount	 Target
	5.9 - One full-time health aide at each school site will assist students with health issues and to work with families to make sure their needs are addressed.	\$1,256,311	 Low Income  English Learners  Foster Youth 
	5.10 - One Certificated Teacher at each Junior High Opportunity class will provide a small classroom environment for students who need additional support.	\$482,593	
	5.11 - Provide tuition for SMBSD students that enroll in Teen Court, which provides a restorative justice approach to help students address behavioral problems.	\$193,000	
	5.12 - One Marriage and Family Therapist at each school site will work with students with a high level of social-emotional needs.	\$1,470,288	
	5.13 - Maintain Fitzgerald Community School to serve students in grades 7-12.	\$450,000	
	5.14 - Assistant Principals will assist school Principals in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents.	\$3,443,945	
	5.15 - Each Elementary School will have a Counselor on site to support the development and implementation of social-emotional programs.	\$2,379,954	



BROAD GOAL #6



Parent Education, Engagement, and Outreach

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes



STATUS

New

Modified

Unchanged









EXPECTED 2023-24 MEASURABLE OUTCOMES

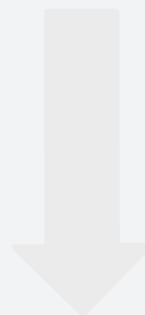
<p>6.1</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">INCREASE POSITIVE PARENT RESPONSES ON PANORAMA SOCIAL EMOTIONAL DEVELOPMENT SURVEY</p>	<p style="text-align: center; font-weight: bold;">OBSERVED OUTCOMES</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: 8px;">Baseline</td> <td style="text-align: center; font-size: 8px;">2020-21</td> <td style="text-align: center; font-size: 8px;">📈</td> </tr> <tr> <td style="text-align: center;">0-19th percentile for connectedness</td> <td style="text-align: center;">17% visited school in last year</td> <td style="text-align: center;">📈</td> </tr> <tr> <td style="text-align: center; font-size: 8px;">Year 1</td> <td style="text-align: center; font-size: 8px;">2021-22</td> <td style="text-align: center; font-size: 8px;">🔄</td> </tr> <tr> <td style="text-align: center;">0-19th percentile for connectedness</td> <td style="text-align: center;">17% visited school in last year</td> <td style="text-align: center;">🔄</td> </tr> <tr> <td style="text-align: center; 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EXPECTED 2022-23 ACTIONS & EXPENDITURES

🎯 Goal #6	🔨 Action / Service	💰 Amount	🎯 Target
6.1	Community Liaisons will conduct parent outreach, and provide education and centralized resources for parents.	\$2,764,857	📉 Low Income
6.2	Eight Family Outreach Advocates will help build home-school relationships, provide advocacy, and assist with parent outreach and support services.	\$735,120	🗣️ English Learners
6.3	Continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters to provide equitable language access for students and families.	\$503,510	👤 Foster Youth

EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal #6	 Action / Service	 Amount	 Target
	6.4 - Improve translation services to increase the ability to communicate effectively to our parents and other family members during expanded learning hours.	\$36,000	 Low Income  English Learners  Foster Youth 
	6.5 - Develop family engagement and outreach programs to support parent & community involvement.	\$568,224	
	6.6 - Expand promotion and recruitment strategies to increase parent participation at parent/family education classes and activities.	\$578,833	
	6.7 - Increase communication between schools and parents/community members (letters, flyers, handouts, phone calls, texts, Parent Square, home visits, web posts, in-person and virtual meetings).	\$131,000	
	6.8 - Continue to provide Coordinator of Family and Community Engagement will serve as a liaison between district leaders, school site administrators, and SMBSD families.	\$193,211	



BROAD GOAL

#7



Diversity, Equity, & Inclusion

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS


New

Modified

Unchanged

EXPECTED 2023-24 MEASURABLE OUTCOMES


7.1



INCREASE STUDENTS EARNING A SERVICE AND PARTICIPATION AWARD OR A BILITERACY AWARD

OBSERVED OUTCOMES			
Baseline	2020-21		
	0	0	0
	preschool	elementary	junior high
Year 1	2021-22		
	342	15	N/A
	preschool	elementary	junior high
Year 2	TBD		
EXPECTED OUTCOME			
Year 3	50	35	20
	preschool	elementary	junior high


7.2



INCREASE FAVORABLE STUDENT RESPONSES ON SOCIAL AWARENESS SURVEY:

OBSERVED OUTCOMES		
Baseline	3rd-5th	6th-8th
2020-21	20-39 th	0-19 th
	percentile nationally	
Year 1	3rd-5th	6th-8th
2021-22	40-59 th	0-19 th
	percentile nationally	
Year 2	TBD	
EXPECTED OUTCOME		
<i>How well do students consider the perspectives of others and empathize with them</i>		
Year 3	60-79 th	
	percentile nationally	


7.3



INCREASE FAVORABLE STAFF RESPONSES ON SOCIAL AWARENESS SURVEY:

OBSERVED OUTCOMES	
Baseline	2020-21
2020-21	63%
Year 1	2021-22
2021-22	67%
Year 2	TBD
EXPECTED OUTCOME	
<i>How well do students consider the perspectives of others and empathize with them</i>	
Year 3	73%


7.4



INCREASE FAVORABLE STAFF RESPONSES ON CULTURAL AWARENESS AND ACTION SURVEY

OBSERVED OUTCOMES		
Baseline	2020-21	
	44%	45%
	classified staff	certificated staff
Year 1	2021-22	
	46%	54%
	classified staff	certificated staff
Year 2	TBD	
EXPECTED OUTCOME		
Year 3	54%	55%
	classified	certificated

7.5








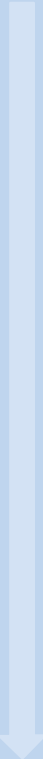


INCREASE FAVORABLE PARENT & FAMILY RESPONSES ON DIVERSITY AND INCLUSION SURVEY:

OBSERVED OUTCOMES	
Baseline	2020-21
2020-21	61%
Year 1	2021-22
2021-22	57%
Year 2	TBD
EXPECTED OUTCOME	
Year 3	71%



EXPECTED 2022-23 ACTIONS & EXPENDITURES

 Goal #7	 Action / Service	 Amount	 Target
	7.1 - Provide multilingual culturally relevant professional learning to help ensure equity, access, and social justice for all students.	\$628,735	 Low Income  English Learners  Foster Youth 
	7.2 - Maintain a Teacher on Special Assignment for Culture and Climate to provide support and resources for the full implementation of the social-emotional learning program.	\$120,664	
	7.3 - Purchase supplies to support the State Seal of Biliteracy Pathways Program .	\$21,000	
	7.4 - Provide junior high schools with department chairs in each of the core instructional areas as well as Physical Education, Spanish, Drama/Art, and Career and Technical Education.	\$160,319	
	7.5 - Provide one dean at each junior high school to assist the principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, & students.	\$682,218	
	7.6 - Provide interpretation training to ensure equitable language access for students, families, and community stakeholders.	\$100,000	
	7.7 - Utilize a Social Emotional Learning Data Instrument to inform more intensive SEL supports.	\$85,160	
	7.8 - Continue to offer preschool programs (PK) at 10 of the 17 elementary sites serving our most at-promise, eligible students.	\$939,059	
	7.9 - Increase access to elective course offerings for junior high students by providing supplemental supplies and programs.	\$787,560	
	7.10 - Provide teachers with supplemental support materials to aid instruction and expanded learning opportunities.	\$419,079	
	7.11 - Prepare students for college and careers by providing college and career readiness experiences to Low Income students, English Learners, and Foster Youth.	\$999,447	
	7.12 - Maintain six District Support Specialists to provide professional learning on evidence-based practices in the area of specially designed instruction, behavior, interventions, data collection, progress monitoring, and inclusive practices.	\$200,319	
	7.13 - In order to increase access to a full day of learning for our unduplicated, low income, and foster youth students, increase TK and Kindergarten classes to a full day program .	\$450,000	

Abbreviations: ASES (After School Education & Safety), AVID (Advancement Via Individual Determination), CAASPP (California Assessment of Student Performance and Progress), CAL-SOAP (California Student Opportunity & Access Program), CCR (College and Career Readiness), DAC (District Advisory Council), DELAC (District English Learner Advisory Council), EL (English Learner), ELA (English-Language Arts), ELAC (English Learner Advisory Council), ELD (English Language Development), ESL (English as a Second Language), FY (Foster Youth), GATE (Gifted and Talented Education), HFZ (Healthy Fitness Zone) LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LCP (Learning Continuity & Attendance Plan), LI (Low Income), MFT (Marriage and Family Therapy), NWEA (Northwest Evaluation Association), PBIS (Positive Behavior Interventions & Supports), PD (Professional Development), RIT (Rasch UnIT), RTI (Response to intervention), SBAC (Smarter Balanced Assessment Consortium), SMBSD (Santa Maria-Bonita School District), SRO (School Resource Officer), SSC (School Site Council), STEAM (Science, Technology, Engineering, Arts, and Mathematics), STEM (Science, Technology, Engineering, & Math), TK (Transitional Kindergarten), TOSA (Teacher on Special Assignment), TT (Teacher Tutor).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain / Increase
+ - Increase BY	⬇️ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress



For More Details

This infographic provides a high-level summary only and is based on the full


266
 page text LCAP

For additional LCAP resources scan or click the QR code or go to www.goboinfo.com & search for your district.

